

- How to practice English with native speakers
- How to begin a conversation
- How to make small talk
- How to understand intonation in tag question
- How to pay attention to a speaker's intonation
- How to introduce someone.
- How to apologize.
- How to express thanks.
- How to end a conversation.

How to practice with Native Speakers

When you listen to a teacher's lecture, pay special attention whenever the teacher **emphasizes** or repeats points. There are probably the main ideas or important details.

In the following lecture, you will hear a teacher talk about how to learn English more quickly. Listen one to each **section**. Pay Special attention if the teacher emphasizes or repeats a point. After you listen to the section, stop and answer the question about it. Then listen to the next section.

Who is the best teacher, according to the speaker?

1. a strict teacher who gives a lot of homework and does all the talking.

2. a friendly teacher who lets the students talk a lot.

3. you, the learner

The teacher gives a lot of examples of where to practice English outside of class. What examples does this she give? Listen once and check the answers.

_____ bus stop _____ supermarket
 _____ library _____ movie theater
 _____ school _____ hospital

The teacher talks about her friend Sara. What four things did Sara do to learn English? Listen once and check the answer.

_____ talked with people everywhere
 _____ took a class in English as a second language
 _____ asked friends for help
 _____ listen carefully
 _____ wrote idioms in a notebook

كيفية ممارسة اللغة الإنجليزية مع الناطقين بها
 كيفية بدء محادثة
 كيفية جعل الحديث الصغيرة
 كيفية فهم ترتيل في مسألة العلامة
 إيلاء الاهتمام لكيفية ترتيل والمتحدث
 كيفية إدخال شخص ما.
 كيفية الاعتذار.
 كيفية التعبير عن الشكر.
 كيفية إنهاء المحادثة.

كيفية الممارسة مع أصحاب اللغة الأصليين

عندما كنت استمع الى محاضرة للمعلم، إيلاء اهتمام خاص كلما المعلم يؤكد أو يكرر نقطة. ربما يكون هناك الأفكار الرئيسية أو التفاصيل المهمة.

في محاضرة التالية، سوف تسمع كلام المعلم حول كيفية تعلم اللغة الإنجليزية بسرعة أكبر. الاستماع واحد إلى كل قسم. إيلاء اهتمام خاص إذا كان المعلم يؤكد أو يكرر نقطة. بعد الاستماع إلى المقطع، والتوقف عن الإجابة على السؤال حول هذا الموضوع. ثم الاستماع إلى المقطع التالي.

من هو أفضل معلم، وفقا للمتحدث؟

1. المعلم الصارم الذي يعطي الكثير من الواجبات المنزلية ويفعل كل الكلام.

2. المعلم الذي يتيح للعائلات الطلاب التحدث كثيرا.
 نفسك 3. لك، المتعلم

المعلم يعطي الكثير من الأمثلة عن مكان لممارسة اللغة الإنجليزية خارج الصف. ما هي الأمثلة لا تعطي هذه هي؟ الاستماع مرة واحدة وتحقق من الإجابات. **بحدد الاجابات بالاحمر**

حافلة _____ سوبر ماركت _____
 السينما _____ مكتبة _____
 المستشفى _____ المدرسة _____

المحادثات المعلم عن صديقتها سارة. ما لم أربعة أشياء سارة القيام به لتعلم اللغة الإنجليزية؟ الاستماع مرة واحدة وتحقق من الجواب.

بحدد الاجابات بالاحمر

_____ تحدث مع الناس في كل مكان
 استغرق _____ فنة في اللغة الإنجليزية كلغة ثانية.
 طلب للحصول على مساعدة الأصدقاء _____
 الاستماع بعناية _____
 كتب _____ التعبيرات في جهاز كمبيوتر محمول

The teacher talks about her own experience. With whom did she practice a lot of Greek. Listen once and check the best answer.

- _____ her Greek teacher
 _____ taxi drivers
 _____ friends
 _____ neighbors

Beginning a conversation and making small talk

Seek out native speakers as conversations partners and make small talk with them. This is one good way to practice your English. In many countries, there are certain situation in which it is possible to have a very conversation with a **stranger** – in other words, to make small talk. This is usually as short as two or three sentences and is usually about something unimportant, like the weather

How to begin a conversation?

How do people politely begin a conversation with a stranger? Does it depend on their culture? How acceptable is it in you country to begin conversations with the sentences in the chart on the following slide?

Put (Y) for sentence that people say are polite. Put (X) for sentences that are impolite

Situation	First Sentence in a conversation with stranger	Yes/No
at the bus stop?	It's hot today, isn't it?	Y
At the post office	This line is really slow, isn't it?	Y
At a wedding	It's nice to have a chance to celebrate, isn't it?	Y
In a supermarket	These tomatoes look terrible, don't they?	Y
On a bus anywhere	What country are you from?	Y
	Can you lend me some money?	Y
In a museum	This is a wonderful painting, isn't it?	Y

المعلم المحادثات عن تجربتها الخاصة مع من انها لم تمارس الكثير من اليونانية. الاستماع مرة واحدة وتحقق أفضل إجابة.

- _____ لها المعلم اليوناني
 _____ سائقي سيارات الأجرة
 _____ الأصدقاء
 _____ الجيران

تبدأ محادثة وجعل الحديث الصغيرة

البحث عن الناطقين كشركاء المحادثات وجعل الحديث الصغيرة معها. هذا هو واحد طريقة جيدة لممارسة اللغة الإنجليزية. في كثير من البلدان، وهناك حالة معينة التي من الممكن إجراء محادثة مع شخص غريب جدا - وبعبارة أخرى، لجعل الحديث الصغيرة. هذا هو عادة قصيرة قدر سنتين أو ثلاث جمل وعادة ما يكون عن شيء غير مهم، مثل الطقس

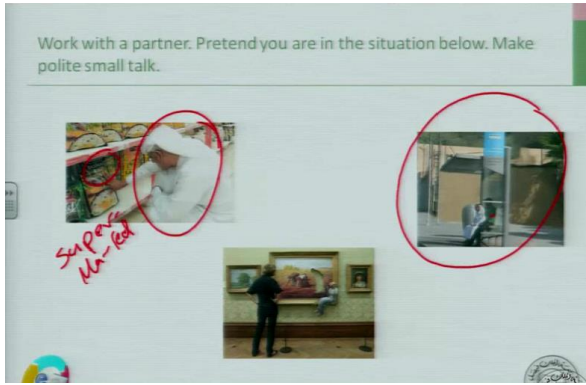
كيفية بدء محادثة؟

كيف يبدأ الناس بأدب محادثة مع شخص غريب؟ أنها لا تعتمد على ثقافتهم؟ كيف هو مقبول في بلد لك لبدء المحادثات مع الجمل في الرسم البياني على الشريحة التالية؟

وضع (Y) للجملة التي يقول الناس مهذبون. وضع (X) للجملة التي هي غير مهذب

Situation	First Sentence in a conversation with stranger	Yes/No
at the bus stop?	It's hot today, isn't it?	Y
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In a supermarket	These tomatoes look terrible, don't they?	Y
On a bus anywhere	What country are you from?	Y
	Can you lend me some money?	Y
In a museum	This is a wonderful painting, isn't it?	Y

Work with a partner. Pretend you are in the situation below. Make polite small talk.



The Sound of it: Understanding Intonation in Tag Questions

We often a conversation with a sentence that includes a tag question. We add a "tag" to a sentence, and it becomes a question. Our voices goes up on the tag if we aren't sure about the answers; it becomes a real question. Our voices goes down on the tag if we already know the answer and are making small talk.

Examples:

You will do it quickly, **won't** you?

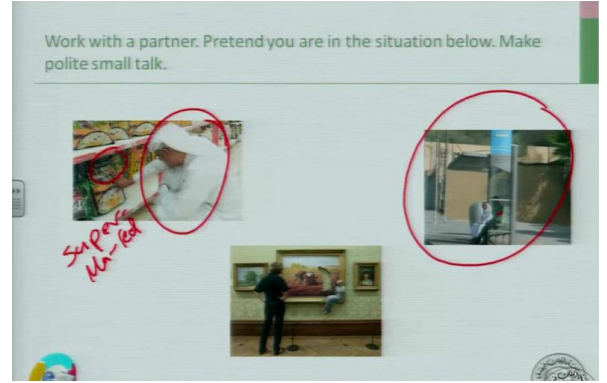
John and Mark are **n't** English, **are** they?

Listen and Repeat CD 1 TR 6

Listen and Repeat CD 1 TR 6

Unsure of the Answer (Real Questions)	Sure of the Answer (small talk)
1. The food is awful, isn't it?	1. The food is awful, isn't it?
2. You don't see any fresh fruit, do you?	2. You don't see any fresh fruit, do you?
3. There isn't any yogurt, is there?	3. There isn't any yogurt, is there?
4. There's lots of sugar, isn't there?	4. There's lots of sugar, isn't there?
5. You haven't seen a good health food place, have you?	5. You haven't seen a good health food place, have you?

