

# المحاضرة السابعة

## Elements of the Lecture

- .Remember Giving advice -
- .Using Modals -
- .Understanding more reductions -
- Participles -

## عناصر المحاضرة

- تذكر تقديم المشورة.
- استخدام شرطية.
- فهم أكثر التخفيضات.
- النعوت

## Remember! Giving Advice

*You should go to doctor.*

Should  
Shouldn't  
Ought to

+ Simple form of the verb

- These expressions are used to give advice and make suggestions. Other expressions to make suggestions are:

- It might be nice (good) if you... *pay her ticket.*

- Why don't you... *go to your professor.*

- If I were you I would... *visit the Mall.*

## تذكر تقديم المشورة

إذا اردنا ان نعطي نصيحة ناخذ من هذي الكلمات وهي :

**Ought to . Shouldn't . Should**

وتستخدم هذه التعبيرات لتقديم المشورة وتقديم الاقتراحات.  
تعبيرات أخرى لتقديم الاقتراحات

وايضا كما واضح لنا في الجمل الثلاث انها تعطي الاقتراحات  
والدكتور كمل الجمل لنا مع بداية الجملة بفعل

هنا من اجل تكون النصيحة اكثر تهديبا **more polite** وهو  
ان نستخدم الاقتراح **suggestion** اثناء تقدم النصيحة مع  
اضافة احد الكلمات في البدايه الجمله وهي **Should** .  
**Ought to . Shouldn't**

لا نستخدم **imperative** وهي الامر اثناء تقديم النصيحة لانها  
سوف تكون اقل تهديبا

ونلاحظ المثال الاول كانت صيغته **imperative** لانها خاليه من  
الكلمات الثلاث وهذا يعتبر صيغة الامر وهي اقل تهديبا  
اما المثال الثاني كان بدايته مع احد الكلمات الثلاث وكانت  
النصيحه مجرد اقتراح واكثر تهديبا

ومن الافضل ان تقترح وليس تعطي امر

• It's more polite to use expressions for making suggestion than to use an imperative. Notice this contrast:

e.g. *order*  
• Get out and take an art class. (less polite) *Imperative*

• You should get out and take an art class. (more polite) *suggestion*

## Auxiliary verbs •

- Can –
- Could –
- Had better –
- may –
- Might –
- Must –
- Ought to –
- Shall –
- Should –
- Will –
- Would –

## Why do we use modals

We use modals to talk about **obligations**, **suggestions**, advise and **expectations**

## There are two kinds of modals:

1. **Simple modals** : for the present and future
2. **Perfect modals**: to show necessity in the past tense.

## Simple modals: Present and future

### Modal + base form

#### Examples:

- We **should invite** your friend to my party.  
We **could buy** some soda if you have money.  
You **might want** to call your mom and tell her you are at a friend"s house

**Can** تستخدم مع PERMISSION الاستئذان و REQUESTS

الطلب و POSSIBILITY الامكانيه

**Could** تستخدم مع PERMISSION الاستئذان و REQUESTS

الطلب و POSSIBILITY الامكانيه

**Had better** تستخدم مع **Advisability** النصيحة

**May** تستخدم مع PROHIBITION المنع و POSSIBILITY

الامكانيه و PERMISSION الاستئذان

**Might** تستخدم مع POSSIBILITY الامكانيه

**Must** تستخدم مع PROHIBITION المنع و Obligation

الالزامية

**Ought to** تستخدم مع DUTY الواجب و PROBABILITY

الاحتماليه

**Shall** تستخدم مع SUGGESTION الاقتراح

**Should** تستخدم مع DUTY الواجب و PROBABILITY

الاحتماليه

**Will** تستخدم مع PROBABILITY الاحتماليه و REQUESTS

الطلب

**Would** تستخدم مع REQUESTS الطلب

طبعا هي لها عدة استخدامات وانا ذكرة بعضها والباقي عليكم

## لماذا نستخدم شرطية؟

نستخدم شرطية للحديث عن **التزامات** نستخدم معها **must** و **have to** والاقترحات وهي الجمل التي في الاعلى في بداية المحاضره والمشورة نستخدم معها **ought to** او **should** والتوقعات **may** او **will!**

## هناك نوعان من شرطية:

1. شرطية بسيطة: للحاضر والمستقبل
2. شرطية الكمال: وذلك لضرورة في الزمن الماضي.

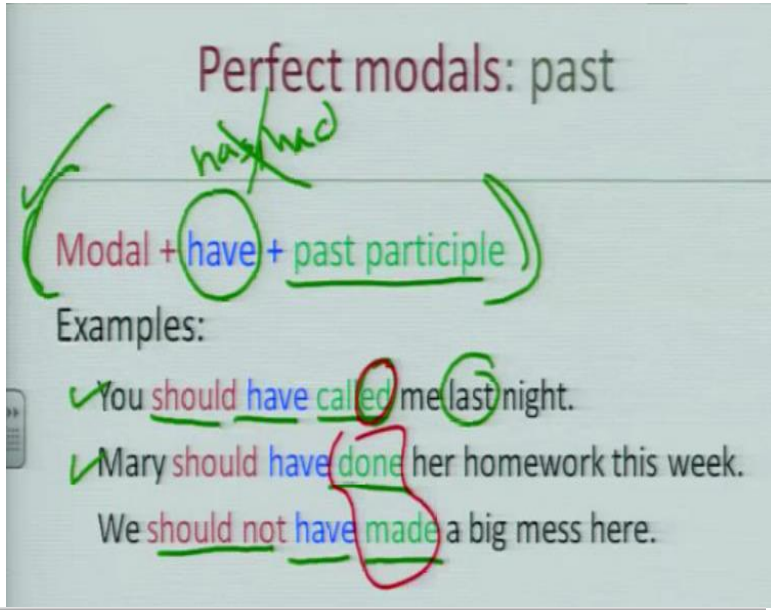
## شرطية بسيطة: الحاضر والمستقبل

### مشروط + قاعدة شكل

أمثلة:

- ينبغي ندعو صديقك إلى حفلي.  
يمكن أن نشترى بعض الصودا إذا كان لديك المال.  
قد ترغب في دعوة أمك وأقول لها أنت في منزل صديقك "

وجميع **Modal** التي اخذانهم لايد ان ياتي بعدهم **base form**



## Irregular Verbs

present	past	Past participle
am	was	been
are	were	been
begin	began	begun
beat	beat	beaten
bite	bit	bitten
break	broke	broken
bind	bound	bound
buy	bought	bought
bear	bore	born
become	became	become
be	was/were	been
build	built	built
bend	bent	bent
bleed	bled	bled
breed	bred	bred
burn	burnt	burnt
blow	blew	blown
bring	brought	brought
bid	bid	bidden

present	past	Past participle
catch	caught	caught
can	could	—
choose	chose	chosen
cut	cut	cut
come	came	come
dream	dreamt	dreamt
draw	drew	drawn
deal	dealt	dealt
dig	dug	dug
do/does	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
freeze	froze	frozen
fall	fell	fallen
find	found	found
fly	flew	flown
feed	fed	fed
flee	fled	fled

يقصد فيه الماضي **Perfect modals: past**

وهذه القاعدة **Modal + have + past participle**

ويجب علينا ان ننتبه للماض نضع بعد **Modal** كلمة **have** وليس **had** ولا **has** وبعد كلمة **have** نضع التصريف الثالث وهو **past participle**

وإذا اردانا ان نستخدم اي من **Modal** ونريد ان نتكلم على الماضي

يجب ان نستخدم هذه القاعدة **Modal + have + past participle**

من اجل استرجاع المعلومات الافعال عندنا اثنيين

**الأفعال المنتظمة Regular verbs هي:**

التي لا يتغير شكلها بتغير الزمن...مثلا من مضارع إلى ماضي إلا أننا نقوم بإضافة إضافات بسيطة وهي **ed** على الفعل تفيد بتغير الزمن لكن الشكل الأساسي والعام للفعل لا يتغير

**أما الأفعال الغير منتظمة Irregular Verbs هي :**

التي يتغير شكلها كليا بتغير الزمن

مثلا من مضارع إلى ماضي فلانضع **ed** في آخر الفعل بل نغير الفعل تماماً.

وهي أفعال محدودة يجب حفظها وفهمها والتدرب على إملانها

ووضعت لكم الافعال من اجل اللي يريد يحفظها وهي مهمه

## Showing strong necessity:

*obligation*

**Must**.....I **must** go to sleep!

**Have to**.....I **have to** go to sleep!

**Have got to**...I **have got to** go to sleep!

Showing strong necessity: معناها obligations

يعني الالتزامات وهي الكلمات الثلاث

**have got to** و **have to** و **Must**

كلها نفس الشيء

**Had better**...for a warning!

Use "had better" to give a warning that something bad will happen if the advise is not followed.

You **had better** study tonight or you might fail the test.

He **had better** go home now or he will be in trouble!

تحذير بشي يحدث و تعطي نصيحة

يعني نلاحظ في الامثله انه اعطانا النصيحه وبعدها حذرنا من اللي بيحصل او النتيجة

## Use Should to offer advise

Should means...it would be a good idea.

You **should** eat something <sup>when</sup> you are hungry.

You **should** read a book and turn off the television.

They **should** stop being so loud.

We **should** have a party at the beach.

Should تستخدم لعطاء النصيحه او المشوره

كل هذي الامثله التي امامنا اعطتنا افكار وافعال جيده للنفعها

Could or might are more gentle than should....

✓ You could read a book.

✓ They might like the movie.

✓ We could buy some candy.

✓ I might play basketball.

✓ He could win your blue marble.

### Sentence pairs:

✓ He must be here	because I see his jacket on his chair.
✓ I should buy a present	because it is Julie's birthday.
✓ You could call me tonight	since you will be at home.
✓ They should come to my house	to play Nintendo.
✓ He could win a prize	if he turns in his lottery ticket.

