

Listen and talk 13

Chapter

2

City Life

In This Chapter

Conversation:	Finding a Place to Live
Lecture:	Neighborhood Watch Meeting
Getting Meaning from Context:	Conversations in an Apartment Building
Real-World Task:	Following Directions

“I love cities. I love neighborhoods and the ways in which they interact with each other . . . I love the long gradual shifts in culture they contain. I love the fact that they work at all.”

—Jason Sutter, U.S. blogger (1976-)

Connecting to the Topic

- 1 Describe the neighborhood you see in the foreground of the photo.
- 2 How is your neighborhood different from this neighborhood?
- 3 What are some different kinds of places to live? Name seven.



Describe the neighbourhood you see in the foreground of the photo

صف الحي الذي في الصورة ؟

It is San Francisco>> Neighborhood surrounded by buildings

انه في مدينة سان فرانسيسكو وهو حي محاط بالمباني

How is your neighbourhood different from this neighbourhood?

كيف يختلف حيك الذي تعيش فيه عن الحي الذي في الصورة ؟

May be it is more noisy or more busy

ربما يكون أكثر إزعاجا وانشغالا

What are some different kind of places to live? name seven

ما هي الأماكن الصالحة للعيش سمي 7 أماكن؟

House – abatement –studio –room

منزل –شقة –أستوديو –غرفة

Part 1 Conversation: Finding a Place to Live

Before You Listen

The following telephone conversation is about an advertisement ("ad") for a roommate to share a house.

Roommate wanted to share 5-bdr. house near campus w/3 working people. Furnished room, private bath, kitchen-priv. backyard. \$800/month + util. Call Nancy at 555-5949.



Culture Note

Student Housing Offices

In North America, most universities have housing offices. Students looking for places to live and people who are looking for **roommates** can advertise in these offices. It is quite common for students to move into a **dormitory**, house, or apartment with people they have not met before.

هنا لوحة للإعلانات مكتوب فيها مطلوب شريك للغرفة الغرفة تقع مقابل الحرم الجامعي مع 3 أشخاص يعملون وهي مفروشة وأجارها 800 دولار بالشهر للاستأجارها اتصل بنانسي

Here panel written ads to partner for the room room located opposite the campus with 3 people working furnished and \$ 800 in month for Rent contact Nancy



1 Prelistening Questions Discuss these questions in small groups.

1. Look at the picture. Where is Mari? Why do you think she is there?
2. If Mari calls about the ad, what questions will she probably ask? What questions will the owner of the house probably ask her?
3. Where are you living now? Do you have roommates? How did you find each other?



2 Previewing Vocabulary Listen to the underlined words and phrases from the conversation. Then use the context to match them with their definitions.

Sentences

1. B My roommate Sarah is a real slob.
2. E Sarah never lifts a finger to clean up after herself.
3. D It really bugs me that I have to do all the housework myself.
4. F A: Are you going to Nadia's party tonight?
B: No, I can't make it. I have to study.
5. A A: Do you want to go out to dinner?
B: Thanks, but I can't leave the house because my sister is going to come by around six o'clock.
6. C A: Where is the language lab?
B: Go upstairs. It's the first door on your right. You can't miss it.

Definitions

- a. to stop somewhere for a short visit
- b. a messy person (*slang*)
- c. to be able to see (something) easily
- d. to irritate, annoy, bother (*slang*)
- e. to help with work
- f. to come or go (to a particular event)

Listen



3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. Who are the speakers?
2. What is the student calling about?
3. Where does the student live now? What is the problem there?
4. Who lives in the house that the student is asking about?
5. How is the neighborhood?
6. At the end of the conversation, what do the speakers agree to do?

