



Speaking Skills

Dr. Feda Yousef Al-Tamimi

KFU - ENGLISH LANGUAGE

5th

Semester

Lecture 1

❖ 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.

❖ Section 1 CD, TR 1

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

❖ Section 2 CD TR 2

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.

- | | |
|------------------------|-------------------|
| 1. _____ supermarket | 4. _____ library |
| 2. _____ bus stop | 5. _____ hospital |
| 3. _____ movie theater | 6. _____ school |

❖ Section 3 CD TR 3

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

1. _____ talked with people everywhere
2. _____ took a class in English as a second language.
3. _____ asked friends for help
4. _____ listen carefully
5. _____ wrote idioms in a notebook

❖ Section 4 CD TR 4

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

1. _____ her Greek teacher
2. _____ taxi driver
3. _____ friends
4. _____ neighbors

❖ **CD 1, TR 5 Making a small Talk (homework)**

You will hear three short conversations. Look at the photos on page 8. Which conversation goes with each photo? Listen and write the number (1, 2, or 3) in the box next to the appropriate photo. The photos are:







Choosing a Response Listen again to the first sentence of each conversation. Choose a response (answer). Write the number of the conversation (1, 2, or 3) on the line.

- _____ It was terrible! I don't think I did very well.
- _____ Thanks. She's pretty happy most of the time.
- _____ It sure seems to be. Honestly, this bus is late so often!

❖ **How to begin a conversation?**

- 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 do people *politely* begin a conversation with a stranger? Does it depend on their culture? How acceptable is it in your country to begin conversations with the sentences in the chart? **Put (Y) for sentence that people say are polite. Put (X)for sentences that are impolite in USA and your culture**

Situation	First Sentence in a conversation with stranger	Country #1	Country #2
at the bus stop?	It's hot today, isn't it?		
At the post office	This line is really slow, isn't it?		
At a wedding	It's nice to have a chance to celebrate, isn't it?		
In a supermarket	These tomatoes look terrible, don't they?		
On a bus	What country are you from?		
Anywhere	Can you lend me some money?		
In a museum	This is a wonderful painting, isn't it?		

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

Examples:

Q: Question 4 is difficult, **isn’t it?** ↗
Q: Question 4 is difficult, **isn’t it?** ↘

❖ **Listen and Repeat CD 1 TR 6**

Unsure of the Answer

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?
4. There’s lots of sugar, isn’t there?
5. You haven’t seen a good health food place, have you?

Sure of the Answer

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?
4. There’s lots of sugar, isn’t there?
5. You haven’t seen a good health food place, have you?

❖ **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.

❖ **CD1 TR 7**

Listen to these sentences. Are the speakers unsure or sure of the answers? Put check mark on the lines. You will hear each sentence two times.

Real Questions (Unsure of the answer)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Small talk (Sure of the answer)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

❖ **LANGUAGE YOU CAN USE: 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.

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.

Situation:

Cue Words:

- | | |
|---|------------------------------------|
| 1. Two people are in the produce section of a market. | A: tomatoes/not very ripe
B: no |
| 2. Two people are in line at a supermarket. | A: line/really long
B: yes |
| 3. Two people are at a party. | A: the music/loud
B: yes |
| 4. Two students are walking out of class. | A: class/really hard
B: yes |
| 5. Two neighbors are walking out of their apartment building. | A: it/really cold
B: yes |

❖ **LANGUAGE YOU CAN USE:**

COMMON EXPRESSIONS IN CONVERSATION

Here are some common expressions you can use in conversations:

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	
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

❖ Useful Expressions

Making Predictions Work with a partner. Decide what you can say in the following situations. (There are many possible answers.)

SITUATIONS

1. _____ By mistake, you have just stepped on someone's foot.
2. _____ You are introducing a friend to your parents.
3. _____ You're talking with a friend at school, but you need to leave because you have a class.
4. _____ Someone gives you a present. You weren't expecting it.

WHAT YOU CAN SAY

❖ Vocabulary Building

The words in this list are from the video segment. If necessary, use a dictionary to help you complete each of the following sentences with one of these words.

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

1. Researchers are collecting _____ for their study of changing language in Singapore.
2. There are some words that are _____ to Singapore. You can't find these words in any other country.
3. In some societies, people _____ those who don't use the language well.
4. It's usually fine to use _____ 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 _____ 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 _____. 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.
10. He's a very _____ person. He works extra hard because he wants to be the most successful person at the company.

❖ Homework! Tapestry

- Chapter 1: CD 1, TR 6,B.Listen and repeat. page11
- Chapter 1: CD, TR 7, Apply Strategy, page 12
- Chapter 1: Situations and Cue words. Page 13
- Chapter 1: part3: Getting ready to listen. Page 13
- Chapter 1: CD 1, TR 8, page 14

Lecture 2

❖ Elements of the Class

- to know new vocabulary you can use in your everyday speech
- 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 (short conversation)
- to understand speech reduction
- to build your vocabulary
- Homework

❖ Vocabulary Building

___adventure ___ mobile ___ residence ___ census ___ population ___ suburbs

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

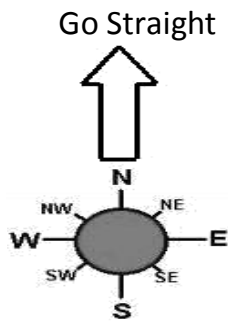
1. group of people _____
2. area surrounding a city _____
3. moving or able to move _____
4. the place or house where one lives _____
5. trip or experience, usually exciting _____
6. official count of how many people there are in a certain region _____