**Could or might** تكون اكثر لطفاً من **should**  
ونلاحظ الافعال انها بدون اضافات

نشاهد الان الازواج من الجمل Sentence pairs

يجب أن يكون هنا لأنني أرى سترته على كرسيه.  
يجب أن شراء هدية عيد ميلاد لأنها جولي.  
هل يمكن أن تتصل بي هذه الليلة وبما أنك ستكون في المنزل  
ينبغي أن يأتي إلى منزلي للعب نينتندو.  
استطاع الفوز بالجائزة إذا كان يتحول في تذاكر اليانصيب له.

## Conversation cards: Small group discussions

Why should the school day be shorter?	Name three things you should not do in class.	What could you do to be a good friend?
What would you do if you won a million dollars?	If you could meet one famous person, who would it be?	What might happen if pigs could fly?

Yippee! My students could be successful using modals

### The Sound of It: Understanding Reductions

LONG FORM	REDUCTION	SHORT FORM
She made a lot of friends.	lot of → lotta	She made a lotta friends.
He had lots of problems.	lots of → lotsa	He had lotsa problems.
He wasn't able to relax.	to → ta	He wasn't able ta relax.
Could you help me with this?	could you → cudja	Cudja help me with this?
I'll see you later.	you → ya	I'll see ya later.
Do you know her?	her → er	Do you know er?
Do you know him?	him → im	Do you know im?
I was hurt and angry.	and → n	I was hurt n angry.

### What are participles?

A participle is a form of a verb that functions as an adjective

بطاقات المحادثة: مناقشات المجموعة الصغيرة

[يبب]! طلابي يمكن أن تكون ناجحة باستخدام شرطية

الجدول هذا مهم التخفيض يجب ان نحفظها

ما هي النعوت؟

A النعت هو شكل من أشكال الفعل ولكن هي التي يعمل كصفة

## -ing Participles

What are participles?

End with -ing

Infinitive	past	Present Participle	Past Participle
bore	bored	boring	bored
interest	interested	interesting	interested

**ing** Present Participle النعت الحالي هي اللي تستخدم

What are participles?

End with -ed

Infinitive	past	Present Participle	Past Participle
bore	bored	boring	bored
interest	interested	interesting	interested

**ed** Past Participle التصريف الثالث وهي التي تستخدم

## Participles used as adjectives

Examples:

Present participles are usually active

1a. The **boring** teacher talked for hours.

1b. The **bored** students fell asleep.

Past participles are usually passive

2a. I read an **interesting** magazine yesterday.

2b. The magazine receives a lot of support from **interested** readers.

نلاحظ هنا في المثال الاول **boring** هنا تخص المدرس تتبعه لانها نشطه ولكن عندما **bored** في الماضي اصبحت **students** هي التي تتبع **bored** لانها غير فعال او سلبيه

وكذلك الامثله الاخر كما واضح لكم

## More examples:

3a. It was an **exciting** concert.

3b. The **excited** fans screamed during the concert.

4a. Many young people experience **troubling** situations.

4b. The Samaritan Befrienders Hong Kong receives calls from **troubled** young people.

وهذه نفسه الامثله وسهله اذا انت تشاهد المحاضره راح تعرف كيف حلها نفس المثال الاول

DON'T CONFUSE PARTICIPLES AND VERBS!

## DON'T CONFUSE PARTICIPLES AND VERBS!

Participles AREN'T preceded by helping verbs.

E.g.

The **sputtering** sedan wrenched down the boulevard. (participle)

The sedan **was sputtering** down the boulevard. (verb)

لا تخلط بين النوعت والأفعال!

لانه النوعت تكون غير مسبوقة بمساعد الافعال

والافعال تكون مسبوقة باحد مساعدين الافعال

كما واضح لنا في الامثله



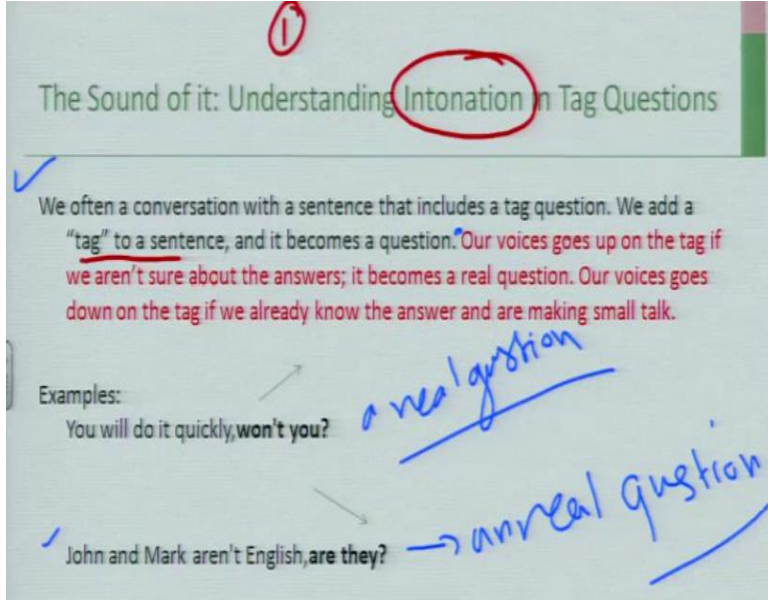
# المحاضرة الثامنة

مراجعته طبعاً لابد تشاهد المحاضرة مع الدكتور وهذا ان شاء الله سوف تساعدك على الفهم اكثر

فهم الاصوات التنغيم

في المثال الاول اصواتنا ترتفع في اخر السؤال اذا كنا غير متاكدين من الاجابه ويكون السؤال حقيق

اما في المثال الثاني تكون اصواتنا طبيعيه ومنخفضه في النهايه لانه نعرف الاجابه مسبقاً ويكون الحديث صغير ويكون السؤال غير حقيق



## Common Expressions in Conversation

### تعبيرات شائعة في المحادثة

#### الجدول مهم يجب حفظه

#### Introducing Someone تقديم شخص ما

- I'd like you to meet...
- This is... a friend of mine (my brother, sister, etc.)
- Have you met..?

#### Responses ردود

Nice (Glad, Pleased) to meet you

#### Ending a Conversation

Well, I've got to run.  
Good-bye.  
See you later (Friday, etc.).  
Have a good day. Have a good weekend

I have to go now, but I'll see (call) you ...  
It's been good seeing you (talking to you).

Talk to you soon.  
Keep in touch.

#### Expressing Thanks معبرا عن شكره

Thanks.  
Thank you very much (so much)  
That was very kind of you,  
How thoughtful!  
I appreciate it. I'm very grateful.

#### Responses

You're welcome.  
Don't mention it.

#### Giving an Apology تقديم اعتذار

I'm very sorry.  
Excuse me.  
Forgive me.  
It was my fault.

#### Responses

No problem.,  
That's ok. That's all right.  
Don't worry about it.

## Remember! Giving Advice

Should  
Shouldn't  
Ought to } + Simple form of the verb

These expressions are used to give advice and make suggestions. Other expressions to make suggestions are:

- It might be nice (good) if you...
- Why don't you ...
- If I were you I would ...

### تذكر تقديم المشورة

إذا أردنا أن نعطي نصيحة نأخذ من هذي الكلمات وهي :

### Ought to . Shouldn't . Should

وتستخدم هذه التعبيرات لتقديم المشورة وتقديم الاقتراحات. تعبيرات أخرى لتقديم الاقتراحات

وايضا كما واضح لنا في الجمل الثلاث الاخيره انها تعطي الاقتراحات يجب حفظها

LONG FORM	REDUCTION	SHORT FORM
She made a lot of friends.	lot of → lotta	She made a lotta friends.
He had lots of problems.	lots of → lotsa	He had lotsa problems.
He wasn't able to relax.	to → ta	He wasn't able ta relax.
Could you help me with this?	could you → cudja	Cudja help me with this?
I'll see you later.	you → ya	I'll see ya later.
Do you know her?	her → er	Do you know er?
Do you know him?	him → im	Do you know im?
I was hurt and angry.	and → n	I was hurt n angry.

الجدول هذا مهم التخفيض الكلمات في النطق وليس في الكتابة يجب ان نحفظها

## The sound of it: Understanding Reductions

In a normal or fast speech, you will hear "reductions" of some words. For instance, *want* to may sound like *wanna*. *Learning to understand reductions will help you become a better listener.*

*Listen to the following examples of reductions form the conversations in this chapter. →*

يجب علينا الاستماع الي الكلمات المخفضه لانه من خلالها سوف نصيح افضل مستمعين لفهم الكلمات

## CD 1, TR 12- 13 (A)

Can you hear the difference between the long forms and the short forms? Note: The short forms are not correct in writing.

LONG FORM	REDUCTION	SHORT FORM
Do you have any pets?	You → <b>ya</b>	Do <b>ya</b> have any pets?
What's your name?	What's you → <b>watcher</b>	Watcher name?
Does this bus go to Geary Street?	Go to → <b>goda</b>	Does this bus <b>goda</b> Geary Street?
Do you want to see the kitchen?	Want to → <b>wanna</b>	Do you <b>wanna</b> see the kitchen?
You have to have exact change.	Have to → <b>hafta</b>	You <b>hafta</b> have exact change

وهذا الجدول مهم يجب علينا الاستماع اليه من السيدي المواضيع اعلاه والصفحه يجب علينا التدريب على النطق

## LANGUAGE YOU CAN USE: ASKING FOR CLARIFICATION

If you don't understand someone, it's important to ask a question for clarification. Here are some questions that you can ask:

- Excuse me?
- Could you repeat that?
- What was that again?
- How do you spell that?