العمل مع شريك. التظاهر كنت في حالة أدناه. جعل الحديث الصغيرة مهذبا.



الصوت منه: التجويد تفاهم في شؤون الدلالية

ونحن في كثير من الأحيان محادثة مع الجملة التي تتضمن علامة سؤال. نقوم بإضافة "سمة" إلى حكم قضائي، ويصبح السؤال. أصواتنا ترتفع على البطاقة إذا لم نكن متأكدة من الإجابات، بل يصبح السؤال الحقيقي. أصواتنا وتنخفض على العلامة إذا كنا نعرف مسبقا الجواب وجعل الحديث الصغيرة.

سوف سوف نفعّل ذلك بسرعة، وليس لك

جون ومارك ليست الإنجليزية، هم؟

وكرر الاستماع CD 1 TR 6

Listen and Repeat CD 1 TR 6

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يجب استماع السيد من اجل توضيح لكم اكثر في الفهم

Pay attention to a speaker's intonation

As you've seen, intonation in a tag question carries meaning. If the voice goes up, the person is unsure of the answer and is asking a real question. If the voice goes down, the person already knows the answer and is just making small talk.

Paying attention to intonation will help you better understand a speaker's meaning

Asking Tag Questions

Notice the grammar in tag questions: if the verb in the main clause is affirmative, the verb in the "tag" (last two words) is negative.

Example:

It's warm today, isn't it?

If the verb in the main clause is negative, the verb in the "tag" (last two words) is affirmative.

Example:

It isn't very windy today, is it?

Work with a partner. Have a very short conversation for each situation. One person begins with a tag question (with the voice going down at the end). The other person answers. Use the cue words.

Example:

Situation: Two people are at a bus stop. Cue Words:

A: bus/ late again , B: yes

Student A: The bus is late again, isn't it?

Student B: Yes, it is.

إيلاء الاهتمام للتجويد والمتحدث

كما كنت قد رأيت، التجويد في سؤال يحمل علامة معنى. إذا كان الصوت يرتفع، والشخص غير متأكد من الإجابة، وطرح السؤال الحقيقي. إذا كان الصوت وتنخفض، والشخص يعرف مسبقا الإجابة ومجرد جعل الحديث الصغيرة.

والاهتمام التجويد تساعدك على فهم أفضل لمعنى المتكلم

طرح الأسئلة الدلالية

لاحظ العلامة النحوي في المسائل: إذا كان الفعل في جملة الرئيسي هو الإيجابي، والفعل في "سمة" (الكلمتان الأخيرتان) هو سلبي.

على سبيل المثال:

إنها دافئة اليوم، أليس كذلك؟

إذا كان الفعل في جملة الرئيسي هو سلبي، والفعل في "سمة" (الكلمتان الأخيرتان) هو بالإيجاب.

على سبيل المثال:

أنها ليست عاصف جدا اليوم، أليس كذلك؟

العمل مع شريك. إجراء محادثة قصيرة جدا لكل حالة. شخص واحد يبدأ مع سؤال العلامة (مع صوت نزول في النهاية). الإجابات شخص آخر. استخدام الكلمات جديدة.

على سبيل المثال:

الحالة: شخصان في محطة للحافلات. كلمات جديدة: A: الأعمال / مرة أخرى في وقت متأخر، B: نعم

طالب A: الحافلة مرة أخرى في وقت متأخر، أليس كذلك؟
طالب B: نعم، هو عليه.

Common Expressions in Conversation

Introducing Someone	Responses
- I'd like you to meet... - This is... a friend of mine (my brother, sister, etc.) - Have you met...?	Nice (Glad, Pleased) to meet you.
Ending a Conversation	Responses
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	Responses
Thanks. Thank you very much (so much). That was very kind of you. How thoughtful! I appreciate it. I'm very grateful.	You're welcome. Don't mention it.
Giving an Apology	Responses
I'm very sorry. Excuse me. Forgive me. It was my fault.	No problem... That's ok. That's all right. Don't worry about it. a

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Making prediction

Situations	What you can say?
_____ by mistake, you just stepped on someone's foot.	• <u>I am sorry</u>
_____ you are introducing a friend to your parents.	• <u>Have you met my friend?</u>
_____ you're talking with a friend at school, but you need to leave because you have a class.	• _____

Making prediction

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السلام عليكم ورحمة الله وبركاته
 هذه الترجمة للمحاضرة الاولى وانا ترجمتها من المحتوى اللي
 موجود يارب الكل يستفيد منها ما كتبت اذا اصبت فهو من الله
 وحده واذا اخطائة فهو مني ومن الشيطان
 وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم اخوكم
 ابو عبدالعزيز (رفيق الصمت)

المحاضرة الثانية

- to ask for, understand, and give directions
- to be aware of tone of voice
- to communicate when using public transportation
- to speak to landlords about problem
- to understand speech reduction
- to build your vocabulary
- Homework

Part 1: Asking for, Understanding and Giving Directions

1. The post office is **across the street** from the bank.
2. The bakery is **down the street** from the post office.
3. The launderomat is **next to (beside)** the grocery store.
4. The drugstore is **around the corner** from the laundromat.
5. There's a bus stop **in front of** the library.
6. There's a parking lot **behind** (in back of) the department store.
- 7.



- لطلب، وفهم، وإعطاء توجيهات
- ليكون على بينة من نبرة الصوت
- للاتصال عند استخدام وسائل النقل العام
- التحدث إلى أصحاب العقارات عن مشكلة
- لفهم الكلام الحد
- لبناء المفردات الخاصة بك
- الواجب المنزلي

الجزء ١: المطلوب لولتفاهم وإعطاء التوجيهات

1. مكتب البريد **عبر الشارع** من البنك.
المخيز هو **أسفل الشارع** من مكتب البريد.
2. وlaundromat **بجانب (بجانب)** محل بقالة
3. صيدلية هو قاب قوسين أو أدنى من الغسيل.
4. هناك موقف للحافلات **أمام** المكتبة.
5. هناك موقف للسيارات **وراء** (في مؤخرة) في متجر.



Language You Can Use: Giving Directions

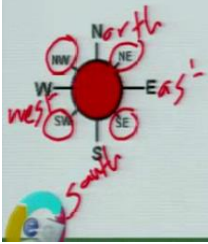
Go Straight



Turn Right



Turn Left



Go past (the bank)
Go down (Main Street)
Walk two blocks.
(pass two streets).

Language You Can Use: Giving Directions

Go Straight



Turn Right



Turn Left



Go past (the bank)
Go down (Main Street)
Walk two blocks.
(pass two streets).

Language You Can Use: Asking For Directions

- How do you get to bank... ? -
- Could you tell me where bank Is? -
- Is far from here? -
- I'm looking for bank bank ... -
- I'm trying to find bank ... -
- In what direction is bank ...? -

اللغة التي يمكن استخدامها: المطلوب للحصول على الاتجاهات

- كيف تحصل على .. البنك؟
- هل لك أن تقول لي أين هو؟
- هو بعيد من هنا ... البنك...؟
- أبحث عن .. البنك.
- أنا أحاول أن تجد .. البنك..
- في أي اتجاه هو .. البنك؟

كل هذي الاسئلة اللي في الاعلى هي لمعرفة الاتجاهات والمحادثه

Getting Ready to listen: 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 |

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- | | | |
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الاستماع ٢: لهجة فهم صوت (TR 10، CD 1)

يكون على بينة من نبرة الصوت. نبرة الصوت يشير إلى كيف يمكن لصوت يبدو، وليس فقط كلمات شخص يستخدم. يمكن فهم لهجة الصوت تساعدك على فهم أفضل لما يعنيه الناس. على سبيل المثال، قد لهجة رسالة تكون ودية حتى لو كانت الكلمات ليست ودية. انها مفيدة للاستماع إلى النغمة الصوتية الشعبية لأن في بعض الأحيان أصواتهم أقول أكثر من أقوالهم

المحادثة ١

١. سائق صديقة؟
سائق غير ودية؟

٢. ماذا تحتاج إلى أن تأخذ وليام في شوارع السابع وبحيرة؟
أ. ١٣ و ٣٠ في

ب. ٣٠ و ٣٨ في

٣. حيث انه لا نقل؟

أ. في شارع Greary
ب. في بحيرة الشارع

الآن الاستماع إلى محادثة ٢

المحادثة ٢، CD 1، TR 10

السائق هو

دية

غير ودي

كم يكلف اتخاذ الحافلة؟

أ. ٨٥ سنتا

ب. دولار واحد و ٨٥ سنتا

٣. ماذا تحتاج وليام؟

أ. بالضبط التغيير

ب. مشروع قانون الدولار

الافضل الرجوع اللي المحاضره واستماعها من الدكتور من اجل
توضح لك لماذا الاختيارات التي اخترناها

Listening 2: Understanding Tone of Voice (CD 1, TR 10)

Be aware of tone of voice. Tone of voice refers to how a voice sounds, not just the words a person uses. Understanding tone of voice can help you better understand what people mean. For instance, the tone of a message may be friendly even if the words are not friendly. It's helpful to listen to people's tone of voice because sometimes their voices tell more than their words

Conversation 1

1. _____ friendly driver?