❖ Asking for, Understanding and Giving Directions

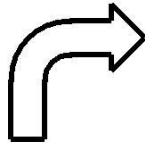


1. The post office is across the street from the bank.
2. The bakery is down the street from the post office.
3. The launderomat is next to (beside) the grocery store.
4. The drugstore is around the corner from the laundromat.
5. There's a bus stop in front of the library.
6. There's a parking lot behind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

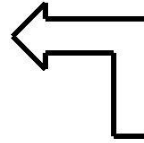
❖ Language You Can Use: Giving Directions



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

Practice: use expression and phrases of giving or asking for directions by looking at maps on page 28,29)

❖ 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.

- | | |
|-----------------------|----------------------------|
| 1. _____ Excuse me. | a. paper money |
| 2. _____ to transfer | b. pardon me. |
| 3. _____ dollar bills | c. correct amount of coins |
| 4. _____ exact change | d. to change |

❖ 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.

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

❖ **Conversation 2, CD 1, TR 10**

1. The driver is

- _____ friendly
_____ unfriendly

2. 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 _____? B: No, _____ you need bus number _____
A: where do I get _____? B: _____
A: How much _____? B: _____
A: Thanks. B: _____

❖ **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.

❖ **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

❖ **CD 1, TR 12- 13 (B) homework**

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.

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

❖ **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:

1. _____ Pilar worries because her mother is alone and lonely.
2. _____ Pilar is not planning to go back to her country.
3. _____ In Pilar's country, it is easy for an average person to become rich and successful.

❖ **Homework! Tapestry**

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

Lecture 3

❖ Elements of Chapter 3...

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

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: _____

Person 2: _____

Person 3: a. _____

b. _____

c. _____

d. _____

Person 4: a. _____

b. _____

c. _____

d. _____

Person 5: a. _____

b. _____

c. _____

d. _____

e. _____

Person 6: a. _____

b. _____

c. _____

d. _____

e. _____

Do it by Yourself

❖ 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

Discussion In a small group, discuss your chart. Which activities seem to be most popular? Which are most unusual?

❖ Gerund Form

A gerund is a noun made from the verb adding **-ing**. It acts as a subject, object or complement in the sentence.

- He is creating
- Eating is good

	Verb	+		=		noun
	work	+	-ing	=		working
	pay	+	-ing	=		paying
	improve	+	-ing	=		improving

❖ 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.

- Voting is an important responsibility
- Choosing a candidate **takes** time

❖ Be Careful!

Don't confuse gerunds with the present progressive verb form

present verb

I am voting today.

subject gerund

Voting is an important responsibility.

❖ Gerunds as Objects

A gerund can be the object of certain verbs.

- I suggest improving our schools.
- I enjoy working for the people.

Verbs Followed by a Gerund "They enjoyed working on the boat".

admit	delay	finish	permit	resist
advise	deny	forbid	postpone	resume
appreciate	detest	get through	practice	risk
avoid	dislike	have	quit	spend (time)
can't help	enjoy	imagine	recall	suggest
complete	escape	mind	report	tolerate
consider	excuse	miss	resent	waste (time)

❖ Gerunds as Complements

A gerund clause be a subject complement after be:

- My favorite occupation is reading
- The most important thing is learning
- What I really like is travelling to other countries.
- Seeing is believing
- He is reading

❖ Gerunds with Go

We often use go + gerund to describe activities:

- How often do you go bowling?
- I go bowling every Saturday
- John went jogging with his dog

❖ **Practice**

Complete the sentences with gerunds.

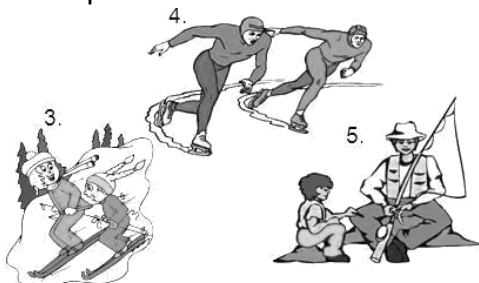
Example: a Windsurfing is very exciting.

1. _____ makes me laugh.
2. _____ gives me a headache.
3. _____ isn't polite.
4. _____ is popular in my country.
5. _____ destroys the environment.
6. Not _____ can be dangerous.



❖ **Practice**

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



❖ **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?

❖ **The Sound of It:**

Understanding Intonation in Questions with *or*

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.

❖ **Listen to these questions and repeat them. Notice the intonation.**

Yes/no questions	Either/or questions
Do you like TV or movie?	Do you like TV or movie?
Does she enjoy ice skating or roller- blading?	Does she enjoy ice skating or roller-blading?
Does he swim at gym or at home?	Does he swim at gym or at home?
Is he an actor or a musician?	Is he an actor or a musician?
Did she work during the summer or after school?	Did she work during the summer or after school?

❖ 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.

❖ CD 1, TR 19

Listening 2: Telling a Story

Read these sentences. Then listen to the speaker. Why didn't he like 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?	

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?

❖ CD 1, TR 20-23

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).

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.

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.