هذه الاسئله نسل الشخص من اجل التوضيح اكثر

### The Sound of It: Understanding Intonation in Questions with Or



CD 1, TR 17-18

There are two kinds of questions with the word *or*: *yes/no* questions and *either/or* questions:

1. In *yes/no* questions, the answer is "Yes" or "No." The speaker's voice goes up two times.

Example: Question: Would you like coffee or tea?  
Answer: Yes, please.

2. In *either/or* questions, the answer is one of the two items from the question. The speaker's voice goes up on the first item and down on the second item.

Example: Question: Would you like coffee or tea?  
Answer: Tea, please.

هنا في هذا الجدول يعلمنا طريقة فهم السؤال وهي الاجابه بنعم او لا او الاختيار نأتي للتوضيح في الامثله

**المثال الاول** اعطانا **caffee** او **tea** ولكن في نهاية السؤال الصوت متساوي في نطق **caffee** او **tea** كما واضح في الاسم لنا في هذي الحاله تكون الاجابه **yes** او **no**

**المثال الثاني** اعطانا **caffee** او **tea** ولكن في نهاية السؤال الصوت لل **caffee** مرتفع والصوت **tea** كان منخفض في هذي الحاله يجب علينا الاختيار ليس الاجابه بنعم او لا

## LANGUAGE YOU CAN USE: EXPRESSING ENCOURAGEMENT

Express encouragement to someone who is telling a story to let the person know that you're interested in what he or she is saying. Here are some possible expressions:

Right.            And?            Wow.  
OK.                Well?            Gosh.  
Really?            And then?  
Yeah?              And so?

هذه الكلمات المعبره اثناء الاستماع الي أي قصه ويكون ردك باحدهم الا واحده وهي **gosh** تكون للتعبير المخيف وحتى الصوت يخرج من الحلق بحشرجه وتسمى **interjections** وهي المدخلات

## FUTURE PLANS

When you talk about future plans and intentions, use *be going to* + verb.

**Examples:** I'm going to go to college.

He's going to become a lawyer.

When you talk about future predictions, use *be going to* + verb or *will* + verb.

**Examples:** She's going to work with animals.

They'll live here for a few years.

I won't retire for another twenty years.

هنا كيفية استخدام **will** و **going to**

**going to** هو نستخدمها للمستقبل **عندما نكون متاكدين** بفعل الشيء في المستقبل

**will** نستخدمها للمستقبل ولكن **عندما نكون غير متاكدين** بفعل الشيء في المستقبل

**The Sound of It: Understanding Reductions** CD 1, TR 28-30

A. In normal or fast speech, you will hear "reductions" of some words. Listen to these examples. Can you hear the difference between the long forms and the short forms? (Note: The short forms are not correct in writing.)

Long Form	Reduction	Short Form
What do you do?	what do you → whadaya	Whadaya do?
What are you doing?	what are you → whatcha	Whatcha doing?
What kind of childhood was it?	kind of → kinda	What kinda childhood was it?
What did you do?	did you → didja	What didja do?
What did he do?	did he → didde	What didde do?
They used to live here.	used to → yoosta	They yoosta live here.
I'm going to buy a house.	going to → gonna	I'm gonna buy a house.

مهم حفظ الجدول لانه التخفيض الكلمات ونحاول نستمعها من اجل نتعود عليها ونفهمها اكثر

## After You Listen

### LANGUAGE YOU CAN USE: ORDERING FOOD IN A RESTAURANT

Below are phrases you can use when ordering food in a restaurant.

Waiter	Customer
May I take your order?	What do you recommend?
What would you like?	What's the special today?
Would you like . . . with that?	How much is that?
How is everything here?	What's the soup of the day?
May I take your plate?	I'll have . . . /I'd like . . .
Would you like coffee or dessert?	May I have the check, please?

هذه العبارات نستخدمها في المطعم ..

### LANGUAGE YOU CAN USE: GIVING ADVICE

Here are some phrases you can use when giving advice:

- You should (shouldn't) . . .
- You ought (not) to . . .
- You had better (not) . . .
- I advise you (not) to . . .
- I recommend that you (not) . . .

هذه العبارات نستخدمها لاعطاء النصيحة

#### The Sound of It: Listening for Stressed Words— Can or Can't?



CD 1,  
TR 35

In the interviews about stress and health habits, you heard several examples of *can* and *can't*. Listen to the examples again:

Person 1: I lie awake at night . . . can't go to sleep, thinking or worrying. Then I'm tired the next day, and I can't think clearly.

Person 2: I can eat and eat and eat . . . anything.

Person 3: I start smoking more—one cigarette after another. Just can't stop.

Person 4: I can't eat.

Here are some more examples. Listen to the difference in stress:

I can RIDE a BIKE.

I CAN'T RIDE a BIKE.

He can RIDE a HORSE.

He CAN'T RIDE a HORSE.

Do you hear the difference? *Can't* is louder and clearer. Listen to these sentences. Do you hear *can* or *can't*? Check the answer. You will hear each sentence two times.

Children who live with smokers are more than twice as likely to develop lung cancer later in life than children of non-smoking parents.

هنا طريقة استخدام *can* و *can,t* وهم في نفس النسق للجمل وهذا سهل

### **Introduce Someone**

- -I'd like you to meet...
- This is... a friend of mine (my brother, sister, etc.)
- Have you met..?

### **Response**

- Nice (Glad, Pleased) to meet you

هنا محادثه اثناء الالتقاء بشخص ما

### **End a Conversation now.**

- Well, I've got to run.
- Good-bye.
- See you later (Friday, etc.).
- Have a good day. Have a good weekend

هذا في نهاية المحادثه

### **Expressing Thanks**

- Thanks.
- Thank you very much (so much)
- That was very kind of you,
- How thoughtful!
- I appreciate it. I'm very grateful.

### **Response**

- You're welcome.
- Don't mention it.

هنا طريقة شكر شخص وماذا ترد عليها

### **Giving an Apology**

- I'm very sorry.
- Excuse me.
- Forgive me.
- It was my fault.

### **Responses**

- No problem.,
- That's ok. That's all right.
- Don't worry about it. a

هنا طريقة الاعتذار وماذا ترد عليها

# Reduction

## REDUCTION SHORT FORM

### Long Form

- Do you have any pets?
- What's your name?
- Does this bus go to Geary Street?
- Do you want to see the kitchen?
- You have to have exact change.

- You → ya  
Do ya have any pets?
- What's your name → watcher  
Watcher name?
- Go to → goda  
Does this bus goda Geary Street?
- Want to → wanna  
Do you wanna see the kitchen?
- Have to → hafta  
You hafta have exact change

تخفيض الكلمات ونلاحظ مدى اهميتهم

### Long Form

- What do you do?
- What are you doing?
- What kind of childhood was it?
- What did you do?
- What did he do?
- They used to live here.
- I'm going to buy a house.

### Short Form, Reduction

- What do you do - whadaya  
whadaya do?
- What are you - whatcha  
whatcha doing?
- Kind of - kinda  
What kinda childhood was it?
- Did you - didja  
what didja do?
- Did he - didee  
what didee do?
- Used to - yoosta  
They yoosta live here.
- Going to - gonna  
I'm gonna buy a house

• It's more polite to use expressions for making suggestion than to use an imperative. Notice this contrast:

• Get out and take an art class. (less polite) Imperative

• You should get out and take an art class. (more polite) suggestion

هنا من اجل تكون النصيحة اكثر تهديبا **more polite** وهو ان نستخدم الاقتراح **suggestion** اثناء تقدم النصيحة مع اضافة احد الكلمات في البدايه الجمله وهي **Should . Shouldn't . Ought to** لا نستخدم **imperative** وهي الامر اثناء تقديم النصيحة لانها سوف تكون اقل تهديبا

ونلاحظ المثال الاول كانت صيغته **imperative** لانها خاليه من الكلمات الثلاث وهذا يعتبر صيغة الامر وهي اقل تهديبا

اما المثال الثاني كان بدايته مع احد الكلمات الثلاث وكانت النصيحة مجرد اقتراح واكثر تهديبا ومن الافضل ان تقترح وليس تعطي امر

## Remember! Giving Advice

Should  
Shouldn't  
Ought to

+ Simple form of the verb

*you should go to doctor.*

- These expressions are used to give advice and make suggestions. Other expressions to make suggestions are:

- It might be nice (good) if you... *pay her ticket.*

- Why don't you... *go to your professor.*

- If I were you I would... *visit the Mall.*

في هذا الدجول الكلمات التي للنصيحه والكلمات التي تستخدم للاقتراح

**Had better...for a warning!**

Use "had better" to give a warning that something bad will happen if the advise is not followed.

You **had better** study tonight **or** you might fail the test.

He **had better** go home now **or** he will be in trouble!

**had better** تحذير بشي يحدث و تعطي نصيحه

يعني نلاحظ في الامثله انه اعطانا النصيحه وبعدها حذرنا من اللي بيحصل او النتيجة



## Use Should to offer advise

Should means...it would be a good idea.

You **should** <sup>when</sup> eat something you are hungry.

You **should** read a book and turn off the television.

They **should** stop being so loud.

We **should** have a party at the beach.

**Should** تستخدم لعطاء النصيحة او المشوره كل هذي الامثله التي امامنا اعطتنا افكار وافعال جيده للنفع لها

## Could or might are more gentle than should....

You **could** read a book.

They **might** like the movie.

We **could** buy some candy.

I **might** play basketball.

He **could** win your blue marble.

**Could or might** تكون اكثر لطفاً من **should** ونلاحظ الافعال انها بدون اضافات

LONG FORM	REDUCTION	SHORT FORM
She made a lot of friends.	lot of → lotta	She made a lotta friends.
He had lots of problems.	lots of → lotsa	He had lotsa problems.
He wasn't able to relax.	to → ta	He wasn't able ta relax.
Could you help me with this?	could you → cudja	Cudja help me with this?
I'll see you later.	you → ya	I'll see ya later.
Do you know her?	her → er	Do you know er?
Do you know him?	him → im	Do you know im?
I was hurt and angry.	and → n	I was hurt n angry.