_____ unfriendly driver?

2. what does William need to take to Seventh and Lake Streets?

_____ a. the 13 and the 30

_____ b. the 30 and the 38

3. where does he transfer?

_____ a. at Greary Street

_____ b. at Lake Street

Now listen to conversation 2 →

Conversation 2, CD 1, TR 10

The driver is _____

_____ friendly

_____ unfriendly

How much does it cost to take the bus? _____

_____ a. 85 cents

_____ b. one dollar and 85 cents

3. What does William need?

_____ a. exact change

_____ b. a dollar bill

Creating a Conversation

Work with a partner. Student A wants to take the bus. Student B is a bus driver. Have a conversation. Follow this model.

A: Excuse me. Does this bus go to bank...?

B: No, ... you need bus number 10.....

A: where do I get back....?

B:.....

A: How much cost.....?

B:18 dolalr.....

A: Thanks.

B:have good day.....

Talking to Landlords or Apartment Managers; Making Complaints

Susan: Oh, what a (big, sunny, lovely) apartment!

Mrs. West: yes. It (is beautiful, is large, gets a lot of light.

Susan: what a nice, clean kitchen! The (oven, stove, refrigerator) looks new.

Mrs. West: Right! And there's also a (lot of storage space, garbage disposal, dishwasher).

Susan: is there a (garage, swimming pool, security guard)?

Mrs. West: Yes, there's a (tennis court, a recreation area, cable television) too.

Susan: is there a (school, library, park) nearby?

Mrs. West: of course, and there's a (bus stop. Grocery store, hospital) right down the street.

Susan: I hope there's (a fireplace, air conditioning, a good view),

Mrs. West: There is!!

Susan : this is a (great, terrific, wonderful) apartment.

Listening 3: Reporting Problems CD 1, TR 11

Identifying problems

Situation: After a few months, Susan has some trouble with her new apartment. She calls Mrs. West to complain. Listen to the conversation and check the problems she reports.

1. The garbage disposal is broken.
2. The roof is leaking.
3. The neighbors are too noisy.
4. There is no hot water.
5. The food in the freezer is melting.
6. it's very hot, and the air conditioning does not seem to work

خلق المحادثة

العمل مع شريك. طالب يريد أن يأخذ الحافلة. طالب B هو سائق الحافلة. إجراء محادثة. اتبع هذا النموذج.

A: معذرة. لا تذهب إلى هذا الباص. الي البنك..؟

B: لا، ... نحتاج الحافلة رقم ... 10 ..

A: من أين يمكنني الحصول على .. الرجوع..؟

B:

A: كم يكلف...؟

B: 18 دولار...

A: شكرا.

B: ... لديك يوم جيد..

التحدث مع الملاك أو المديرين شقة؛ تقديم الشكاوى

سوزان: أوه، يا له من الشقة (كبيرة، مشمس، جميل)! السيدة الغربية: نعم. فإنه (هو جميل، كبيرة، ويحصل الكثير من الضوء.

سوزان: ما لطيفة ومطبخ نظيفة! ويبدو (الفرن، موقد، ثلاجة) جديدة. السيدة الغربية: حق! وهناك أيضا (الكثير من مساحة التخزين، والتخلص من القمامة، غسالة الصحون).

سوزان: هل هناك مرآب لتصليح السيارات (، وحمام سباحة، حارس أمن؟

السيدة الغربية: نعم، هناك (ملعب تنس، ومنطقة ترفيهية، تلفزيون كابل) أيضا.

سوزان: هل هناك قريب من الفندق (مدرسة ومكتبة وحديقة)؟ السيدة الغربية: بالطبع، وهناك (موقف للحافلات متجر بقالة، مستشفى). الحق في أسفل الشارع.

سوزان: وأمل هناك (مدفأة، مكيف الهواء، وجهة نظر جيدة)، السيدة الغربية: هناك!

سوزان: هذا هو (رائع عظيم، رائع) شقة.

الاستماع 3: الإبلاغ مشاكل CD 1، TR 11

تحديد المشاكل

الحالة: بعد بضعة أشهر، سوزان لديها بعض المشاكل مع شقتها الجديدة. وصفته السيدة الغربية للشكاوى. الاستماع إلى المحادثة والتحقق من أنها مشاكل تقارير.

1. يتم تقسيم التخلص من القمامة.

2. سقف تتسرب.

3. الجيران صاخبة جدا.

4. لا يوجد ماء ساخن.

5. الطعام في الثلاجة يذوب.

6. يكون الجو حارا جدا، وتكييف الهواء لا يبدو للعمل

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 from the conversations in this chapter. →

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

Examples	LONG FORM	SHORT FORM
a. You need bus number 3.	✓	
b. You need bus number 3.		✓
1. Are you Susan Evans?		
2. You can't use dollar bills.		
3. What's your address?		
4. I need to go to the store.		
5. Do you go to Parkwood Avenue?		
6. Does he want to pay that much?		
7. I don't want to walk?		
8. I don't want to walk?		
9. Do you have to go?		
I have to buy some furniture?		

صوت له: تخفيضات تفاهم

في كلمة عادية أو سريعة، سوف تسمع "تخفيضات" من بعض الكلمات. على سبيل المثال، تريد قد يبدو أريد أن. وسوف تعلم لفهم تخفيضات تساعدك على أن تصبح أفضل مستمع.

الاستماع إلى الأمثلة التالية من تخفيضات تشكل المحادثات في هذا الفصل. □

CD 1، TR 12، حتى 13 (A)

يمكنك سماع الفرق بين أشكال طويلة وقصيرة الأشكال؟ ملاحظة: إن أشكال قصيرة غير صحيحة في كتابة

مهم نعرف الاختصارات ودرسناها في المستوى الرابع

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

هذا واجب نحله نحن

Examples	LONG FORM	SHORT FORM
a. You need bus number 3.	✓	
b. You need bus number 3.		✓
1. Are you Susan Evans?		
2. You can't use dollar bills.		
3. What's your address?		
4. I need to go to the store.		
5. Do you go to Parkwood Avenue?		
6. Does he want to pay that much?		
7. I don't want to walk?		
8. I don't want to walk?		
9. Do you have to go?		
I have to buy some furniture?		

Vocabulary Match

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

<u>h</u> 1. opportunities	a. admired
<u>c</u> 2. to look down on someone	b. possibilities, chances, to do something
<u>a</u> 3. respected	c. to think badly of someone

Listening 4: getting main idea CD 1 TR 14

You are going to hear an opinion about the American lifestyle and the mobility of Americans. Pilar Hernandez, an immigrant to California and a former teacher for an American school in her country.

Listen and then tell whether these sentences are true or false:

false 1. Pilar worries because her mother is alone and lonely.

_____ 2. Pilar is not planning to go back to her country.

true 3. In Pilar's country, it is easy for an average person to become rich and successful

Listen & Practice

1. CD 1, TR 9 page 25, .

2. CD 1, TR 10, Page 31 + 32 .

3. CD1, TR 11, page 34 .

4. CD1, TR 12-13 page 34 .

5. Directions page pages ; 24 +28 + 29 .

6. Vocabulary Match pages: 31 + 35 .

المفردات تطابق

<u>h</u> 1. opportunities	a. admired
<u>c</u> 2. to look down on someone	b. possibilities, chances, to do something
<u>a</u> 3. respected	c. to think badly of someone

الاستماع ٤: الحصول على فكرة رئيسية CD 1 TR 14

أنت ذاهب لسماع رأي حول نمط الحياة الأمريكية والتنقل من الأميركيين. بيلار هيرنانديز، وهو مهاجر إلى كاليفورنيا ومدرس سابق لمدرسة أمريكية في بلدها.

الاستماع ومن ثم معرفة ما إذا كان هذه الجمل صحيحة أو خاطئة:

خطأ ١. بيلار يقلق لأن والدتها هي وحدها وحيدا.

٢. بيلار لا تخطط للعودة إلى بلدها.

صح ٣. في بلد بيلار، فإنه من السهل على الشخص العادي أن تصبح غنية وناجحة

نحتاج الي الكتاب مهم لابد الكل يشتريه لانه الدكتور كل شرحه من الكتاب والاستماع للقطع

السلام عليكم ورحمة الله وبركاته
هذه الترجمة للمحاضرة الثانية وانا ترجمتها من المحتوى اللي موجود
يارب الكل يستفيد منها ما كتبت إذا اصبت فهو من الله
وحدة وإذا اخطئة فهو مني ومن الشيطان

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم اخوكم
ابوعبدالعزيز (رفيق الصمت)

المحاضرة الثالثة

المحاضرة الثالثة اغلبها صور .. واحاول ان اضع لكم الصور محلولة ولكن لابد ان تشاهد المحاضرة مع الدكتور

In this chapter you will learn to:

- ◆ use gerunds.
- ◆ ask questions when you don't understand something.
- ◆ understand intonation in questions with *or*.
- ◆ organize your ideas before telling a story.
- ◆ express encouragement when someone is telling a story.
- ◆ listen for stressed words when people speak.