Do it by yourself

❖ **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**?
2. **Question:** What's **HER** favorite sport?
3. **Question:** Where do they **COME** from?
4. **Question:** Where does **HE** come from?
5. **Question:** What are you going to **TAKE**?
6. **Question:** What are **THEY** going to take?

Answer: I really like skiing.

Answer: I think she likes skiing, too.

Answer: They come from Brazil.

Answer: He comes from Hong Kong.

Answer: I'm going to take economics.

Answer: They have no idea.

Lecture 4

❖ CD1 TR 24-27

Listening 3: Talking About Goats

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 life _____ .

Plans to reach this goal:
buy a house with a garden _____ .
change work time _____ .
save money for her college education _____ .

Person 2: _____ .

Goal:
_____ .

Plans to reach this goal:
_____ .
_____ .
_____ .

Person 3: _____ .

Goal:
_____ .

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?

❖ 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.

❖ 'will' 'going to'

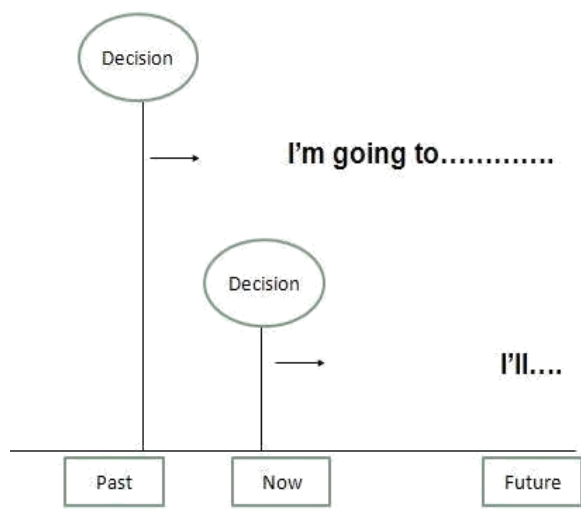
Kate: 'Anna's in hospital.'

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

Kate: 'Anna's in hospital.'

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

- I'll visit her tomorrow.
- I'm going to visit her tomorrow.



❖ 'going to' 'will'

We use 'going to' when we have a plan.

We **have decided** to do something.

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

1. 'My bag is so heavy.' **'I'll carry** / I'm going to carry it for you.'
2. I bought some warm boots because I'll go / I'm **going skiing**.
3. 'Tony's back from holiday.' 'Is he? **I'll give** / I'm going to give him a ring.'
4. 'What are you doing tonight?' 'We'll see / **We're going** to see a play at the theatre.'
5. You can tell me your secret. I **won't tell** / I'm not going to tell anyone.
6. Congratulations! I hear you'll get married / **you're going to get** married.
7. 'I need to post these letters.' 'I'll go / **I'm going** shopping soon. I'll post / **I'm going** to post them for you.'

❖ **'going to' 'will'**

1. A Why are you turning on the television?
B I'm going to watch the news. (I/watch)
2. A Why are you filling that bucket with water? B
I'm going to wash the car. (I/wash)
3. A What would you like to eat?
B I'll have a sandwich, please. (I/ have)
4. A Hello. Can I speak to Jim, please?
B Just a minute. I'll get him. (I / get)
5. A I don't know how to use this camera.
B It's easy. I'll show you (I / show)

Do it by yourself : Share it with us on Blackboard Forums

❖ **Academic Power 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 ou 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.

❖ **The Sound of It: Understanding Reductions**

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	Whatha 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.

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.

❖ **Examples:**

a. What are you looking at?

LONG FORM

SHORT FORM

 X

 X

b. What are you looking at?

1. Did you enjoy school?

2. I'm going to study history.

3. What kind of sports do you like?

4. He used to live with his grandmother.

5. Where did he go to school?

6. What do you think about it?

7. I'm kind of tired.

8. How are you going to do it?

9. Why did you do that?

10. What do you want to do?

1. _____ youngster

2. _____ omnipresent

3. _____ monotony

4. _____ envy

5. _____ chum

6. _____ obscurity

7. _____ sequel

8. _____ slum

9. _____ to hang on

a. a situation in which a person is not well-known, not famous

b. a very poor neighborhood

c. the feeling of wanting something that another person has

d. to wait; to not give up

e. sameness; unchanging, boring time

f. a book or movie that continues
a story from a previous book or movie

g. friend

h. always present

i. child

Lecture 5

❖ Elements of the Elements

1. Practical things about ordering 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

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?

❖ 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?
What would you like.... With that?	How much is that?
How is everything is 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?

❖ 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 desert? 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 _____.

❖ **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).....

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



We **should** prevent disease.



We **shouldn't** litter.



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



❖ **Let's do some exercises**

1. You _____ eat too many sweets. They are not good for you.
2. You _____ sleep early.
3. We _____ be friendly to our friends.
4. Lily's dress is dirty. She _____ clean it.
5. You _____ play on the road.
6. Your brother is weak in Maths. You _____ help him.



Sound of It: Listening fo Stressed Words—Can or Can't? CD1, TR35

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 starr smoking more—one cigarette after another. Just can't stop.

Person 4: I can't ear.