الاختصارات مهم مهم مهم اعتقد مرورها علينا اكثر من مره حفظناها

# المحاضرة التاسعة

عناصر من فئة

هامية الاحماء أنشطة المتابعة ملاحظات الثقافة

- بناء المفردات

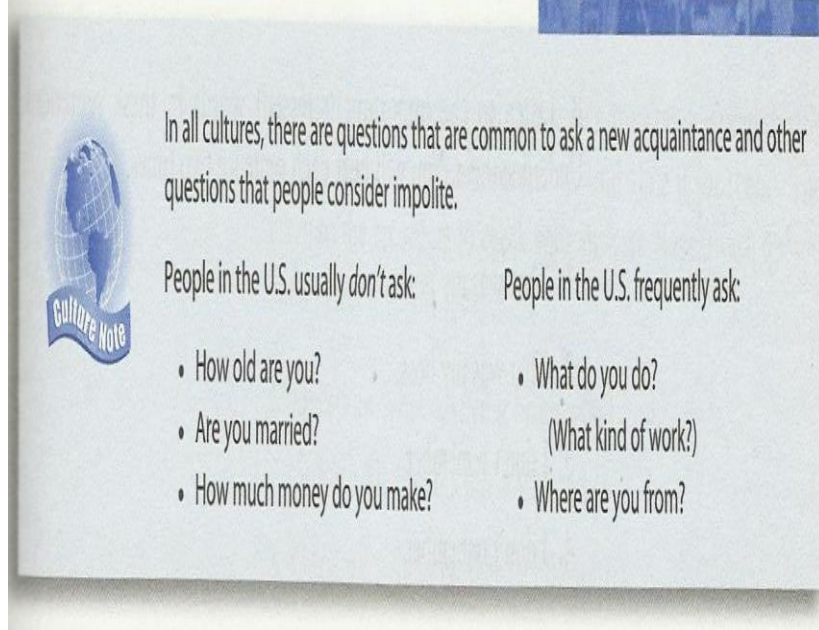
- الحصول على معنى من السياق

## Elements of the Class

Important Warming Up Activities - Culture Notes -

Vocabulary Building -

Getting Meaning from Context -



In all cultures, there are questions that are common to ask a new acquaintance and other questions that people consider impolite.

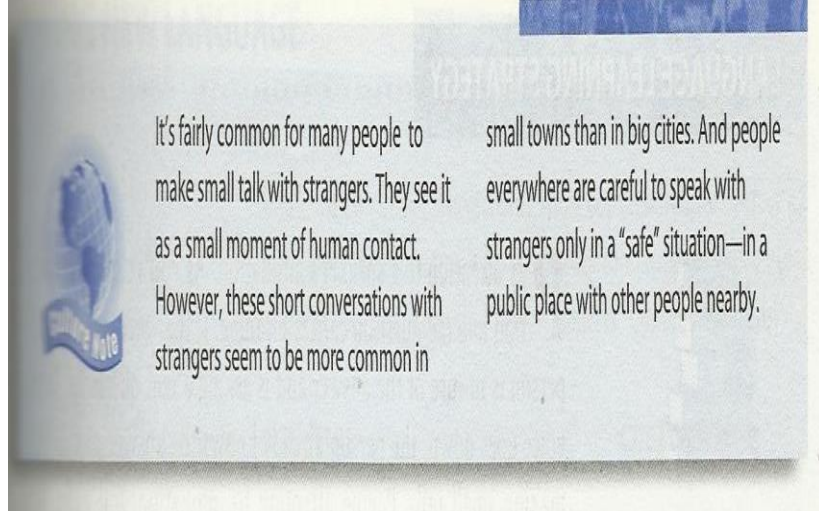
People in the U.S. usually *don't* ask:

- How old are you?
- Are you married?
- How much money do you make?

People in the U.S. frequently ask:

- What do you do?  
(What kind of work?)
- Where are you from?

## Culture Note



It's fairly common for many people to make small talk with strangers. They see it as a small moment of human contact. However, these short conversations with strangers seem to be more common in small towns than in big cities. And people everywhere are careful to speak with strangers only in a "safe" situation—in a public place with other people nearby.

هنا اسئله يجب عليك ان لا تسئله أي شخص وخاصة في امريكا وتوجد اسئله الكل يسئله بكثرة كما واضح لنا في العمومدين عمود لاتسئل في داخل امريكا والاعمود الاخر الاسئله المتداوله بين الكل

البعض في المدن الكبيره والصغير يأخذون الحذر في المحادثه مع الغرباء وتكون المحادثه صغيره وتكون في الاماكن العامه والتي يوجد فيها اشخاص قريبين وتكون المحادثه بعيده عن الامور الشخصيه مثل كم عمرك كم معك من المال فقط تكون عن الاشياء العامه



In American English, you'll sometimes hear the expression "Two's company; three's a crowd." This refers to a situation in which there are three people together—maybe two close friends and a much younger brother or sister. The close friends would prefer to be alone with each other. Do you have an expression for this in your language?


في امريكا سوف تعبر اذا كان اثنين او ثلاثة او اكثر تسمى مجموعه او شراكه واما تتكون من اصدقاء او تتكون من اخوان واصدقاء

unique	notion	data	version	slang
shortcuts	competitive	database	trio	look down on

هذه الكلمات مهم نعرف معانيهم وكيفية استخدامها مستقبلا والان نحلهم ونضع كل كلمة في مكانها

Home-work

1. Researchers are collecting data for their study of changing language in Singapore.
2. There are some words that are unique to Singapore. You can't find these words in any other country.
3. In some societies, people look down on those who don't use the language well.
4. It's usually fine to use slang when you're talking with friends, but it's not usually a good idea to use such language in a formal situation.
5. An unhappy trio sat at the table next to ours in the restaurant: a young man, a young woman, and a very noisy little boy.
6. That's an interesting notion. Let's discuss this idea at our meeting next week.
7. An American might say, "We started the project together, but then John left me holding the bag." (This means that I had to take responsibility for finishing the project.) The British \_\_\_\_\_ of the same idiom is "holding the baby."
8. A group of friends sometimes uses \_\_\_\_\_ to communication. They can express some big ideas in just a few words.
9. They added their information to the large \_\_\_\_\_ in the university computer.



It's not very polite to call a woman *lady*. Miss is much more polite. *Ma'am* is for older women. You can call a man *sir*, but

it's not polite to call a man *mister* without his last name.

**ليس من المهذب** ان تستدعي المراهه سيده ولكن استدعائه انسه اكثر تهذيباً وان تندي المسنات بالام والرجال بسيد **وليس من المهذب** ان تنادي الرجل مستر بدون ذكر اسمه الاخير

\_\_\_\_\_ adventure      \_\_\_\_\_ mobile      \_\_\_\_\_ residence  
 \_\_\_\_\_ census      \_\_\_\_\_ population      \_\_\_\_\_ suburbs


Find the word above that matches each synonym or definition below.

1. group of people      population
2. area surrounding a city      suburbs
3. moving or able to move      mobile
4. the place or house where one lives      residence
5. trip or experience, usually exciting      \_\_\_\_\_
6. official count of how many people there are in a certain region      \_\_\_\_\_

*Homework*

مهم مهم نعرف ترجمة الكلمات واعطانا الدكتور رابط موقع

نرجع له ومفيد [www.thefreedictionary.com](http://www.thefreedictionary.com)



The "average" person in the United States:

- spends one-third of his or her money on housing
- has at least one pet (30 percent have a dog and 22 percent have a cat)
- lives within 50 miles of a coastline
- lives in a household of three people

*متوسط*

معدل من الاشخاص في امريكا لديهم pet يعني cat و dog ٣٠% عندهم كلاب و ٢٢% لديهم قطط ويعيشون في المنازل التي فيها ثلاث اشخاص ويعيشون ٥٠ ميل من الساحل

## Vocabulary Match

For each expression on the left, find the expression on the right with the same meaning. Write its letter on the line.

- |                              |                            |
|------------------------------|----------------------------|
| <u>  b  </u> 1. Excuse me.   | a. paper money             |
| <u>  d  </u> 2. to transfer  | b. Pardon me.              |
| <u>  a  </u> 3. dollar bills | c. correct amount of coins |
| <u>  c  </u> 4. exact change | d. to change               |



In most restaurants in the Middle East customers leave a 10% tip for the waiter—a little more if the service was excellent and a little less for poor service. You can ask for separate checks if you and a friend

are paying separately. That way it's easier to know how much each person should pay. If you are in a large group, the waiter may not want to do separate checks, however.

في المطاعم النادل يأخذ ١٠% بخشيش على الخدمة اذا كانت جيدة او سيئه وباستطاعتك اذا كنت وصديقك في المطعم ان يكون حساب كل شخص لوحده وبهذه الطريقة معرفة كل شخص كم يدفع ولكن اذا كنتم مجموعته كبيره النادل قد لايرغب بفصل الحساب لكل شخص باية طريقة

**Guessing Meaning from Context** Guess the meaning of the underlined words in the sentences that follow.

1. One study of the diet of Chinese people living in rural areas showed that they eat much more fruit, vegetables, and grains (such as rice and wheat) than most people in industrialized countries (like the United States or Canada).
2. They also consume three times as much fiber (the bulky or "tough" part of plants).
3. Researchers are studying the beneficial effects of eating a lot of fresh fruit and vegetables to find out why these foods are good for you.
4. Exercise helps control weight and relieve tension, or stress.

الامر سهل لاستخراج معاني الكلمات التي تحتها خط من القطع ولكن اتمنى ان تشاهد المحاضرة لانه فيه شرح كثير من الدكتور

## Definition

A definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The writer will use key words, or **signal words to identify** a definition so you need to look for them. See examples of key words below.