Listening 1: Interests and Hobbies

CD 1, TR 16 You'll hear six people talk about their interests. They all answer the question "What do you do in your free time?" Listen for the important words—the speakers' interests—and write only these words on the lines below. Use gerunds (words that end in *-ing*) or nouns. Listen two or three times.

Person 1: shopping

Person 2: working

Person 3: a. Juggling b. _____
c. ?

Person 4: a. Camping b. hiking
c. _____ d. _____

Person 5: a. Theater b. _____
c. movies d. _____
e. _____

Person 6: a. Sheep b. _____
c. Ranching d. _____
e. _____

Gash
Oh my God
God

لابد نستمع للسيد والسؤال ماذا تعمل في وقت الفراغ ومن خلالها تم وضع الاجابات

وكلمة Gash = God واضح لكم المعنى للكلمة

Do it by Yourself 😊

Share it on blackboard!
Grun

USING NEW LANGUAGE

When you listen to people's answers during the next activity, ask them for clarification if you don't understand something.

Person's Name	Interests/Activities
NA	

Discussion in a small group, discuss your charts. Which activities seem to be most popular? Which are most active? Which are most unusual?

المشاركة في البلاك بورد في المنتدى

Gerund Form

A gerund is the **base form of a verb + -ing**.
Gerunds can be used as **nouns**.

verb + -ing = noun

work + -ing = working ✓

pay + -ing = paying


improve + -ing = improving

صيغة الفعل نموذج

A صيغة الفعل هو الشكل الأساسي للفعل + -ING.

ويمكن استخدام اسم الفعل والأسماء


Gerunds as Subjects

 A gerund can be the subject of a sentence. **It is always singular.** Use a third-person singular verb after a gerund.

singular subject

~~voting~~ **Voting** is an important responsibility.


Choosing a candidate **takes** time.



اسم الفعل كمواضيع

ويمكن لصيغة الفعل يكون موضوع الجملة. **هو دائما بصيغة المفرد.** استخدام الفعل الشخص الثالث للمفرد بعد صيغة الفعل

Be Careful!

 Don't confuse gerunds with the **present progressive** verb form.

present progressive

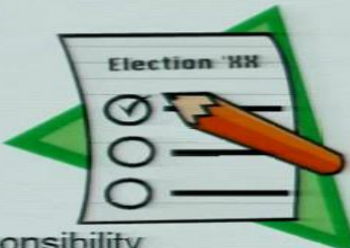
I **am voting** today.

(be) verb

gerund

subject

Voting is an important responsibility.



كن حذرا!

لا تخلط بين اسم الفعل مع **الحاضر التقدميه** الفعل.

كيف نفرق بين **present progressive** و **gerunds**

Gerunds يكون معه **present progressive** يكون مسبق **be** he ,is ,you ,,are ,was, were

Gerunds as Objects



A gerund can be the **object** of certain verbs.

The weather is ~~hot~~ hot. (Incorrect)

verb object

suggest I suggest improving our schools.

verb object

enjoy I enjoy working for the people.

اسم الفعل والمفعول

ويمكن لصيغة الفعل يكون موضوع الأفعال معينة

Gerunds with Go



We often use **go + gerund** to describe activities.

✓ Our family goes bowling every Saturday.

gerund
object

✓ John went jogging with his dog.

اسم الفعل مع الذهاب مع كلمة **Go**

نحن غالبا ما تستخدم صيغة الفعل + تذهب لوصف الأنشطة


كما واضح goes و went هي الفعل و bowling و joggin اسم الفعل والمفعول

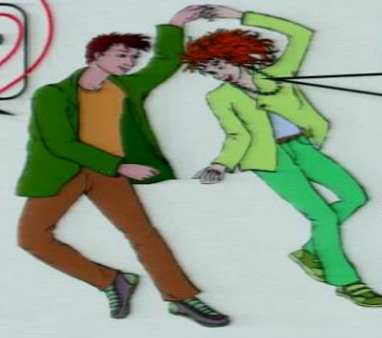
Practice 1


Ask a partner how often he or she does these activities.

How often do you go dancing?

I go dancing every night

1. 

2. 



نسال شريكا عدد المرات هو أو هي لا هذه الأنشطة

ونلاحظ اخر تدريب اخذناه وهو اسم الفعل مع Go

I go dancing every night و go dancing?

Practice 2

Complete the sentences with gerunds.

Example: a Windsurfing is very exciting.

1. Joking makes me laugh.


2. Listening to jazz gives me a headache.

3. Laughing loudly isn't polite.

4. playing football is popular in my country.

5. Polluting/smoking destroys the environment.

6. Not _____ can be dangerous.



أكمل الجمل مع اسم الفعل.

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?

من طريقة الاسئلة الموجوده اثناء السؤال لابد يكون في النهايه رفع للصوت من اجل التوضيح

**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.

A. Listen to these questions and repeat them. Notice the intonation.

Yes/No Questions	Either/Or Questions
1. Do you like TV or movies?	Do you like TV or movies?
2. Does she enjoy ice skating or roller-blading?	Does she enjoy ice skating or roller-blading?
3. Does he swim at the gym or at home?	Does he swim at the gym or at home?
4. Is he an actor or a musician?	Is he an actor or a musician?
5. Did she work during the summer or after school?	Did she work during the summer or after school?

الدكتور يقول مهم مهم هذا الدرس

وهو يتكلم عن الصوت في طريقة طرح السؤال هل هو يكون عادي او يكون من خلاله الاختيار بين الشينين

اتمنى الاستماع الي المحاضره من اجل توضيح لك اكثر

Vocabulary Building

Guessing Meaning from Context You're going to hear one person tell a story about her first job. Before you listen, guess the meanings of the underlined words in the sentences below. These are words from the story.

1. The store detectives arrested the thief for trying to steal a jacket. They caught him at the exit before he could leave.
2. She's a shoplifter. She steals things from stores and puts them in her purse or under her coat.
3. He's a terrible racist. He doesn't like anyone who isn't the same race as he is.
4. I don't trust him. I simply don't believe he's telling the truth.
5. The child burst into tears. He suddenly started crying when he thought he was lost.
6. He's such a vain person. He's always looking at himself in the mirror and worrying about his appearance.

Vocabulary Building

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معاني الكلمات من سياق الجملة كما واضح لكم

Listening 2: Telling a Story

Read these sentences. Then listen to the speaker. Why didn't he get his job in the department store? Check the answers. (There are several answers.)

- _____ 1. The job was boring.
- _____ 2. His boss was a racist.
- _____ 3. His salary was low.
- _____ 4. He spent all his money at the store.
- _____ 5. He wasn't good at his job.

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?	

التعابير عند الاندهاش نقول مثل هذي الكلمات



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?

هذا مهم من اجل معرفة الاسئله الغير مهذبه ولا نسئل احد فيها خصوصاً في امريكا

والجهد الثانيه الاسئله الشائعه بينهم والعاديه

LANGUAGE LEARNING STRATEGY



Listen especially for stressed words when people speak. In English, people stress (emphasize) the important words in a sentence. If you understand the stressed words, you can usually understand the important information.

How do you know which words are stressed? They are *higher* (the voice goes up), *louder*, and *clearer* than the other words. Listen for the “mountains” in speech—not the “valleys.” The meaning of a sentence can change if the stress changes.

Examples: I *LIKED* Anna (but I don't like her now).

I liked *ANNA* (but I didn't like her brother).

I liked Anna (but other people didn't).

egy



CD 1, TR 20-23

A. Listen to the important (stressed) words in these sentences. Underline them. You will hear each sentence two times.

1. It was a **TERRIBLE** day.
2. **WE'LL** take those.
3. I was **SUPPOSED** to catch shoplifters.
4. They're going to **TAKE** something.
5. I couldn't **SEE** anything.

B. Listen to the important (stressed) words in these sentences. Underline them. You will hear each sentence two times.

1. That was my boss.
2. That was my boss.
3. I don't remember.
4. I don't remember.
5. George used to work there.
6. George used to work there.
7. What do you do?
8. What do you do?
9. She said she didn't take it.
10. She said she didn't take it.
11. She said she didn't take it.

C. Work with a partner. Figure out which word needs to be stressed in each answer below. Underline the word. When you finish all six, listen to the recording to see if you were right. Then practice saying the questions and answers.

1. Question: What's your favorite SPORT?

Answer: I really like skiing.

2. Question: What's HER favorite sport?

Answer: I think she likes skiing, too.

3. Question: Where do they COME from?

Answer: They come from Brazil.

4. Question: Where does HE come from?

Answer: He comes from Hong Kong.