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

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

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. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

7. _____

7. _____

8. _____

8. _____

9. _____

9. _____

10. _____

10. _____

THE FITNESS PLAN

Column A: Aerobic exercise	Column B: Everyday exercise	Column C: Strength training	Column D: Fun and games	Column E: Flexibility and stress reduction
<ul style="list-style-type: none"> ▪ walk 20 minutes ▪ swim 12 minutes ▪ run 1 mile ▪ ride a bike (outside) ▪ 3 miles ▪ aerobics 15 minutes ▪ ride exercise bike 15 minutes ▪ jump rope 10 minutes ▪ stair-climb (machine) 15 minutes 	<ul style="list-style-type: none"> ▪ garden 20 minutes ▪ play an instrument 25minutes ▪ scrub a floor 16 minutes ▪ chop wood 16 minutes ▪ sweep 30 minutes ▪ vacuum 40 minutes ▪ paint house 22 minutes ▪ rake leaves 32 minutes ▪ mow lawn (hand mower) 15minutes ▪ shovel snow 15 minutes 	<ul style="list-style-type: none"> ▪ free weights 20 minutes ▪ gymnastics 30 minutes ▪ calisthenics (push-ups, sit-ups) 20 minutes ▪ body-sculpting class 	<ul style="list-style-type: none"> ▪ row 30 minutes ▪ play baseball 1 hour ▪ play tennis 1 hour ▪ box 30 minutes ▪ bowlihour ▪ ski (downhill) 30 minutes ▪ ski (cross-country) 30minutes ▪ horseback ride 1 hour ▪ roller- or ice-skate 30 minutes ▪ hike 30 minutes ▪ sail 1 hour ▪ do karate 30 minutes ▪ play golf 40 minutes ▪)no cart(▪ play soccer 30 minutes 	<ul style="list-style-type: none"> ▪ yoga class or 30-minute ▪ at-home session ▪ stretching class or 30-minute ▪ at-home session ▪ T'ai chi ch'uan dass or 30-minute ▪ at-home session ▪ self-defense class

Daily fitness allowance (two per day)

Workout

A	B	C	D
---	---	---	---

Total calories burned

❖ 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.

❖ Write a Role Play .

“What do you do to get exercise?”

Lecture 6

Reviewing the Main Speaking Skills

❖ **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)	Sure of the Answer (small talk)
<ol style="list-style-type: none"> 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? 	<ol style="list-style-type: none"> 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?
Introduce Someone	Response
<ul style="list-style-type: none"> • I'd like you to meet... <ul style="list-style-type: none"> - This is... a friend of mine (my brother, sister, etc.) - Have you met..? 	<ul style="list-style-type: none"> • Nice (Glad, Pleased) to meet you
End a Conversation now	
<ul style="list-style-type: none"> • Well, I've got to run. • Good-bye. • See you later (Friday, etc.). • Have a good day. Have a good weekend 	
Expressing Thanks	Response
<ul style="list-style-type: none"> • Thanks. • Thank you very much (so much) • That was very kind of you, • How thoughtful! • I appreciate it. I'm very grateful. 	<ul style="list-style-type: none"> • You're welcome. • Don't mention it.
Giving an Apology	Responses
<ul style="list-style-type: none"> • I'm very sorry. • Excuse me. • Forgive me. • It was my fault. 	<ul style="list-style-type: none"> • No problem., • That's ok. That's all right. • Don't worry about 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:

STTUATION	CUE WORDS
Two people are at a bus stop. Student A: The bus is late again, isn't it? Student B: Yes, it is.	A: bus/late again B: yes
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	A: tomatoes/not very ripe B: no A: line/really long B: yes A: the musk/loud B: yes A: class/really hard B: yes A: it/really cold B: yes A: line/not moving B: no



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 laundermat

❖ 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:**.....

❖ **Reduction**



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

❖ **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?
---	---

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.

❖ **Study this situation**

Situation: one of your colleagues has got average grade in his/her first exam. However, he/she is looking for a higher grade. Your role is to encourage him/her. What should you say.

❖ **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? | |

❖ **Stressed Words**

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.

- | | |
|---|---|
| 7. Question: What's your favorite SPORT? | Answer: I really like skiing. |
| 8. Question: What's HER favorite sport? | Answer: I think she likes skiing, too. |
| 9. Question: Where do they COME from? | Answer: They come from Brazil. |
| 10. Question: Where does HE come from? | Answer: He comes from Hong Kong. |
| 11. Question: What are you going to TAKE? | Answer: I'm going to take economics. |
| 12. Question: What are THEY going to take? | Answer: They have no idea. |

LONG FORM	REDUCTION	SHORT FORM
What do you do?	What do you do → 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 → diddee	What diddee do?
They used to live here.	Used to → yoosta	They Yoosta live here.
I'm going to buy a house.	Going to → gonna	Im gonna buy a house

❖ **Study this Situation**

- **Situation:** your professor is asking you a question about your future plans. "What's your future plane?" he is saying. What should you say?
- I am going to go to Georgetown University. I have already got an admission.
- I will pursue my higher education. But I don't know where yet.

❖ **Give Advice:**

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



We **should** prevent disease



We **shouldn't** litter.



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



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

Lecture 7

❖ Elements of the Lecture

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

❖ 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... (simple past)
 - Why don't you ...
 - If I were you I would ...
- 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)
- You should get out and take an art class. (more polite)
- Let's see more about Using of Modals...