<b>Key words</b>	is/are	means/mean
	is/are called	what this means is
	is/are known as	consist of
	is/are defined as	refer to
	is/are described as	may be seen as

**e.g.**

Someone who explores and studies caves **is known as** a spelunker.

an unfamiliar word = *spelunker*

signal words = *is known as*

definition = *someone who explores and studies caves*

هنا نتعرف على المفاتيح التي تعطينا معاني الكلمات التي تحتها خط وهي موجوده في الجمل وإذا ارئينا احد المفاتيح قبل الكلمه الغير مؤلوفه لدينا نعرف انه الاجابه هي التي قبلها

## 2. Restatement

The writer may use other words, phrases, or sentences to provide the meaning of difficult words. We call this restatement; the writer describes it again or in a different way. Signal words for restatement are in the "Key words box" below.

or
that is to say
in other words
i.e. or that is

**e.g.**

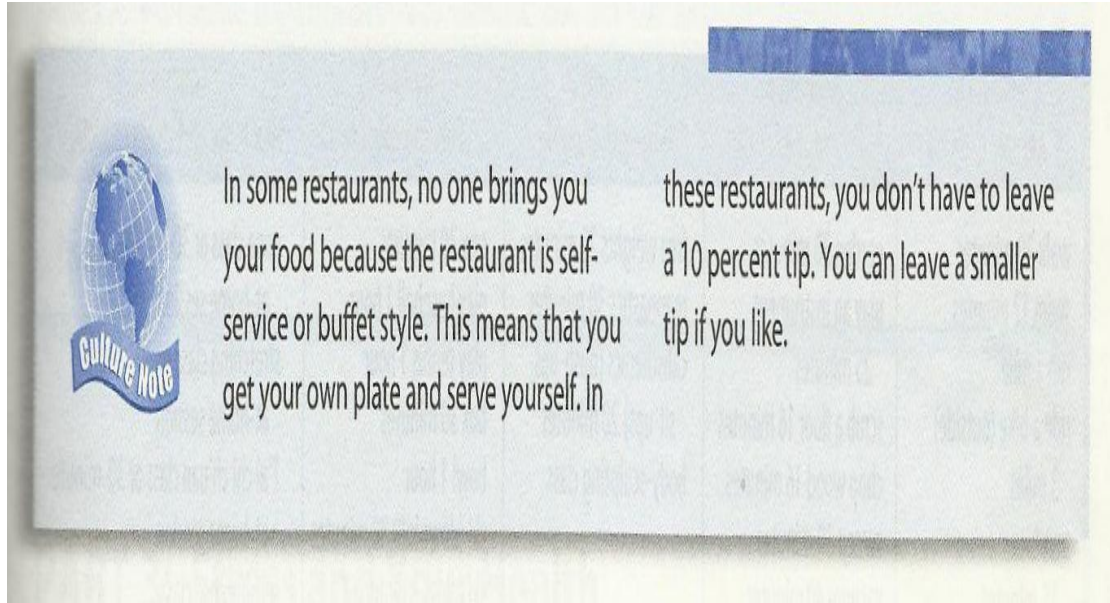
The surface of Africa consists mainly of plateaus, **or** large flat areas, although these occur at different levels.

an unfamiliar word = *plateaus*

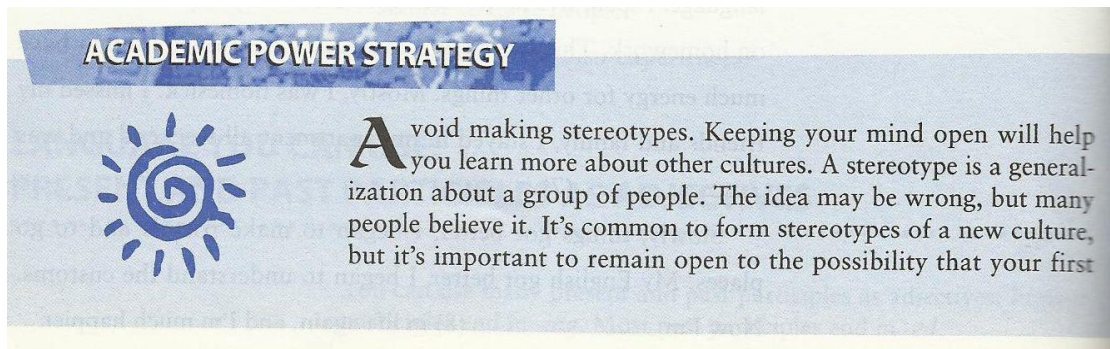
signal word = *or*

meaning = *large flat areas*

هذه الكلمات الموجوده في المربع هي تعطي نفس المعنى للكلمه الاول وتشير الي الكلمه الثانيه



بعض المطاعم يجب عليك انت تخدم نفسك في جلب الطعام وبعد الانتهاء منه وضعه في الزبالة لانه انت لن تدفع الي النادل أي مبلغ من المال



impression might not be accurate. In the academic world, you will probably meet people from many cultures, and your experiences will be more positive if you have an open mind.

**stereotypes** هي الافكار النمطيه هي التي نحكم على ثقافه او مجتمع من اسلوب شخص واحد وهي كفكره خاطئه ولكن الكثير من البشر يصدقها ويعتمد عليها لذا يجب علينا ان نفتح عقولنا ونتعرف على الثقافات

These are some words that you'll hear in the lecture. Match each word on the left with its meaning on the right. Write the letter on the line. Use a dictionary if necessary.

- |                |                  |   |
|----------------|------------------|---|
| _____ <b>F</b> | 1. misconception | a. not different; almost the same         |
| _____ <b>D</b> | 2. homesickness  | b. change                                 |
| _____ <b>B</b> | 3. transition    | c. very sad                               |
| _____ <b>E</b> | 4. stage         | d. feeling of sadness, of missing a place |
| _____ <b>G</b> | 5. expert        | e. step; period of time                   |
| _____ <b>A</b> | 6. similar       | f. mistaken idea                          |
| _____ <b>C</b> | 7. depressed     | g. person who knows a lot about a subject |

Guessing Meaning from Context Guess the meaning of the underlined words in the sentences below:

1. This will sound sort of weird, and I guess maybe it is kind of strange, but it's true.
2. He put the car in reverse and slowly backed up.
3. I went into such a very severe culture shock that my parents were worried about me.
4. She associated only with people from her own country. She didn't have any friends from anyplace else.
5. I guess I'm going to live here for good. I'm not happy about it, but my husband and children were all born here, so I guess we'll be here permanently.
6. I took a class in Indian weaving—you know, making baskets, rugs, cloth, things like that.
7. We went to the Navajo Indian reservation, where we studied with Navajo weavers who lived there.

*Answer*

لاستخراج المعنى طريقتها ننظر للمفاتيح التي تعطينا المعاني الكلمات التي تحتها خط



### 3. Punctuation marks

Punctuation is used to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases, or sentences to explain the meaning of the new words. Such punctuation is in the "Key words box" below.

e.g. Full-color pictures are printed using only black and three colors: yellow, cyan (a light blue) and magenta (a light purple).

an unfamiliar word = *cyan and magenta*  
signal punctuation = ( )

, commas
,, appositive
( ) parentheses
? ? dashes
; semicolon
: colon

meaning : cyan = *a light blue* and magenta = *a light purple*

The use of computers to handle text, or word processing, was foreseen in the 1950s.

an unfamiliar word = *handle text*  
signal punctuation = , ,  
meaning : handle text = *word processing*

### ترقيم

علامات؟ يتم استخدام علامات الترقيم لوصف معنى الكلمات غير المألوفة. فإن كتابة كلمات غير مألوفة الكاتب ومن ثم استخدام علامات الترقيم، والكلمات، والعبارات، أو الجمل لشرح معاني الكلمات الجديدة

### 4. Examples

help us to understand the meaning of new words. See key words or signal words used for showing examples in the "Key words box".

such as
like
for example, ...
for instance
is / are

e.g. Use navigation buttons, such as, the "Next" button, the "Previous" button, the "Menu" button, and the "Exit" button, to go back and forth or jump to other topics while you are using your English software.

unfamiliar words = *navigation buttons*

signal word = *such as*

meaning = *buttons on computer program that are used to turn on pages*

تساعدنا على فهم معنى الكلمات الجديدة. انظر الكلمات الرئيسية أو الكلمات المستخدمة في إشارة

تظهر الأمثلة في "مربع الكلمات الدالة".

**Participle**

depressing	depressed	irritating	irritated
exciting	excited	shocking	shocked
interesting	interested	tiring	tired

Complete the paragraph with words from the participle list above. In some sentences, there is more than one possible answer.


When I first arrived in this country, I was really happy. I was \_\_\_\_\_ (1) to be here. Everything was new and \_\_\_\_\_ (2). But then I started to have some problems. I had trouble with the language. A lot of the customs were strange and \_\_\_\_\_ (3). Some new customs bothered me a little bit; they were just \_\_\_\_\_ (4). But others seemed really terrible. I was \_\_\_\_\_ (5) by some of them. I worked hard to learn the language. I spent five hours in English class every day and two hours on homework. This was very \_\_\_\_\_ (6), so I didn't have much energy for other things. Mostly, I was homesick. I missed my friends and family. I stayed in my apartment all weekend and was \_\_\_\_\_ (7).

Slowly, things got better. I began to make friends and to go places. My English got better. I began to understand the customs. Now I'm \_\_\_\_\_ (8) in life again, and I'm much happier.