5. Question: What are you going to TAKE?

Answer: I'm going to take economics.

6. Question: What are THEY going to take?

Answer: They have no idea.

السلام عليكم ورحمة الله وبركاته

هذه الترجمة للمحاضرة الثالثة وانا ترجمتها من المحتوى اللي موجود يارب الكل يستفيد منها ما كتبت اذا اصبحت فهو من الله وحدة واذا اخطانة فهو مني ومن الشيطان

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

ابوعبدالعزيز (رفيق الصمت)

المحاضرة الرابعة

عناصر المحاضرة

Elements of the Lecture

Talking about Goals
Talking about future plans
The Sound of it: Understanding Reductions

الحديث عن الأهداف
الحديث عن الخطط المستقبلية
الصوت منه: تخفيضات تفاهم

CD1 TR 24-27

Listening 3: Talking About Goals

You will hear speakers talk about their goals and their plans to reach these goals. Take notes about each person; do not write complete sentences. Also, make an inference about the age of each person and write it on the line. (Which person is probably a teenager? A young adult? Middle-aged? Older?)

Listen as many times as you need to. The first one has been done as an example.

Person 1: young adult

Goal: **To give daughter a good education**

Plans to reach this goal:

- 1 buy a house with a garden
- 2 change work times
- 3 save money for her college education

Person 2:

Goal: **President**

Plans to reach this goal:

- 1 College (History)
- 2 another country (language)
- 3 land

Person 3:

Goal: **Earth (land)**

Plans to reach this goal:

Person 4:

Goal:

Plans to reach this goal:

Discussion

1. Which person seems to have the most practical goal?
2. Which person seems to be a dreamer?

بالمختصر المفيد

هناك اربعة اشخاص لكل منهم اهداف (**Goals**) وخطط (**Plan**)
ويحب كل منهم تحقيقها ومنها الصعب ومنها العملي ومنها الحلم
الاول: هدفه بنته ..

وخطته ١- يشتري بيت وفيه حديقته ٢- ويغير وقت دوامه ٣- ويدخر
لها مال من اجل الجامعة

الثاني: اهدافه الذهاب الي سيدة الاولى الرنسه

خطط: الذهاب الي الكليه ودراسة التاريخ ٢- ومغادرة البلاد لتعلم لغة
اخرى ٣- تصبح محاميه ٤- وتكون سياسيه ٥- وتصبح رئيسه

لذا الافضل الاستماع للمحاضرة او الاسطوانه من اجل معرفة اهدافهم

وفي الاخير تناقش وتحدد منهم الاشخاص اللي اهدافهم عمليه ومنهم
اللي اهدافهم حلم .. من خلال الاستماع

عندنا كلمتين مهمين نستخدمهم للمستقبل ولكن لكل منهم خاصيه من
اجل الاستخدام الكلمتين هم **will - going to**

going to - نستخدمها مع **intentions** وهي **النوايا** والامثله
امامك موجوده في الصورة المرفقه

will نستخدمها **predictions** وهي **التنبؤات** والامثله امامك
في الصورة

وهذا مهم كما وضع الدكتور

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.

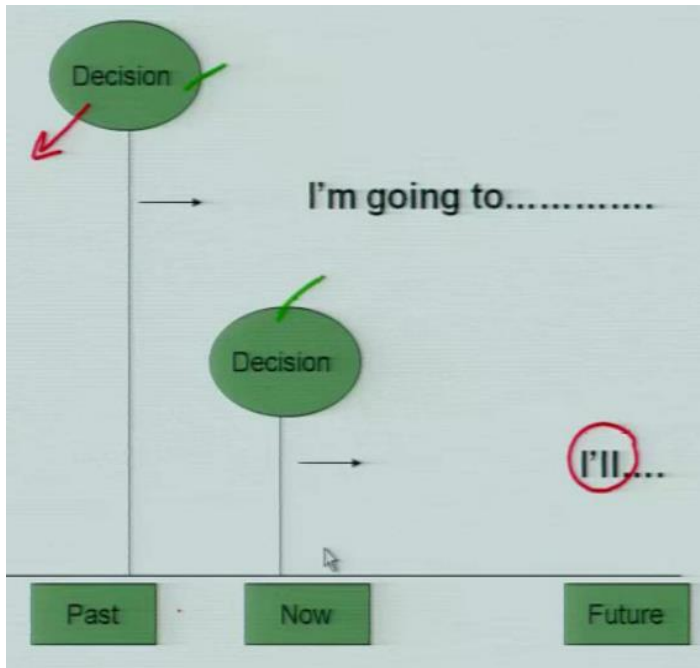
Examples: She's going to work with animals.
They'll live here for a few years.
I won't retire for another twenty years.

Kate: 'Anna's in hospital.'

Ben: 'Is she? **I'll** visit her tomorrow.'

Kate: 'Anna's in hospital.'

Ben: 'I know. **I'm going to** visit her tomorrow.'



We use 'going to' when we have a plan.
We **have decided** to do something.

We use 'will' when decide to do something now ---
at the time of speaking.

عندنا هنا محادثه مختلفه وسوف نلاحظ الفرق بينهم

اول محادثه استخدم **will** مختصر لها **I'll** وهي تعتبر **predictions** يعني تنبؤات لا يعلم عنها .. فاستخدم للزياره لها غدا

المحاثه الثانيه استخدم **I'm going to** وهي تعتبر intentions يعني النوايا وهو يعلم انها بالمستشفى وعزم وسوف يزورها غداً

لتوضيح اكثر من المجسم

I'm going to تعتبر ان قرارك (Decision) متخذ من الماضي انك سوف تعمله للمستقبل

will تعتبر ان قرارك (Decision) متخذ من الان في الحاضر من اجل تقوم به في المستقبل

going to نستخدمها عندما يكون لدينا خطه او قررنا نفعّل شيء

Will نستخدمها عندما قررنا نعمل شيء الان في وقت التحدث

1. 'My bag is so heavy.' 'I'll carry / I'm going to carry it for you.'

2. I bought some warm boot because I'll go / I'm going skiing.

3. 'Tony's back from holiday.'

4. 'Is he? I'll give / I'm going to give him a ring.'

5. 'What are you doing tonight?'

6. 'We'll see / We're going to see a play at the theatre.'

7. You can tell me your secret. I won't tell / I'm not going to tell anyone.

8. Congratulations! I hear you'll get married / you're going to get married.

9. 'I need to post these letters.'

10. 'I'll go / I'm going shopping soon. I'll post / I'm going to post them for you.'

1. A Why are you turning on the television?

2. B I'm going to watch the news. (I/watch)

3. A Why are you filling that bucket with water?

4. B I'm going to wash the car. (I/wash)

5. A What would you like to eat?

6. B I'll have a sandwich, please. (I/ have)

7. A Hello. Can I speak to Jim, please?

8. B Just a minute. I'll get him. (I / get)

9. A I don't know how to use this camera.

10. B It's easy. I'll show you (I / show)

1. حقيبتي ثقيلة جدا. 'سوف احمل' / انا ذاهب للقيام بذلك نيابة عنك؟

2. اشتريت بعض التمهيد الحارة لأنني سأذهب / انا ذاهب للتزلج.؟

3. توني العودة من العطلة.؟ 'هل هو؟ سوف أعطي' / انا ذاهب لمنحه 'الطبة.؟'

4. ماذا تفعل هذه الليلة؟؟ 'سنرى' / ونحن في طريقنا لرؤية مسرحية في المسرح.؟

5. هل يمكن أن تخبرني السر الخاصة بك. 'لن أقول' / أنا لن أخبر أحدا.؟ تهانينا! أسمع سوف أتزوج عليك / وأنت تسير في الزواج.؟

6. 'أنا بحاجة لنشر هذه الرسائل.؟' 'سأذهب' / انا ذاهب للتسوق في وقت قريب. أنا ما بعد / انا ذاهب الى وظيفة لهم لك.؟

1. لماذا تحول على التلفزيون؟

2. B الأخبار (I / ساعة)

3. لماذا أنت ملء دلو من الماء الذي؟

4. B السيارة (I / غسل)

5. لماذا تريد أن تأكل؟

6. B شطيرة، من فضلك (I / لها)

7. مرحبا أستطيع أن أتكلم لجيم، من فضلك؟

8. B فقط لمدة دقيقة. له (I / تحصل عليه)

9. A أنا لا أعرف كيفية استخدام هذه الكاميرا

10. B ومن السهل. لك (I / عرض)

ACADEMIC POWER STRATEGY



Apply the Strategy

Make realistic goals for yourself in order to start working toward your academic and professional dreams. Most students have dreams about their future. They can make these dreams come true by developing realistic goals. To do this, it's a good idea to begin by thinking of your major goals in life—two or three "big" goals—and then considering each step necessary to attain those goals.

On the lines below, write two major goals and steps you can take to reach these goals. These goals should relate to your education or future profession. Just write notes; don't write sentences.