Modal Verb	Meaning	Expression	Example
must	to have to	100 % obligation	I must stop when the traffic lights turn red.
	to be very probable	logical conclusion (deduction)	He must be very tired after such enormous work
must not	not to be allowed to	prohibition	You must not smoke in the hospital.
can	to be able to	ability	I can swim
	to be allowed to	permission	Can I use your phone please?
	it is possible	possibility	Smoking can cause cancer!
could	to be able to	ability in the past	When I was younger I could stay up all night and not get tired..
	to be allowed to	more polite permission	Excuse me, could I just say something?
	it is possible	possibility	It could rain tomorrow!
may	to be allowed to	permission	May I use your phone please?
	it is possible, probable	possibility, probability	It may rain tomorrow!
might	to be allowed to	more polite permission	Might I use your phone please?
	it is possible, probable	weak possibility, probability	I might come and visit you in America next year, if I can save enough money.
need	necessary	necessity	Need I say more?
need not	not necessary	lack of necessity/absence of obligation	I need not buy any tomatoes. There are plenty in the fridge.

Modal Verb	Meaning	Expression	Example
should/ ought to	used to say or ask what is the correct best thing to do	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	to suggest an action or to show that it is necessary	advice	You should / ought to revise your lessons
	to be very probable	logical conclusion (deduction)	He should / ought to be very tired after such enormous work
had better	to suggest an action or to show that it is necessary	advice	You 'd better revise your lessons

❖ **There are two kinds of modals:**

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

What? Would you
explain this please?

❖ **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.

❖ **Perfect modals: past**

Modal + have + past participle

Examples:

- You **should have called** me last night.
- Mary **should have done** her homework this week.
- We **should not have made** a big mess here.

❖ **Showing strong necessity:**

- **Must** I **must** go to sleep!
- **Have to** I **have to** go to sleep!
- **Have got to** I **have got to** go to sleep!

❖ **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!

❖ **Use Should to offer advise**

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

- You **should** 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.

❖ **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.

❖ **Practicing modals:**

Do class surveys:

Who might want to play basketball at recess?

.....

Who should be the student of the week?

.....

When should we go to doctor?

.....

Don't forget to model the appropriate responses!

❖ **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.

❖ **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?

❖ **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.

-ING PARTICIPLES

End with -ing

What are participles?

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

-ED PARTICIPLES

End with -ed

What are participles?

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

❖ 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.

❖ 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.

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**)

Lecture 8

Elements of the Lecture Review 1-5

❖ The Sound of it: Understanding Intonation in Tag Questions

We often have a conversation with a sentence that includes a tag question. We add a “tag” to a sentence, and it becomes a question. Our voice goes up on the tag if we aren’t sure about the answer; it becomes a real question. Our voice 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 aren't English, **are they?**

❖ 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	
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.

❖ Remember! Giving Advice

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

- 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 ...

❖ 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.

❖ 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

❖ 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:

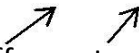
- Excuse me?
- Could you repeat that?
- What was that again?
- How do you spell that?

❖ **The Sound of It:**

Understanding Intonation in Questions with *or*

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

3. 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.

4. 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.

❖ **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? | |

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.

The Sound of It: Understanding Reductions

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	Whatha 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.

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.

Examples:

c. What are you looking at?

d. What are you looking at?

1. Did you enjoy school?

2. I'm going to study history.

3. What kind of sports do you like?

4. He used to live with his grandmother.

5. Where did he go to school?

6. What do you think about it?

7. I'm kind of tired.

8. How are you going to do it?

9. Why did you do that?

10. What do you want to do?

LONG FORM

SHORT FORM

_____	_____
_____ X _____	_____ X _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

❖ **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?
What would you like.... With that?	How much is that?
How is everything is 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?

❖ **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).....

Sound of It: Listening fo Stressed Words—Can or Can't?

CD 1, TR35

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 starr smoking more—one cigarette after another. Just can't stop.

Person 4: I can't ear.

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

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

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. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |
| 6. _____ | 6. _____ |
| 7. _____ | 7. _____ |
| 8. _____ | 8. _____ |
| 9. _____ | 9. _____ |
| 10. _____ | 10. _____ |

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.

Reduction

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
Long Form	Reduction	Short Form
What do you do?	what do you → whadaya	Whadaya do?
What are you doing?	what are you → whatcha	Whatha 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.

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 ...

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

Let's see more about Using of Modals...

Had better...for a warning!

- Use “**had better**” to give a warning that something bad will happen if the advice 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!

Use Should to offer advise

- Should means...it would be a good idea.
- You **should** 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.

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.

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.

Lecture 9

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 US. usually don't ask:

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

People in the US. 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.

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 dose friends would prefer to be alone with each other. Do you have an expression for this in your language?

Unique

notion

data

version

slang

shortcuts

competitive

database

trio

look down on

11. Researchers are collecting _____ for their study of changing language in Singapore.
12. There are some words that are _____ to Singapore. You can't find these words in any other country.
13. In some societies, people _____ those who don't use the language well.
14. It's usually fine to use _____ when you're talking with friends, but it's not usually a good idea to use such language in a formal situation.
15. An unhappy _____ sat at the table next to ours in the restaurant: a young man, a young woman, and a very noisy little boy.
16. That's an interesting _____. Let's discuss this idea at our meeting next week.
17. 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."
18. A group of friends sometimes uses _____ to communication. They can express some big ideas in just a few words.
19. 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.