<u>Cry</u>	1. weep	a. to relax, be natural, show emotions
<u>Change</u>	2. mutating	b. equal
<u>D</u>	3. reserved	c. doing something in a "bigger" way than other people do it
<u>a</u>	4. to loosen up	d. not showing emotions
<u>c</u>	5. outdoing	e. cry
<u>b</u>	6. egalitarian	f. changing
<u>i</u>	7. quivering	g. famous
<u>k</u>	8. climate	h. to tell someone what to do or how to do it
<u>g</u>	9. renowned	i. shaking
<u>J</u>	10. extraordinary	j. not ordinary, amazing
<u>I</u>	11. grieving	k. atmosphere
<u>h</u>	12. to dictate	l. suffering sadness

### Quick Quiz: Some Customs In the United States


1. Someone tells you, "That's a nice sweater." You say:

-  a. Thank you.
- b. Oh, not really. It's very old.
- c. Would you like it?


2. Your teacher sometimes sits on her desk. You think:

- a. She's not polite.
- b. She's not very serious about teaching.
-  c. It's not strange.


3. Someone has invited you to a party at 8:00. It's probably best to arrive:

- a. a few minutes before 8:00
-  b. at 8:00 exactly
- c. a few minutes after 8:00


4. You have a business appointment for 10:30. It's probably best to arrive:

-  a. at 10:25 to 10:30.
- b. at 10:35 to 10:45.
- c. at 11:00.


5. You go out to lunch with an American friend. Who pays?

- a. Your friend pays because lunch was his suggestion.
-  b. You both pay.
- c. You pay because you're a little older than your friend.


6. Your American friend comes to your house for dinner. She has already eaten one serving of food. You say, "Would you like some more?" She says, "No, thank you. It was really delicious, but I'm so full!" What do you do?

- a. Ask her two or three more times.
-  b. Say, "Are you sure? Well, if you change your mind, please help yourself."
- c. Put some more food on her plate.

7. Last week, you had a short conversation with your American friend. He said, "Let's get together sometime for a movie or dinner or something. I'll give you a call." But he hasn't called. What do you think?

- a. Nothing is strange.
- b. He isn't polite.
-  c. He hasn't called because he has a problem.

8. Your American neighbors are rich, but their two children (who are in high school) work part time. One of them does baby-sitting on weekends. The other helps neighbors with the gardening on Saturdays. Your neighbors probably:

- a. are bad parents.
- b. care more about money than they care about their children.
-  c. love their children and are teaching them to be independent.

بالمختصر المفيد اذا انت بتسافر أي دولة لابد تعرف ثقافتها وهذه نبذة عن ثقافة امريكا

## المحاضرة العاشرة

عناصر من فئة

-المفردات معاينة  
الأكاديمية أكاديمية الطاقة: الصور النمطية  
تخفيضات  
التعبير عن العواطف  
الناس التنعيم: سعيدة أو غير سعيدة  
تحديد موعد

Elements of the Class

Vocabulary Previewing-

Academic Power Academy: Stereotypes

Reductions

Expressing Emotions

People's Intonation: happy or unhappy

Making an appointment

Which definition on the right matches the word on the left? Put its letter on the line.

- |                             |                                     |
|-----------------------------|-------------------------------------|
| <u>b</u> 1. anthropologist  | a. fight with words                 |
| <u>d</u> 2. <u>research</u> | b. person who studies human culture |
| <u>e</u> 3. tend to         | c. chance to do something           |
| <u>a</u> 4. argue           | d. studies (noun)                   |
| <u>c</u> 5. turn            | e. be likely (probable) to          |

هذه تعريفات للكلمات والدكتور حرص عليها وحفظها

### Love Is Never Enough

Like Deborah Tannen (page 113), Dr. Aaron T. Beck has made use of studies by anthropologists Daniel Maltz and Ruth Borker. In his book *Love Is Never Enough*, Beck summarizes some of the differences that they have found in the communication styles of men and women:

- In a conversation between a man and a woman, the woman asks most of the questions because she wants to keep the conversation going.
- Women see conversation as a way to get closer to another person.
- Men see conversation as a way to exchange information.
- Women think, "If I don't ask, he'll think I don't care."
- Men think, "If she wants to tell me something, she'll tell me. I don't need to ask."
- Women use the pronouns *you* and *we* more than men do.
- Men state more facts and opinions than women do.
- If there are problems in a marriage, women feel the need to discuss these problems with their husbands. They think, "Everything will be OK if we can just keep talking."
- In a marriage, many men don't like to discuss problems. They prefer to find a quick solution. They think, "We're in serious trouble if we have to keep talking about it."

المحادثه بين الرجال والمرءه

**النساء** تطرح معظم الاسئله لانها تريد المحافظه على استمرار المحادثه

**النساء** ترى المحادثه انه كا وسيله للتقرب لشخص اخر  
الرجال يرى المحادثه كا وسيله تغيير معلومات

**النساء** تعتقد اذا لم اسئل بائي لاهتم  
الرجال يعتقد اذا المرءه تريد ان تخبرك شيء سوف تخبرني بدون ان اسئل

**النساء** تستخدم الضمار انت ونحن اكثر من الرجل  
الرجال دوله اكثر حقانق واره من النساء ماتقوم به

اذا كان هناك مشكله زوجيه **النساء** تشعر بانها تريد ان تناقش المشكله مع ازواجهن وانهم يعتقدون كل شيء سوف يكون على مايرام اذا استطاعوا المحافظه على الكلام  
الرجال لا يرغبون المناقشه في المشكله لانها تشير الي بحث سريع للحل وانهم في مشكله حقيقه اذا حافظوا على الكلام

## COMPREHENSION CHECK

### Male–Female Conversation

In general . . .	Men	Women
Who asks most of the questions?		★
Who uses the words <i>you</i> and <i>we</i> a lot?		★
Who thinks "Questions keep a conversation going"?		★
Who asks questions mostly to get information?		★
Who makes more statements of fact or opinion?	★	
Who thinks it's important to talk over problems?		★
Who thinks it's important <i>not</i> to talk over problems?	★	

هنا الجدول تابع للقطعه في الخيارات كما واضح لكم

## ACADEMIC POWER STRATEGY



**B**ecome aware of your stereotypes and be open-minded about changing them. This is extremely important in the academic world. As you saw in Chapter 5, a stereotype is an oversimplified idea about a group of people. In other words, it is too general to be correct. A stereotype might have some basis in reality, but it is mostly wrong. A stereotype often begins with the word *all*. Many people have certain stereotypes about gender: "All women . . ." or "All men . . ." Before we can break our own gender stereotypes and begin to see people clearly, we need to identify what stereotypes we actually have.

### Apply the Strategy

For a few minutes, write about your own gender stereotypes. Have you been surprised by anything so far in this chapter? If so, what? Have your gender stereotypes changed? If so, how?

هنا يتكلم عن stereotypes الافكار النمطيه

وهي نعمم في كلمنا على الكل مثل نقول كل السعوديين اغنياء وكل النساء ذكيات  
اي كلمه تكون بدايتها كلمه كل او all هذه تعتبر خاطئه

## The Sound of It: Understanding Reductions



CD 2,  
TR 12-14

In normal or fast speech, you will hear reductions of some words. Listen to these examples. Can you hear the difference between the long forms and the short forms? (Note: The short forms are not correct in writing.)

Long Form	Reduction	Short Form
Get out of here.	out of → outta	Get outta here.
Give me that book.	give me → gimme	Gimme that book.
Let me ask you something.	let me → lemme	Lemme ask you something.
I don't know.	don't know → dunno	I dunno.
You like it, don't you?	don't you → doncha	You like it, doncha?
You liked it, didn't you?	didn't you → didncha?	You liked it, didncha?

الكل منا يعلم مدى أهمية reduction والدكتور حرص عليه وفي الاختبار ممكن يجيب لنا جملة كاملة فيها reduction لابد ان نحفظها

## Expressing Emotion

### dy to Listen

Here are some sentences that men say in the listening passage. Are these emotional situations or not? What do you think?

Examples: Beautiful sunrise, dear.

That's a nice dress.

This is the happiest day of my life.

Tickets for the Olympics?

تعبيرات العاطفه emotion كما واضح لنا في الامثله

**P**ay attention to people's intonation, not just their words. In English, people show emotion with intonation. When they are enthusiastic (excited) or very happy, their voices go up on stressed words. There are more "mountains" and "valleys" in their speech:

It's really wonderful.



When people are *not* very enthusiastic or happy, their voices usually don't go up. In the example below, the person says "It's really wonderful," but probably doesn't truly think so:

It's really wonderful.



(continued on next page)

الناس تظهر العاطفة مع التنغيم يعني اذا كنت سعيد تكون كل كلمه ارفع صوتها واشدد stressed عليها وملاحظه مهمه ممكن يجينا في الاختبار من نوعية هذه الاسئله

واذا كان حزين سوف يكون لاصوت عادي مثل المثال الثاني

When a person likes another person and wants to be friendly, the voice usually goes up:

Oh, hi. How are you?



When a person does not feel very friendly toward another person, the voice does not usually go up:

Oh, hi. How are you?



أي شخص عندما يريد ان يكون لطيف يرفع صوته وعندما ان يكون عادي فيكون صوته عادي

B. When a person shows quiet sincerity (*honest, true feelings*), the voice might not go up much, but there is probably a small pause between words or word groups.

Example: He . . . is a great . . . friend.

When the person is not very sincere, there is usually no pause.

Example: He's a great friend.

هنا اذا اردنا ان نقول الكلام بصدق وباخلاص sincerity تكون فيه وقفه في الكلام بين كلمه وكلمه على يعني تخرج الكلمات من القلب مثل المثال الاول

واذا كان ليس sincerity يعني يكون لطيف وهي friendly يقولها بدون تقطيع للكلام نفس المثال الثاني

## LANGUAGE YOU CAN USE: MAKING AN APPOINTMENT

When you make an appointment, both speakers need to agree on the time. What can you say if the other person suggests a time that is not possible for you? You can say several different things. Here's an example from the previous section.

A: Could I make an appointment for an interview?

B: Yes, of course. How's Tuesday morning at 10:00?