Slab: A messy person شخص فوضوي

Lifts a finger: To help with work للمساعدة في العمل

Bugs me: To irritate, annoy , bother مزعج

No I can't make it. I have to study: To come or to go (to a particular event) ولا بد لي من دراسة . لا لا أستطيع تحقيق ذلك (لحدث معين)المقبلة، أو أن يذهب

My sister is going to come by .: To stop somewhere for a short visit زيارة خفيفة

Can't miss it: To be able to see (something) easily لا يفوت



4 Listening for Stressed Words Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the missing stressed words.

Nancy: Hello?

Mari: May I speak to Nancy, please?

Nancy: Speaking

Mari: Uh hi, uh, my name is Mari, and I'm calling about the room for rent. I saw your ad at the campus housing office.

Nancy: Oh, right. OK, uh, are you a student?

Mari: Well, right now I'm just studying English, but I'm planning to start college full-time in March.

Nancy: I see. Where are you living now?

Mari: I've been living in a house with some other students, but I don't like it there.

Nancy: Why? What's the problem?

Mari: Well, first of all, it's really noisy, and it's not very clean. The other people in the house are real slobs. I mean they never lift a finger to clean up after themselves. It really bugs me! I need a place that's cleaner and more private.

Nancy: Well, it's really quiet here. We're not home very much.

Mari: What do you do?

Nancy: I teach English at the college.

Mari: Wait a minute! Didn't we meet yesterday at the placement exam?

Nancy: Oh... you're the girl from Japan! What was your name again?

Mari: Mari.

Nancy: Right. What a small world!

هذا نص المحادثة التي سمعناها صوتيا

Mari: It really is. By the way, who else lives in the house? The ad said there are three people.

Nancy: Well, besides me there's my cousin and a part-time student. Uh, are you OK with having roommates?

Mari: Sure, as long as they're clean and not too noisy.

Nancy: Don't worry. They're both easy to live with.

Mari: OK. Um, is the neighborhood safe?

Nancy: Oh sure. We haven't had any problems, and you can walk to school from here.

Mari: Well, it sounds really nice. When can I come by and see it?

Nancy: Can you make it this evening around five?

Mari: Yeah, five o'clock is good. What's the address?

Nancy: It's 3475 Hayworth Avenue. Do you know where that is?

Mari: No, I don't.

Nancy: OK. From University Village you go seven blocks east on Olympic Avenue. At the intersection of Olympic and Alfred, there's a stoplight. Turn left and go up one and a half blocks. Our house is in the middle of the block on the left.

Mari: That sounds easy.

Nancy: Yeah, you can't miss it. Listen, I've got to go. Someone's at the door. See you this evening.

Mari: OK, see you later. Bye.

Nancy: Bye-bye.

Check your answers in the listening script on page 267. Then read the conversation with a partner. Pronounce stressed words louder, higher, and more clearly than unstressed words.

Language Tip

Many students of English have difficulty with the phrase *by the way*. Speakers use this phrase to introduce a new topic in a discussion or conversation.

For example, in the conversation you heard:

Nancy: Oh . . . you're the girl from Japan! What was your name again?

Mari: Mari.

Nancy: Right. What a small world!

Mari: It really is. *By the way*, who else lives in the house? The ad said there are three people.

At first, Mari and Nancy are speaking about their meeting at the placement test the day before. Mari says "by the way" because she wants to interrupt this topic to introduce another topic.

Reductions



5 Comparing Unreduced and Reduced Pronunciation The following sentences are from the conversation. Listen for the difference between unreduced and reduced pronunciation. Repeat both forms after the speaker.

Unreduced Pronunciation

1. Where are you living now?
2. What do you do?
3. You can walk to school from here.
4. When can I come by and see it?
5. Can you make it this evening around five?
6. Do you know where that is?
7. I've got to go.¹

Reduced Pronunciation

- Where're ya living now?
Whaddaya do?
Ya kin walk ta school from here.
When kin I come by 'n see it?
Kinya make it this evening around five?
D'ya know where that is?
I've gotta go.

Reductions

Where're ya ,, Where are you living now?

Whaddaya do? ,, What do you do ?