___adventure ___ mobile ___residence ___census ___population ___suburbs

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

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

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 housing dog and 22 percent have a cat)
- lives within 50 miles of a coastline
- lives in a household of three people

Vocabulary Match

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

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

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.

Getting Meaning from Context

1. 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.

Key words 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**

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 level

an unfamiliar word = **plateaus** signal word = **or**

meaning = **large flat areas**

In some restaurants, no one brings you your food because the restaurant is self-service or buffet style. This means that you get your own plate and serve yourself. In these restaurants, you don't have to leave a 10 percent tip. You can leave a smaller tip if you like.

Academic Power Strategy

Avoid making stereotypes. Keeping your mind open will help you learn more about other cultures. A stereotype is a generalization about a group of people. The idea may be wrong, but many people believe it. It's common to form stereotypes of a new culture, but it's important to remain open to the possibility that your first 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.

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.

- | | |
|------------------------|---|
| 1. _____ misconception | a. not different; almost the same |
| 2. _____ homesickness | b. change |
| 3. _____ transition | c. very sad |
| 4. _____ stage | d. feeling of sadness, of missing a place |
| 5. _____ expert | e. step; period of time |
| 6. _____ similar | f. mistaken idea |
| 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:

- This will sound sort of weird, and I guess maybe it is kind of strange, but it's true.
- He put the car in reverse and slowly backed up.
- I went into such a very severe culture shock that my parents were worried about me.
- She associated only with people from her own country. She didn't have any friends from anyplace else.
- 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.
- I took a class in Indian weaving—you know, making baskets, rugs, cloth, things like that.
- We went to the Navajo Indian reservation, where we studied with Navajo weavers who lived there.

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 = ()
- 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*

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

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 for turn on pages*

Talk shows are very popular in the United States. Oprah Winfrey is one example of an American talk-show host. On her program, people often talk about very personal subjects and frequently express emotions freely.

Here are some other common participles that you can use as adjectives:

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.

- | | |
|-------------------------|--|
| 1. _____ weep | A. to relax, be natural, show emotions |
| 2. _____ mutating | B. equal |
| 3. _____ reserved | C. doing something in a “bigger” way than other people do it |
| 4. _____ to loosen up | D. not showing emotions |
| 5. _____ outdoing | E. cry |
| 6. _____ egalitarian | F. changing |
| 7. _____ quivering | G. famous |
| 8. _____ climate | H. to tell someone what to do or how to feel |
| 9. _____ renowned | I. shaking |
| 10. _____ extraordinary | J. not ordinary, amazing |
| 11. _____ grieving | K. atmosphere |
| 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 rich parents.
- b. care more about money than they care about their children.
love their children and are reaching them to be independent.

Lecture 10

Elements of the Class

- | | |
|---------------------------------------|---|
| - Vocabulary Previewing | - Expressing Emotions |
| - Academic Power Academy: Stereotypes | - People's Intonation: happy or unhappy |
| - Reductions | - Making an appointment |

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

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

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."

COMPREHENSION CHECK Male-female Conversation

In general.....	Men	Woman
Who asks most of the questions?		
Who uses the words you and we 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 not to talk over problems?		

Academic Power Strategy

Become 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.

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?

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 like it, didn't you?	didn't you → didntha	You liked it. didntha?

Expressing Emotion

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?

Pay 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.



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?

When a person shows quiet sincerity (honest, true feelings. 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.

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?
- 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!

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. for an interview?

A: Could I make an appointment	for an interview with a counselor? with the doctor?	
B: Yes, of course. How's Friday at 3:00?	How about How's We have an opening on	Tuesday at 10:00? Friday at 3:00? The 14 th at 9:00
A: I'm afraid Oh. I'm sorry, but	I have a class at that time. I can't make it that day.	
Could we make it a little later?	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.		

Learn 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).

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: _____ (normal)

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

b: _____ Tokyo)

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

b: _____ (in public)

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

b: _____ (at home)

5. a: English isn’t easy?

B: _____ (hard)

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 ‘our answers.

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

b: *No, it isn’t.* _

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: _____

Sometimes a person thinks that the answer to a question will “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 the example). Ask and answer Questions 1–10 from the previous exercise. This time, Person **B** will answer “yes” and correct Person **A**.

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

1. _____ upper management

A. not trying to be polite or nice

2. _____ firm (noun)

B. class to study a specific subject

3. _____ issue

C. to make something less shocking or unkind

4. _____ seminar

D. corporation

5. _____ blunt

E. very confident about one’s own opinions

6. _____ to buffer

F. higher-ups; bosses

7. _____ to jibe

G. pushy; ready to attack

8. _____ assertive

H. a point to consider

9. _____ aggressive

I. to match, agree with

Lecture 11

Prefixes and Suffixes

❖ 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

<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Anti 2. De 3. Dis* 4. En(m) 5. Fore 6. In(m) 7. Inter 	<ol style="list-style-type: none"> A. between B. cause to C. against D. in E. before F. Not G. opposite
<ol style="list-style-type: none"> 8. Mid = Middle : Midway 9. Mis = Wrongly : Mistake 10. Non = Not : Nonsense 11. Over = Over : Overlook 12. Pre = Before : Preview 13. Re* = Again : Return 14. Semi = Half : Semicircle 	<ol style="list-style-type: none"> 8. Mid 9. Mis 10. Non 11. Over 12. Pre 13. Re 14. Semi 	<ol style="list-style-type: none"> A. Wrong B. Center C. Not D. Half E. Again F. Above G. Before
<ol style="list-style-type: none"> 15. Sub = Under : Submarine 16. Super = Above: Superstar 17. Trans = Across : Transport 18. Un* = Not : Unfriendly 19. Under = Under : Undersea 20. In, Im, Il, Ir * = Not : Injustice, Impossible, Illiterate, Irreligious. 	<ol style="list-style-type: none"> 15. Sub 16. Super 17. Trans 18. Un 19. Under 20. In, Il, Ir 	<ol style="list-style-type: none"> A. Across B. Not C. Below D. Not E. Above F. Below

❖ What Are Suffixes?