هنا طريقة تحديد الموعد appointment : نلاحظ فقره A انه طلب تحديد موعد مع المقابله

والفقره الثانيه B هي التي اعطته الموعد يوم الثلاثاء والساعه ١٠

A: I'm afraid I have a class at that time. Could we make it in the afternoon?

B: Sure. How about 3:00?

A: Great.

Don't be shy about asking for a different time or day!

ولكن بعض الاحيان يكون **disappointment** ايش نعمل من اجل نغير الموعد

لا تقول ان ما اقدر ان احضر هذا خطأ فقط غير الوقت او اليوم لا تكون خجول بان تسئله في تغير الوقت او اليوم ..

Creating a Conversation Work with a partner. Look at the conversation below. One student is A, and one student is B. Take roles and have a conversation. Choose words from the lists. Then change roles and have another conversation. Choose different words from the lists.

A: Could I make an appointment { for an interview?  
with a counselor?  
with the doctor?

B: Yes, of course. { How about  
How's  
We have an opening on } { Tuesday at 10:00?  
Friday at 3:00?  
the 14th at 9:00.

A: I'm afraid { I have a class at that time.  
Oh, I'm sorry, but } { I can't make it that day.

Could we make it { another time?  
a little later?  
a different day?

B: Oh, sure. { How about Thursday?  
How's that same day at 4:00?  
We can fit you in on Friday afternoon.

A: Great. See you then.

هذه ماحدثه لتحديد الموعد



**L**earn how to respond to a negative question—or, more specifically, a negative statement with intonation that goes up at the end. People often use statement word order to ask a negative question if they think the answer will be “no.” Their intonation goes up. Here’s an example from Conversation 1:

**Example:** Question: You don’t have one?

In many languages, people answer “yes” because they’re thinking, “Yes, that’s right. I don’t have one.” But in English the answer is “no.”

**Example:** Question: You don’t have one?  
Answer: No (I don’t).

تعلم كيفية الرد على سؤال السلبية في المثال الاول عند كلمة one ارتفع الصوت وهذا من اسلوب الاسئله السلبيه

في لغتنا نحن اذا كان النفي على سبيل المثال لاتملك نقود نقول نعم لا املك اضفنا كلمة النعم ولكن مقصدنا لا

ولكن في اللغة الاتلجيزيه يكون هذا غير منطقي لذا اذا كانت الاجابه بنفي نجيب بكلمة NO I don,t

A. With a partner, take turns asking and answering these questions. In each case, answer “no” and give the correct answer. Then listen and check your answers.

**Example:** a: The main language of Quebec isn’t English?

b: No, it’s French. (French)

1. a: It’s not strange to experience culture shock?

b: NO, it,s Normal (normal)

2. a: Osaka isn’t the capital of Japan?

b: NO, it,s tokio (Tokyo)

3. a: Men don’t usually talk much at home?

b: NO just in public (in public)

4. a: Women don’t usually talk much in public?

b: No just at home (at home)

5. a: English isn’t easy?

b: no .it,s no,t easy (hard)

B. You show surprise in a negative question if your intonation goes down low and then up high at the end.

Example: Question: You don't have one?

Answer: No, I don't.

With a partner, take turns asking and answering these questions. Person A will show surprise in the question. Person B will answer "no" and add a short negative answer. Then listen and check your answers.

Example: a: The main language of Quebec isn't English?

b: No, it isn't.

الرد المفاجئ تكون الكلمه الاولى منخفضه وفي الكلمه الثانيه عاليه

1. a: We don't have class tomorrow?

b: \_\_\_\_\_

2. a: You didn't see it?

b: \_\_\_\_\_

3. a: He doesn't like it?

b: \_\_\_\_\_

4. a: They won't even try it?

b: \_\_\_\_\_

هذا واجب نحن نحله ياالله ورونا شطارتكم الامر سهل

C. Sometimes a person thinks that the answer to a question will be "no," but that person isn't right. How do you answer?

Example: Question: You don't have one?

Answer: Yes, I *do*.

It's very important to stress the affirmative verb in the answer (*do* in the example). Ask and answer Questions 1–10 from the previous exercise. This time, Person B will answer "yes" and correct Person A.

بعض الاحيان فيه اشخاص يعتقد انك بتجاوبه no حسب سؤاله ولكن يتفاجئ انه جاوبته yes مع تشديد الكلمه الاخيره لذا في المثال الاول نلاحظ انه توقع السائل ان تكون الاجابه no ولكن كانت الاجابه yes , I do ولكن عملنا امر وهو شددنا على do مع رفعه الصوت

If necessary, use a dictionary to help you match the following words or expressions with their definitions. Write the letters on the lines.

- |                              |  |
|------------------------------|--|
| <u>f</u> 1. upper management | a. not trying to be polite or nice           |
| <u>d</u> 2. firm (noun)      | b. class to study a specific subject         |
| <u>h</u> 3. issue            | c. to make something less shocking or unkind |
| <u>b</u> 4. seminar          | d. corporation                               |
| <u>g</u> 5. blunt            | e. very confident about one's own opinions   |
| <u>C</u> 6. to buffer        | f. higher-ups; bosses                        |
| <u>i</u> 7. to jibe          | g. pushy; ready to attack                    |
| <u>e</u> 8. assertive        | h. a point to consider                       |
| <u>a</u> 9. aggressive       | i. to match, agree with                      |

هذه مهم مهم لابد نحفظهم

# المحاضرة الحادي عشر

الأكثر تكرارا البادئات واللاحقات  
- كلمة البدايات والنهائيات  
- يمكنك استخدام حقا

## ما هي البادئات؟

البادئات هي المقاطع الأولى، مثل "غير" و "إعادة" التي لها معناها الخاص.

البادئات تتحد مع الكلمات لخلق معان جديدة.

١. قبل + عرض = معاينة (أول نظرة)
٢. سوبر + ستار = سوبر ستار (لاعب الأعلى)

## لماذا نتعلم البادئات؟

البادئات بإضافة معنى لآلاف الكلمات.  
تعلم البادئات قليلة، وكنت تفتح معنى الآلاف من الكلمات.  
البادئات الأربعة الأكثر شيوعا هي ٩٧٪ من الكلمات مسبقة!

## الأكثر شيوعا البادئات

١. Anti = المعارضون: ضد الحرب
٢. De = عكس ذلك: تدمير
٣. Dis\* = لا، عكس: يختلفون
٤. En(m) = يتسبب: ترميزان نعتق
٥. Fore = قبل: التنبؤ
٦. In(m) = في: زرع، المدخول
٧. Inter = بين: التفاعل

## Most Frequent Prefixes and Suffixes

- Word Beginnings and Endings
- You Can Really Use

## What Are Prefixes?

Prefixes are first syllables like "non-" and "re-" that have their own meaning.

Prefixes combine with words to create new meanings.

1. Pre + View = Preview (first look)
2. Super + Star = Superstar (top player)

## Why Learn Prefixes?

Prefixes add meaning to thousands of words.  
Learn a few prefixes, and you open up the meaning of thousands of words.  
The four most frequent prefixes are **97%** of prefixed words!

## Most Common Prefixes

1. Anti = against : anti-war
2. De = opposite : destroy
3. Dis\* = not, opposite of : disagree
4. En(m) = cause to : encode, embrace
5. Fore = before : forecast
6. In(m) = in : intake, implant
7. Inter = between : interact

## Do you know common prefixes?

- |          |             |
|----------|-------------|
| 1. Anti  | A. between  |
| 2. De    | B. cause to |
| 3. Dis*  | C. against  |
| 4. En(m) | D. in       |
| 5. Fore  | E. before   |
| 6. In(m) | F. not      |
| 7. Inter | G. opposite |

مهم نحفظهم لانه في الاختبارا ممكن راح يجينا منهم ..

### Most Common Prefixes

8. **Mid** = Middle : **Mid**way
9. **Mis** = Wrongly : **Mis**take
10. **Non** = Not : **Non**sense
11. **Over** = Over : **Over**look
12. **Pre** = Before : **Pre**view
13. **Re\*** = Again : **Re**turn
14. **Semi** = Half : **Semi**circle

### Do you know common prefixes?

- |                 |           |
|-----------------|-----------|
| 8. <b>Mid</b>   | A. Wrong  |
| 9. <b>Mis</b>   | B. Center |
| 10. <b>Non</b>  | C. Not    |
| 11. <b>Over</b> | D. Half   |
| 12. <b>Pre</b>  | E. Again  |
| 13. <b>Re</b>   | F. Above  |
| 14. <b>Semi</b> | G. Before |

### Most Common Prefixes

15. **Sub** = Under : **Sub**marine
16. **Super** = Above: **Super**star
17. **Trans** = Across : **Trans**port
18. **Un\*** = Not : **Un**friendly
19. **Under** = Under : **Under**sea
20. **In, Im, Il, Ir \*** = Not : **In**justice, **Im**possible, **Ill**iterate, **Ir**religious

### Do you know common prefixes?

- |                           |           |
|---------------------------|-----------|
| 15. <b>Sub</b>            | A. Across |
| 16. <b>Super</b>          | B. Not    |
| 17. <b>Trans</b>          | C. Below  |
| 18. <b>Un</b>             | D. Not    |
| 19. <b>Under</b>          | E. Above  |
| 20. <b>In, Im, Il, Ir</b> | F. Below  |

### الأكثر شيوعاً البادئات

٨. **Mid** = الأوسط: في منتصف الطريق
٩. **Mis** = بطريقة خاطئة: خطأ
١٠. **Non** = غير: هراء
١١. **Over** = أكثر من خلال: نغفل
١٢. **Pre** = قبل: معاينة
١٣. **Re\*** = إعادة مرة أخرى: العودة
١٤. **Semi** = نصف نصف: نصف دائرة

يجب حفظهم ومعرفة معانيهم

### الأكثر شيوعاً البادئات

١٥. **Sub** = الفرعية تحت: الغواصة
١٦. **Super** = فوق: سوبر ستار
١٧. **Trans** = عبر: النقل
١٨. **Un\*** = غير: غير ودي
١٩. **Under** = تحت: تحت البحار
٢٠. **In, Im, Il, Ir \*** = غير: الظلم، من المستحيل، أمي، الإلحادية

يجب حفظهم

## What Are Suffixes?

Suffixes are last syllables like "ed" and "ly" that have their own meaning.