Ya kin walk ta ,, You can walk to school from here

**When kin I come ,, When can I come by and see it ?
by 'n see it ?**

**Kinya make it,, Can you make it this evening around 5
this evening around 5**

D'ya ,, Do you know where that is?

I've gotta go ,, I've got to go



6 Listening for Reductions Listen to the following conversations. You'll hear the reduced pronunciation of some words. Write the unreduced forms of the missing words in the blanks.

Conversation 1

Mari: Hey Yolanda, _____ going?

Yolanda: I _____ get a present for Nancy. It's her birthday, _____ know.

Mari: Yeah, I know. _____ think I should get her?

Yolanda: Well, she likes ice-skating. _____ some skates?

Conversation 2

Nancy: _____ like my new haircut, Mari?

Mari: It's great! Who's your hairstylist?

Nancy: Her name's Lusie.

Mari: _____ give me her phone number?

Nancy: Sure, but she's always very busy. _____ try calling her, but she might not be able _____ see _____ until next month.

Conversation 3

Andrew: _____ do tonight, Richard?

Richard: Nothing special. I've _____ stay home _____ correct my students' compositions.

Check your answers in the listening script on page 267. Then read the conversation with a partner. Try to use reduced forms.

هنا من المقطع المسموع أكمل المحادثة التالية

After You Listen



7 Reviewing Vocabulary With a partner, read the beginning of the following phone conversation. Then complete the conversation. Try to use all the words and phrases in the box. Perform your conversation in front of the class.

Noun

slob

Verbs

come by

bug

Expressions

can't miss

make it

never lifts a finger

Speaker 1: Hello?

Speaker 2: Hi _____ [name of partner]. This is _____
[your name].

Speaker 1: Oh hi! How are you?

Speaker 2: Well, I got a new roommate last week.

Speaker 1: Really? How is [he or she]?

Speaker 2: Terrible! . . .

Using Language Functions

OPENING A PHONE CONVERSATION

Reread the beginning of the phone conversation between Mari and Nancy in Activity 4 on page 30. Phone conversations between strangers often begin similarly. Typically, they contain these functions and expressions:

Function	Expressions
■ A caller asks to speak to a person	Can/Could/May I please speak to _____? Is _____ there? I'd like to speak to _____.
■ The person that the caller asked for identifies himself or herself.	Speaking. This is he/she. This is _____.
■ The caller identifies himself or herself.	My name is _____ [used by strangers talking for the first time] This is _____ [used when people know each other]
■ The caller gives a reason for calling.	I'm calling about . . . I'm calling because . . . Let me tell you why I called.

هنا استخدم ال **vocabulary** لإكمال الفراغات الناقصة

CLOSING A PHONE CONVERSATION

Reread the end of the phone conversation between Mari and Nancy. It has these typical elements:

Functions	Expressions
■ One speaker signals that the conversation is finished.	I've got to go.
■ The other speaker uses a closing expression	See you later. Bye.
■ The first speaker uses a closing expression.	Bye.
■ Here are some other expressions that signal that you want to end the conversation:	Well, thanks for the information. It was nice talking to you. Thanks for calling. I'll be in touch (with you).



8 Role-Play Work with a partner. Role-play phone conversations. Be sure to use the expressions for opening and closing a phone conversation. Student A should look at page 245. Student B should look at page 253.



9 Telephone Game For this activity your teacher will divide you into groups of five or six. Each person in the group will receive a number from 1 to 5 (or 6).

1. Exchange phone numbers with the people in your group.
2. Your teacher will give a "secret" message to each person who got number 1.
3. This evening, person 1 will call person 2 in your group and give him or her the message. Person 2 will call person 3, and so on until everyone is called.
4. The next day, person 5 (or 6) from each group will repeat the message in class. See if the message changed as it passed from person to person.

Remember: When you call your classmate,

- ask for your classmate by name,
- identify yourself,
- say why you are calling,
- give the message,
- use correct expressions for ending the conversation.

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