Suffixes are last syllables like “ed” and “ly” that have function and add meaning to the root.

Suffixes combine with words to change word function.

1. Turn + ed = Turned (in the past)
2. Quick + ly = Quickly (adj-adverb)
3. Accept+able= acceptable (verb-adj)
4. boy+ish=boyish (noun-adj)

❖ 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!

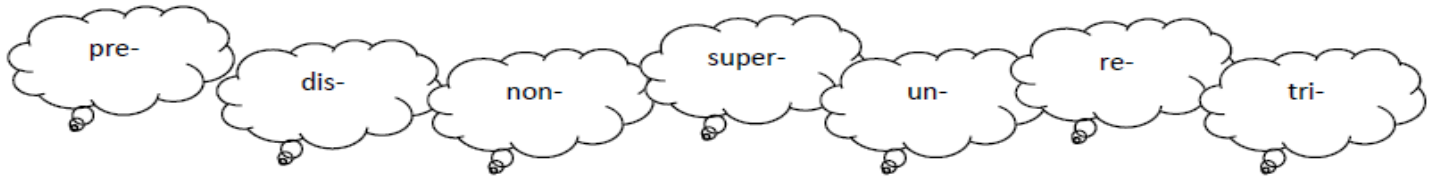
❖ Most Common Suffixes

1. -able, ible = can be done : doable	1. -able	a. Past
2. -al, ial = has property of : personal	2. -al	b. Made of
3. -ed* = past verb : turned	3. -ed	c. Having
4. -en = made of : golden	4. -en	d. One who
5. -er = comparative : higher	5. -er	e. Comparative
6. -er = one who : doer, actor	6. -er	f. Can
7. -est = superlative : best, biggest	7. -est	g. Superlative
8. -ful = full of : careful, joyful	8. -ful	h. Present participle
9. -ic = having property of : linguistic	9. -ic	i. State of
10. -ing* = present participle : running	10. -ing*	j. Without
11. -(t)ion = act, process : action	11. -(t)ion	k. Having property of
12. -(i)ty = state of : infinity, sanity	12. -(i)ty	l. Full of
13. -(t)ive = adjective : motive, votive	13. -(t)ive	m. Act
14. -less = without : fearless, careless	14. -less	n. Adjective
		o. Without
15. -ly* = having : quickly, quietly	15. -ly*	p. Action
16. -ment = action, process : enjoyment	16. -ment	q. Having
17. -ness = state of : kindness	17. -ness	r. Having
18. -ous = having : joyous, religious	18. -ous	s. Plural
19. -s* = more than one : books	19. -s*	t. State of
20. -y = having : happy, windy	20. -y	u. Havin

Can you use common affixes?

1. I have a different idea; I *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 wanted *ed* it.
6. Now the car is *run*ning down the road.
7. Tina is in a hurry; she's driving *quick*ly.

8. Do you think that she has any tickets?



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

dressed agree sense turn market angle historic	predressed	nondressed	undressed
--	-------------------	-------------------	------------------

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	untidy
misbehave		
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 _____	 I am a _____	 I am the _____
 I am an _____	 I am a _____	 I am a _____

Fixing words in different ways

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

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

Word with a prefix	Root word	Word with a suffix
Unclear	Clear	Clearly

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

Lecture 12

Comparatives & Superlatives

❖ Contents

• Introduction

-What is a noun?

-What is an adjective?

-What is a syllable?

- Syllable – further examples

• Adjectives

-Comparative form

- How to built comparative forms?

-Superlative form

- How to built superlative forms?

• Summary

-Comparison chart

What is a noun?

Noun is a word which refers to a thing, person, activity, place etc.



car



reading



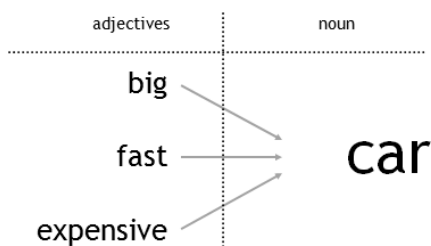
street



Teacher

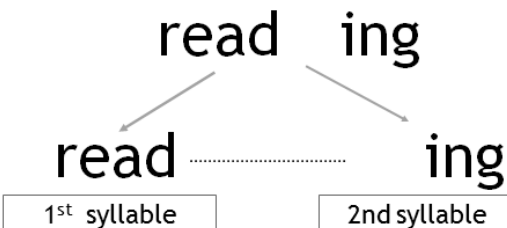
What is an adjective?

Adjective is a word which describes a noun



What is a syllable?