1. Goal: _____
Steps to reach this goal: _____

2. Goal: _____
Steps to reach this goal: _____

With another student, discuss your goals and the steps to reach them. When your classmate is speaking, express encouragement. Ask for clarification if necessary.

هذا نقوم بحله نحن ونضعه في المنتدى نكتب الاهداف والخطوات كيفية الوصول الي الهدف

The Sound of It: Understanding Reductions



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 → didee	What didee 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.

B. Listen to these sentences. Do you hear a reduction? Check *Long Form* or *Short Form* as you listen. You will hear each sentence two times.

LONG FORM SHORT FORM

Examples:

- | | | |
|---|---------|---------|
| a. <u>What are you</u> looking at? | _____ | _____ X |
| b. <u>What are you</u> looking at? | _____ X | _____ |
| 1. <u>Did you</u> enjoy school? | _____ | _____ |
| 2. I'm <u>going to</u> study history. | _____ | _____ |
| 3. What <u>kind of</u> sports do you like? | _____ | _____ |
| 4. He <u>used to</u> live with his grandmother. | _____ | _____ |

LONG FORM SHORT FORM

- | | | |
|---------------------------------------|-------|-------|
| 5. Where <u>did he</u> go to school? | _____ | _____ |
| 6. <u>What do you</u> think about it? | _____ | _____ |
| 7. I'm <u>kind of</u> tired. | _____ | _____ |
| 8. How are you <u>going to</u> do it? | _____ | _____ |
| 9. Why <u>did you</u> do that? | _____ | _____ |
| 10. <u>What do you</u> want to do? | _____ | _____ |

هذا مهم ويجب حفظ الكلمات المخفظة وهي reduction وكيفية نطقها وحفظها من السيد

وملاحظه فقط نكتبها long form ونستطيع التكلم بها short form

حل الفراغات .. ١ - short form ٢ - short form ٣ - short form ٤ - long form

٥ - short form ٦ - short form ٧ - long form ٨ - long form

٩ - long form ١٠ - short form

_____	1. youngster	a. a situation in which a person is not well-known, not famous
_____	2. omnipresent	b. a very poor neighborhood
_____	3. monotony	c. the feeling of wanting something that another person has
_____	4. envy	d. to wait; to not give up
_____	5. chum	e. sameness; unchanging, boring time
_____	6. obscurity	f. a book or movie that continues a story from a previous book or movie
_____	7. sequel	g. friend
_____	8. slum	h. always present
_____	9. to hang on	i. child

(d)-٩ (b)-٨ (f)-٧ (a)-٦ (g)-٥ (c)-٤ (e)-٣ (h)-٢ (i)-١

انتهينا من المحاضرة الرابعة ودعواتكم

المحاضرة الخامسة

Elements of the Elements

- 1 - Practical things about ordering meal in English
- 2 - (Giving an Advice (should, shouldn't
- 3 - Can / Can't
- 4 - Talking about Fitness

Listening 1: Ordering a Meal
CD 1, TR 31-32 Making Inferences

You will hear two conversations that take place in a restaurant. In Conversation 1, a woman is ordering a meal, and in Conversation 2, a man is ordering a meal. Listen to both conversations and answer this question: Who cares more about health, the man or the woman?

عناصر من عناصر

- 1 - الأمور العملية حول طلب وجبه في اللغة الإنجليزية
- 2 - إعطاء نصيحة (ينبغي، لا ينبغي)
- 3 - يمكن / لا يمكن
- 4 - الحديث عن اللياقة

هذي المحادثه تعلمك طريقة طلب الطعام من النادل وفيه ثلاث محادثات ولكل محادثه طلب كم واضح لكم بالصوره

وطبعاً لابد الاستماع الي المحاضره والاستماع الي السيدي وكيفية طلب الطعام او الوجبه

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?

هنا نجد المحادثه بين waiter النادل وبين customer الزبون

والاسئله كما واضح لكم في الصوره

Dialogue

- ?C. May we see the menu, please
.W. Sure, here it is
?W. Can I take your order
.C. Yes, I'd like a hamburger and a milkshake
?W. How about you
.C. I'd like a ham sandwich
?W. (Would you like) anything to drink
.C. No, thank you. Just water

Practice 1: Vocabulary Expansion

May we

- ?see the menu, please
?have more coffee
?have the check

Practice 2: Vocabulary Expansion

- I'd like a hamburger.
ham sandwich.
taco
milk shake.

- I'd like (a glass of) milk.
(a cup of) hot chocolate.
(a piece of) pie.
(a bowl of) soup.

Practice 3: Vocabulary Expansion

- ?Would you like anything to drink
?to eat
?for dessert
?else

Practice 4: Role Play

- Teacher :Can I take your order?
Student :Yes, I'd like _____.
Teacher :Thank you. How about you?
Student :I'd like _____.
Teacher :Would you like anything to drink?
Student :Yes. I'd like _____.

حوار بين النادل (w) وبين الزبون (c)

- C. قد نرى القائمة، من فضلك؟
W. بالتأكيد، ومن هنا.
W هل اخذ طلبك؟
C. نعم، أريد همبرغر واللبن
W. ماذا عنك؟
C. أريد ساندويتش لحم الخنزير.
W. (هل ترغب) أي شيء للشرب؟
C. لا، شكرًا لك. الماء فقط.

الممارسة ١: توسيع المفردات؟

يجوز لنا

- رؤية القائمة، من فضلك؟
الحصول على مزيد من القهوة؟
لديك الاختيار؟

الممارسة ٢: توسيع المفردات؟

أود همبرغر.

- لحم الخنزير ساندويتش.
تاكو.
الحليب يهز.

أود (كوب من) الحليب.

- (فنجان) الشوكولاته الساخنة.
(قطعة من) فطيرة.
(وعاء من) الحساء.

الممارسة ٣: توسيع المفردات؟

- ترغب أي شيء للشرب؟
لنتناول الطعام؟
للحلى؟
آخر؟

الممارسة ٤: لعب دور

- المعلم: هل أنتهز طلبك؟
الطالب: نعم، أود _____.
المعلم: شكرًا لك. كيف عنك؟
الطالب: أود _____.
المعلم: هل تريد أي شيء للشرب؟
الطالب: نعم. أود _____.

LANGUAGE YOU CAN USE: GIVING ADVICE

Here are some phrases you can use when giving advice:

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

We **should** wash our hands with liquid soap.



We **should** prevent disease.



We **shouldn't** litter.



هذه الكلمات او العبارات للاستخدام لاعطاء النصيحة لاي شخص

ينبغي علينا حفظهم

ينبغي لنا أن نغسل أيدينا بالماء والصابون السائل.



ينبغي علينا منع المرض.



ولا ينبغي لنا أن القمامة.



.We **should** see a doctor promptly if we feel unwell



ينبغي أن نرى الطبيب فوراً إذا نشعر بتوعك.



Let's do some
exercises

You _____ eat too many sweets. They are not good for you.

negative
Should not
ought not
I advise you not to



هنا في هذي الصورة تدريب نستخدم عبارات النصيحة ولكن بالنهي كما واضح امامنا .. وضع الدكتور عبارات النصيحة بالنهي وتكملة العبارات موجوده في الاعلى وايضا **too** دائما تاتي بالنفي والسلبيه .. من اجل توضح لنا الجمله اكثر ..

You **should** sleep early.



وفي هذي الصورة كذلك نصيحه وهي ينبغي النوم مبكر ونضع جميع عبارات النصيحة التي اخذناها ..

Let's do some exercises

We _____ be friendly to our friends.



Lily's dress is dirty. She _____ clean it.

وهذا التدريب نفسه يجب علينا نضع عبارات النصيحة .. كما واضح لنا في الصور

Let's do some exercises

You _____ play on the road.



Your brother is weak in Maths. You _____ help him.



وهذا التدريب نفسه يجب علينا نضع عبارات النصيحة .. كما واضح لنا في الصور

The Sound of It: Listening for 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.

	CAN	CAN'T
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>

هنا طريقة استخدم كلمات *I can't* و *i can*

ويحتاج الي الاستماع الي السيدي

object + verb = can الفعل + المفعول به

can't + object + verb = can't الفعل + المفعول به + لااستطيع

ونستخدم التشديد في النفي على جميع الكلمات

THE FITNESS PLAN

Column A: Aerobic exercise	Column B: Everyday exercise	Column C: Strength training	Column D: Rest and games	Column E: Flexibility and stress reduction
walk 20 minutes swim 12 minutes run 1 mile ride a bike (outside) 1 mile aerobic 15 minutes ride exercise bike 15 minutes jump rope 10 minutes stair-climb (machine) 15 minutes	garden 20 minutes play an instrument 25 minutes scrub a floor 16 minutes chop wood 16 minutes sweep 30 minutes vacuum 40 minutes paint house 22 minutes ride exercise bike 15 minutes mow lawn (hand mower) 15 minutes shovel snow 15 minutes	free weights 20 minutes gymnastics 30 minutes calisthenics (push-ups, sit-ups) 20 minutes body-sculpting class	row 30 minutes play baseball 1 hour play tennis 1 hour box 30 minutes bowl 1 hour ski (downhill) 30 minutes ski (cross-country) 30 minutes horserack ride 1 hour roller- or ice-skate 30 minutes bike 30 minutes sail 1 hour do karate 30 minutes play golf 40 minutes (no cart) play soccer 30 minutes	yoga class or 30-minute at-home session stretching class or 30-minute at-home session Tai chi or Tai chi class or 30-minute at-home session self-defense class

Daily fitness allowances (hours per day)

Workout:	A	B	C	D	E	Total calories burned
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

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Listen

Listening 2: Talking about Fitness

CD 1, TR 33

Identifying Activities You will hear five people answer the question "What do you do to get exercise?" On the chart above ("The Fitness Plan"), check the activities you hear. One of the activities is not on the chart.