Suffixes combine with words to create new meanings.

1. Turn + ed = Turned (in the past)
2. Quick + ly = Quickly (how it turned)

## Why Learn Suffixes?

Suffixes add meaning to thousands of words.

Learn a few Suffixes, and you open up the meaning of thousands of words.

The four most frequent suffixes are **97%** of suffixed words!

## Most Common Suffixes

1. -able, ible = can be done : doable ( Adj )
2. -al, ial = has property of : personal ( Adj )
3. -ed\* = past verb : turned
4. -en = made of : golden ( Adj + v )
5. -er = comparative : higher ( Adj + adv )
6. -er = one who : doer, actor ( v )
7. -est = superlative : best, biggest ( Adj + adv )

## Do you know common suffixes?

- |          |                |
|----------|----------------|
| 1. -able | a. Past        |
| 2. -al   | b. Made of     |
| 3. -ed   | c. Having      |
| 4. -en   | d. One who     |
| 5. -er   | e. Comparative |
| 6. -er   | f. Can         |
| 7. -est  | g. Superlative |

## ما هي لواحق؟

اللواحق هي المقاطع الماضي مثل "إد" و "لي" التي لها معناها الخاص.

اللواحق تتحد مع الكلمات لخلق معان جديدة.

١. تتحول + إد = تحولت (في الماضي)
٢. السريع + لاي = بسرعة (كيف تحول)

## لماذا نتعلم لواحق؟

اللواحق بإضافة معنى لآلاف الكلمات.

تعلم لواحق قليلة، وكنت تفتح معنى الآلاف من الكلمات.

لاحقات الأربعة الأكثر شيوعا هي ٩٧٪ من الكلمات إلحاق أحد الحروف!

## الأكثر شيوعا لواحق

١. able, ible = هل يمكن قدرة ينبغي القيام به، قابلة للتنفيذ
٢. al, ial = لديه ممتلكات: الشخصية
٣. ed\* = الفعل الماضي: تحول
٤. en- = مصنوعة من: الذهبي
٥. er = المقارنة: أعلى
٦. er = الشخص الذي: الفاعل، والممثل
٧. est = تفضيلية: أفضل، أكبر

يجب حفظهم

8. **-ful** = full of : careful, joyful ( Adj )  
 9. **-ic** = having property of : linguistic ( Adj )  
 10. **-ing\*** = present participle : running ( Adj )  
 11. **-(t)ion** = act, process : action ( N )  
 12. **-(i)ty** = state of : infinity, sanity ( N )  
 13. **-(t)ive** = adjective : motive, votive ( Adj )  
 14. **-less** = without : fearless, careless ( Adj )

### Do you know common suffixes?

- |                    |                       |
|--------------------|-----------------------|
| 8. <b>-ful</b>     | a. Present participle |
| 9. <b>-ic</b>      | b. State of           |
| 10. <b>-ing*</b>   | c. Without            |
| 11. <b>-(t)ion</b> | d. Having property of |
| 12. <b>-(i)ty</b>  | e. Full of            |
| 13. <b>-(t)ive</b> | f. Act                |
| 14. <b>-less</b>   | g. Adjective          |
|                    | h. Without            |

15. **-ly\*** = having : quickly, quietly ( Adv )  
 16. **-ment** = action, process : enjoyment ( N )  
 17. **-ness** = state of : kindness ( N )  
 18. **-ous** = having : joyous, religious ( Adj )  
 19. **-s\*** = more than one : books ( N )  
 20. **-y** = having : happy, windy  
 Use these suffixes correctly, and you look and sound **pretty smart**.

### Do you know common suffixes?

- |                  |             |
|------------------|-------------|
| 15. <b>-ly*</b>  | a. Action   |
| 16. <b>-ment</b> | b. Having   |
| 17. <b>-ness</b> | c. Having   |
| 18. <b>-ous</b>  | d. Plural   |
| 19. <b>-s*</b>   | e. State of |
| 20. <b>-y</b>    | f. Having   |

٨. **ful-** = كامل من بهيجة، حذرا  
 ٩. **ic** = وجود ممتلكات: لغوية  
 ١٠. **ing\*** = النعت الحالي: تشغيل  
 ١١. **-(t)ion** = أيون الفعل، العملية: العمل  
 ١٢. **-(t)ion** = حالة: ما لا نهائية، التعقل  
 ١٣. **-(t)ive** = صفة: الدافع، نذري  
 ١٤. **less** = دون: الخوف، بسبب الإهمال

← يجب حفظهم

١٥. **ly\*** = جود: بسرعة، بهدوء  
 ١٦. **ment** =، العمل العملية: التمتع  
 ١٧. **ness** = حالة: اللطف  
 ١٨. **ous** =: الفرحة والدينية  
 ١٩. **s\*** = أكثر من واحد: الكتب  
 ٢٠. **y-** = جود: سعيدة، عاصف  
 استخدام هذه اللواحق بشكل صحيح، و  
 كنت تبدو سليمة، وذكية جدا.

← يجب حفظهم

## Can you use common affixes?

1. I have a different idea; **dis**agree.
2. That can't be; it's just **im**possible.
3. Say that again; please **re**peat it.
4. Aliens look bad; they are **un**friendly.
5. Tina took the car since she want**ed** it.
6. Now the car is run**ing** down the road.
7. Tina is in a hurry; she's driving quick**ly**.
8. Do you think that she has any ticket**s**?

Read the prefixes on the clouds. Decide which one goes with each of the root words below. Root words are ones you can form new words from.

## Prefixes and suffixes 2: Creating opposites

A prefix often gives the opposite meaning to a word. Underline the prefix in each of the words below. Use your dictionary to find the meaning of the prefix. Then write down another word with the same prefix.

Word	Meaning of the prefix	Word with the same prefix
<u>un</u> clear	not, the opposite of	<u>un</u> tidy
misbehave	<b>wrongly</b>	<b>mistake</b>
impossible		
inedible		
disagree		
decode		
illegal		
international		


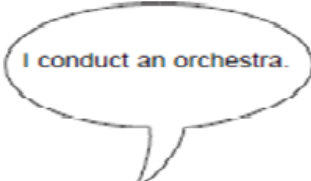






## Prefixes and suffixes 3: Using suffixes

See the handout on **Suffixes** if you need help to complete these exercises.

### Say it with nouns

Nouns often have the suffixes or word endings 'er' and 'or'. Use the speech bubble clue to complete the sentences below.

 I am a <u>decorator</u>	 I am a <u>conductor</u>	 I am the <u>looker</u>
 I am an <u>editor</u>	 I am a <u>runner</u>	 I am a <u>player</u>

### Fixing words in different ways

Read the words on the notice board. For each one, decide whether it has a prefix or suffix is a root word, and then write it into the correct column of the chart. Fill in the other column beside it with your own suggestions.

clearly	active	deforest	behaviour
boyish	invisible	appearance	work
unkind	honest	balancing	clock

Word with a prefix	Root word	Word with a suffix
unclear	clear	clearly
deforest	act	active
behaviour	forest	
invisible	haviour	
unkind	boyish	
	visible	
	appearance	
	work	
	kind	

1. A programm er designs, writes, and tests programmes for perform ing various tasks on a comput er .
2. A systems anal yst studies organization al systems and decides what act ion needs to be taken to maxim ize efficien cy .
3. Laser print ers are prefer able to other types of print ing devices because of their speed and quite ness .
4. The microcomput er we have purchased does not have a FORTRAN compil er . It is programm able in BASIC only.
5. We have found that operat ives who have the freedom to take short breaks during the day great ly improve their perform ance .
6. The number of ship ment s will increase over the com ing months.
7. We decided to computer ize the entire planet to give each divis ion more independ ence .

**B. Now decide for each word that has a suffix what part of speech the word is (eg. noun (n), verb (v) , adverb (adv), adjective (adj) ). Insert the correct form - n, v, adv or adj into the spaces.**

Programmer (N) (for) performing(gurend) a computer (N)  
 analyst (N) organizational (adj) action (N)  
 maximize (v) efficiency(N) printer (N) preferable(adj) printing (device)  
 quiteness microcomputer compiler programmable greatly shipment  
 computerize division independence (a way of...)  
 storing Spooling turning (...your office....) (big...)  
 savings developer (...are)  
 producing increasingly sophisticated application  
 a growing global ...(market)

ترجع الي التصنيفات التي وضعتها في البادئه والواحق ونكمل الحل للكلمات

**C. Insert the right prefixes into the spaces:**

1. Floppy disks are in expensive and re useable.
2. If a printer has functions, you should check the back face cable.
3. The plexor was not working because someone had been connected it by mistake.
4. Proper installation of the glare shield will make it possible to read what is on the screen.
5. After you fer text using the 'cut and paste' feature, you may have to format the text you have inserted.

السلام عليكم ورحمة الله وبركاته

هذه الترجمة للمحاضرات والتي تحتاج شرح بسيط شرحتها والتي تحتاج ترجمه من اجل الفهم ترجمتها ولكن ننتبه للسياق وهذه العمل لوجه الله ويارب الكل يستفيد منها ما كتبت **إذا اصبت فهو من الله وحدة وإذا اخطائة فهو منى ومن الشيطان**

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم لي ولوالدي في ظهر الغيب اخوكم

**ابوعبدالعزيز (رفيق الصمت)**