هذا الجدول يتكلم عن اللياقة البدنية. وماهي الممارسه من اللياقات

والدكتور يقول ممكن يضع صورة رجل وانت تحدد ما يعمله من تمارين للياقة البدنيه

"What do you do to get exercise?"

"ماذا تفعل للحصول على التمرين؟"

انتينا بفضل من الله من المحاضره الخامسه

المحاضره السادسه

Reviewing the Main Speaking Skills

Exercise : Start Short Conversation With Strangers.

Exercise : Start Short Conversation With Strangers.

- at the bus stop?
 - At the post office
 - At a wedding
 - In a supermarket
 - On a bus
 - Anywhere
 - In a museum
- It's hot today, isn't it?
 - This line is really slow, isn't it?
 - It's nice to have a chance to celebrate, isn't it?
 - These tomatoes look terrible, don't they?
 - What country are you from?
 - Can you lend me some money?
 - This is a wonderful painting, isn't it?

Say the Following Correctly.

Unsure of the Answer (Real Questions)

1. The food is awful, isn't it?
2. You don't see any fresh fruit, do you?
3. There isn't any yogurt, is there?

Sure of the Answer (small talk)

1. The food is awful, isn't it?
2. You don't see any fresh fruit, do you?
3. There isn't any yogurt, is there?

مراجعة مهارات التحدث الرئيسية

تمرين: ابدأ محادثة قصيرة مع الغرباء.

الجدول اللي امامك هو بداية المحادثة القصيره مع الغرباء في أي مكان كما موضح لنا .. امام كل جمله كان في الباص او في العطلة او في سوپر ماركت والي اخره

ونحاول ندرّب انفسنا على المحادثه القصيره مع أي شخص ونتخيل انفسنا في اماكن ما .. ونبتدء المحادثه

(Unsure of the Answer (Real Questions

الاسئله الغير متأكد منها وهو الاسئله الحقيقيه تكون فيها رفع صوت في النهايه لاني مش متأكد واسئل عن ذلك واريد اعرف الاجابه عن سؤالي

(Sure of the Answer (small talk

اما الاسئله التي متأكد من اجابتها يكون صوتي طبيعي وعادي اثناء سؤالي لانه الهدف من سؤالي مجرد نقاش صغير .. لاغير

ويطلب من الدكتور الرجوع وسماع المحادثه عن طريق السيدي من اجل التدرّب عليها اكثر على الصوت ارتفاعه وانخفاضه لانه الغير متأكد يكون مرتفع والسؤال المتأكد منه يكون منخفض

Introduce Someone

Response

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

Introduce Someone

اثناء تقديم شخص ما ، ، لك في نهاية الكلام ترد عليها باحد العبارات الموجوده او الجمل

Nice (Glad, Pleased) to meet you

وهذي العبارات ثابتة وينبغي علينا حفظها وتطبيقها .. من اجل ترسخ في عقولنا .. وينبغي الاستماع الي السيدى من اجل التدريب

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

هذه العبارات التي تقال في نهاية المحادثه ويجب علينا حفظها وايضا يكون في النهايه العبارات رفع الصوت من اجل انه توضح له مهتم وانك لطيف

Expressing Thanks

Response

- Thanks.
 - Thank you very much (so much)
 - That was very kind of you,
 - How thoughtful!
 - I appreciate it. I'm very grateful.
- You're welcome.
 - Don't mention it.

اهذه الكلمات كلها تعبر عن شكر الشخص لك مما قدمته له

واجابتك لابد تكون ردك عليها كما واضح في الاجابه

You're welcome. •

Don't mention it. •

ولابد فيه يكون تعابير لوجهك انك مبسوط على شكره

Giving an Apology

Responses

- I'm very sorry.
- Excuse me.
- Forgive me.
- It was my fault.
- No problem.,
- That's ok. That's all right.
- Don't worry about it. a

نتعرف كيفية ان نعطي الاعتذار عن اي امر صدر منا من تاخير ونحو ذلك من الكلمات الموجوده امامنا ،تحت عنوان، **Giving an Apology**

وينبغي علينا اذا كان اي شخص اعتذر منا من اي امر ما ان نرد عليها باحد العبارات الموجوده واثناء الرد ما يمنع ان نرفع يدنا بالاجابيه ونرفع الصوت قليل انه لا يهتم الامر سهل اثناء نطق العبارات

ونلاحظ انه هنا في الفقره الثالثه من الرد لم ننطق حرف **T** كما موضح امامك هي مكتوبه ولكن لم ينطقه وهذا الطريقه النطق خاصه بامريكا تكتب ولا تنطق ونلاحظ انه حرف **T** بالكاد تنطق

Work with a partner. Have a very short conversation for each situation. One person begins with a tag question (with the voice going down at the end). The other person answers. Use the cue words.

Example:

SITUATION

Two people are at a bus stop.

- Student A: The bus is late again, isn't it?
- Student B: Yes, it is.

CUE WORDS

A: bus/late again
B: yes

SITUATIONS

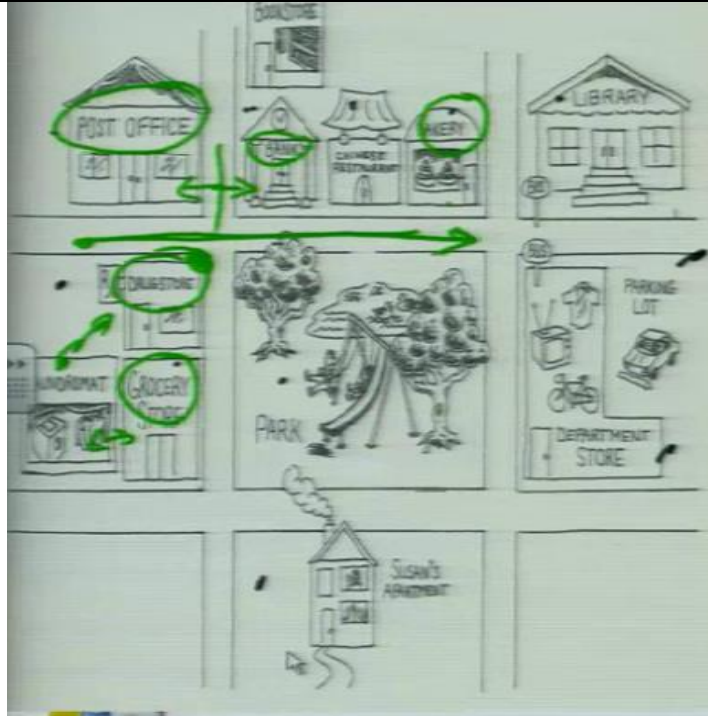
1. Two people are in the produce section of a market.
2. Two people are in line at a supermarket.
3. Two people are at a party.
4. Two students are walking out of class.
5. Two neighbors are walking out of their apartment building.
6. Two students are in line to register for classes.

CUE WORDS

A: tomatoes/not very ripe
B: no
A: line/really long
B: yes
A: the music/loud
B: yes
A: class/really hard
B: yes
A: it/really cold
B: yes
A: line/not moving
B: no

في هذا الجدول يوضح لنا طريقة المحادثه الصغيره في كل مكان تتواجد فيه بصوت منخفض في النهايه المحادثه لانه سؤالك لديك علم بالاجابه ولكن فقط السؤال مجرد الحديث ..

ويحرص الدكتور على هذا الموضوع ويقول مهم وحاول التدريب على ذلك ،، ولا ننسى ان نضيف في نهاية أي كل سؤال نسئله بتلك الطريقه **isn,tit** وصوت منخفض



How can I get to
 Could you tell me where ... is?
 Is..... Far from here?
 I'm looking for
 In what direction is ...?

1. The post office is **across** the street from the bank.
2. The bakery is **down** the street from the post office.
3. The Laundromat is **next to (beside)** the grocery store.
4. The drugstore is **around the corner** from the laundromat

Creating a Conversation

Work with a partner. Student A wants to take the bus. Student B is a bus driver. Have a conversation.

.Follow this model

?... A: Excuse me. Does this bus go to

..... B: No, ... you need bus number

?.... A: where do I get

.....:B

?..... A: How much

.....:B

.A: Thanks

.....:B

هذه الاسئلة التي نستخدمها لتحديد الاتجاهات او موقع ما ،،،

وطريقة الاجابه كما واضح لنا ،،

كيف يمكنني الحصول على
 هل لك أن تقول لي أين هو ...؟
 هو بعيدا عن هنا؟
 أنا أبحث عن
 في أي اتجاه هو ...؟

مكتب البريد عبر الشارع من البنك.
 المخبز هو أسفل الشارع من مكتب البريد.
 الغسيل وبجانب (بجانب) محل بقالة
 صيدلية هو قاب قوسين أو أدنى من laundromat

خلق المحادثة

العمل مع شريك. طالب يريد أن يأخذ الحافلة. طالب B هو سائق الحافلة. إجراء محادثة. اتبع هذا النموذج.

A: معذرة. لا تذهب إلى هذا الباص ...؟

B: لا، ... تحتاج الحافلة رقم

A: من أين يمكنني الحصول على ...؟

..... :B

A: كم؟

..... :B

A: شكرا.

..... :B

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 → 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

Study this situation 😊

Situation : your class colleague is talking about a topic that you are unfamiliar with. You want to ask him or her for clarification. What should you say?

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

التخفيض Reduction مهم في الكلام او النطق
Long Form نعطي الكلمة حقها في النطق
SHORT FORM وهو التخفيض الكلمات وهذا ما ينطق في امريكا ٩٠%

ونلاحظ في الكلمة الثانية What's you + watcher بعد ماخفناها الي كلمة watcher تنطق وتشبه ليس وتشير يعني لا ننطق حرف R في الكلمة مثل اه (ويفضل استماع المحاضر اكثر لتوضيح)

مع التخفيض الكلمات you تنطق ya مثل الفقرة الرابعة هي لم تخفض في الكتابه ولكن تنطق كما وضحا لنا الدكتور

اذا كان زميلك اعطاك موضوع ما وانت مش فاهمه او مش مالوف عندك وانت ترغب منه التوضيح اكثر .. clarification

ماذا في هذا الحاله ينبغي ان تقول .. ؟

نسنله بطريقة الاسئله الموجوده كما ذكرها لنا الدكتور ولكن لابد يكون ارتفاع الصوت اعلى في نهاية السؤال ،، وهذا مهم

وحرص عليه الدكتور

D. Take turns with your partner asking and answering these questions. When you *ask*, choose which intonation you want: *yes/no* or *either/or*. When you *answer*, be sure to listen carefully to your partner's intonation so that you can use correct intonation in the answer.

1. Do they go shopping on Thursdays or Fridays?
2. Does he like swimming or surfing?
3. Do you live with your family or a friend?
4. On weekends, does he play football or basketball?
5. Do you like Lebanese food or Italian food?
6. Do you enjoy walking or jogging?

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

Also Remember: 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.

إذا كان السؤال فيه خيارين مثل الدجاج او الشوربه وكان الصوت على نبره واحده وارتفاع واحد اثناء قوله لك هل ترغب بدجاج او شوربه ؟ في هذي الحاله يكون اجابة السؤال اما **yes** او **No** وهي طريقه تعتبر **In yes, No questions** لانه صوت واحد ونبره واحده

ولكن اذا كان السؤال فيه خيارين دجاج او شوربه ولكن عندما قال كلمة الدجاجه رفع صوته وعندم ذكر الشوربه خفض صوته في هذي الحاله هو يخيرك واحد من الخياريين اما الدجاج او الشوربه وهذه الطريقه تعتبر **in either/or questions**

وينبغي علينا تدريب انفسنا اكثر على هذا التمرين

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?	

إذا عندك زميلك اخذ درجات في الامتحان جيده واخبرك انه يبحث عن درجات اعلى ماذا تقول له .. ؟ ماهي الكلمات التشجيعيه **encourage** لذلك الموقف

تقول له كما واضح في الجدول من كلمات

Stressed Words

C. Work with a partner. Figure out which word needs to be stressed in each answer below. Underline the word. When you finish all six listen to the recording to see if you were right. Then practice saying the questions and answers.

1. Question: What's your favorite **SPORT**?
Answer: I really like skiing.
2. Question: What's **HER** favorite sport?
Answer: I think she likes skiing, too.
3. Question: Where do they **COME** from?
Answer: They come from Brazil.
4. Question: Where does **HE** come from?
Answer: He comes from Hong Kong.
5. Question: What are you going to **TAKE**?
Answer: I'm going to take economics.
6. Question: What are **THEY** going to take?
Answer: They have no idea.

هنا نشدد **Stressed** على الكلمه التي نريد نعرف الاجابه عليها ونطرحها كاسؤال وهي بطريقه التشديد عليها وكما تلاحظون انها مكتوبه بكتب المصنف فيها التشديد عليها

وايضا في الاجابه تكرر وتستخدم نفس الفقره الخامسه طرحه كاسؤال واجاب عليها

Long Form	Short Form, Reduction
• <u>What do you do?</u>	• What do you do – <u>whadaya</u> whadaya do?
• <u>What are you doing?</u>	• What are you – <u>whatcha</u> whatcha <u>doing</u> ?
• <u>What kind of childhood</u> 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- didee what didee 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 Reduction والدكتور يحرص عليه اتمنى حفظه

Study this Situation

<ul style="list-style-type: none"> • Situation: your professor is asking you a question about your future plans. "What's your future plan?" he is saying. What should you say? 	<ul style="list-style-type: none"> • I am <u>going to go</u> to Georgetown University. I have already got an admission. • I <u>will</u> pursue my higher education. But I don't know where yet.
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تم شرحها سابقاً وهي استخدام **going to** ومتى استخدام **will** للتوضيح الرجوع للمحاضرة الخامسة

We **should** wash our hands with liquid soap.



ينبغي لنا أن نغسل أيدينا بالماء والصابون السائل.



We **should** prevent disease.



ينبغي علينا منع المرض.

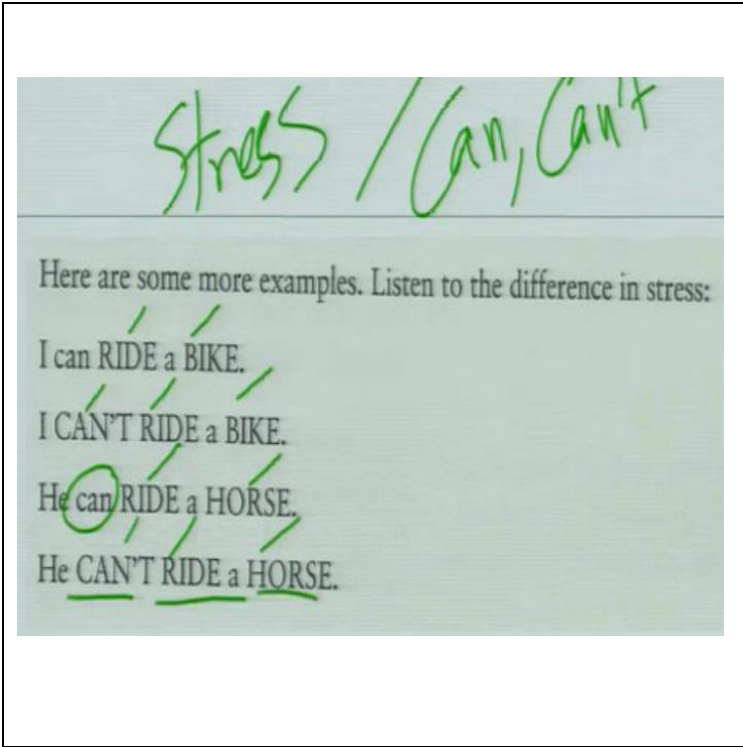


We **shouldn't** litter.



ولا ينبغي لنا أن القمامة.



 <p>stress / can, can't</p> <p>Here are some more examples. Listen to the difference in stress:</p> <p>I can RIDE a BIKE.</p> <p>I CAN'T RIDE a BIKE.</p> <p>He can RIDE a HORSE.</p> <p>He CAN'T RIDE a HORSE.</p>	<p>نلاحظ الان انه استخدمنا التشديد في can فقط على الفعل والمفعول به لاغير اما كلمة can لا يوجد أي تشديد عليها كما واضح وكلمة can't استخدمنا التشديد عليها وعلى الفعل والمفعول به كما واضح</p> <p>يعني انه في النفي نشدد على الكلمات و في الاجابي فقط على الفعل والمفعول به</p>
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السلام عليكم ورحمة الله وبركاته

هذه الترجمة للمحاضرة الرابعة والخامسة والسادسة مع الشرح وانا ترجمتها من المحتوى اللي موجود يارب الكل يستفيد منها ما كتبت اذا اصبحت فهو من الله وحدة واذا اخطانة فهو مني ومن الشيطان

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

ابوعبدالعزيز (رفيق الصمت)