Syllable is a part of a word containing vowel sound



Syllables – examples

1. One-syllable adjectives

—————> fast big cheap long

2. Two-syllable adjectives

—————> Hap py car zy dir ty

3. Three-syllable adjectives

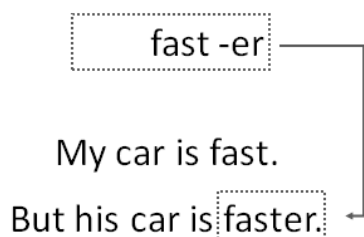
—————> Im por tant won der full

LET'S START ☺

Adjectives and adverbs are words that modify other words. The comparative form of an adjective or adverb compares two things. The superlative form of an adjective or adverb compares three or more things.

What is a “comparative form”?

Comparative form expresses the idea of ‘more’



“Comparative form”?

How is a ‘comparative’ form built?

one syllable adjectives

long er

two syllable adjectives ending in -ly

funny ier

other two and three syllable adjectives

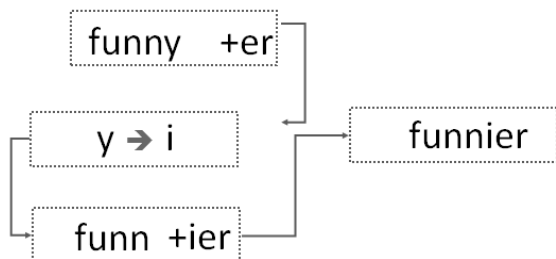
more modern

irregular adjectives for example ‘good’

better

Change of ‘y’ into ‘i’

We want the comparative form of the adjective ‘funny’



What is a “superlative form”?

Comparative form expresses the idea of ‘most’

fast -est

My car is fast.

Your car is fast.

But his car is the **fastest**.

“Superlative form”?

How is a ‘superlative’ form built?

one syllable adjectives

long est

two syllable adjectives ending in -ly

funny iest

other two and three syllable adjectives

most modern

irregular adjectives for example ‘good’

best

Summary comparison

	comparative	superlative
long	long er	long est
funny	Funny er	Funny iest
modern	More modern	Most modern
good	Better	Best

To make comparative and superlative forms of adjectives some rules must be followed.

▪ **Rule 1**

To form the comparative or superlative of one syllable words with more than one vowel OR ending with more than one consonant at the add -er OR -est.

tall	taller	tallest
neat	neater	neatest
deep	deeper	deepest

▪ **Rule 2**

To form the comparative or superlative of a one syllable word ending in e add -r OR -st.

wide	wider	widest
fine	finer	finest
cute	cuter	cutest

▪ **Rule 3**

To form the comparative or superlative of a one syllable word with one vowel and one consonant at the end double the consonant, and add -er OR -est.

sad	sadder	saddest
big	bigger	biggest
fat	fatter	fattest

▪ **Rule 4**

To form the comparative or superlative of a two syllable word ending in y, change the y to i, then add -er OR -est.

happy	happier	happiest
jolly	jollier	jolliest
lazy	lazier	laziest

▪ **Rule 5**

To form the comparative or superlative of a two syllable word ending a vowel-sound that is not stressed then add -er OR -est. Adjectives ending in -le, -ow, er frequently take -er and -est.

yellow	yellower	yellowest
gentle	gentler	gentlest
simple	simpler	simplest

❖ **Rules at a Glance**

Adjective form	Comparative	Superlative
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast, tall, neat, deep</i>	Add -er: <i>lighter, neater, faster, taller, neater, deeper</i>	Add -est: <i>lightest, neatest, fastest, tallest, neatest, deepest</i>
Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>	Add -r: <i>wider, finer, cuter</i>	Add -st: <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat, sad</i>	Double the consonant, and add -er: <i>hotter, bigger, fatter, sadder</i>	Double the consonant, and add -est: <i>hottest, biggest, fattest, saddest</i>
Two syllables, ending in Y. Examples: <i>happy, silly, lonely, jolly</i>	Change y to i, then add -er: <i>happier, sillier, lonelier, jollier</i>	Change y to i, then add -est: <i>happiest, silliest, loneliest, jolliest</i>
two syllable word ending a vowel-sound that is not stressed <i>yellow, simple</i>	Add -er: <i>yellower, simpler</i>	Add -est: <i>yellowest, simplest</i>
Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful,</i>	Use more before the adjective: <i>more modern, more interesting, more beautiful</i>	Use most before the adjective: <i>most modern, most interesting, most beautiful</i>

NOTE:

Like adjectives some adverbs can take comparative and superlative forms, with -er and -est:

- Sally works hard.
- Steve works harder than Sally
- Kathy and Sue work the hardest of all.

- The bird sings loudly.
- The moose sang louder than the bird.
- Pete sang the loudest of them all.

List of Adverbs in Which -er and -est May Be Added

Adverb	Comparative	Superlative
fast	faster	fastest
slow	slower	slowest
quick	quicker	quickest
early	earlier	earliest
bright	brighter	brightest
high	higher	highest

However, the majority of adverbs do not take these endings. Instead, they form the comparative using more and the superlative using most:

Adverb	Comparative	Superlative
recently	more recently	most recently
effectively	more effectively	most effectively
frequently	more frequently	most frequently

Irregular Comparative and Superlative Adjectives and Adverbs

Some comparative and superlative forms are irregular and do not follow any rules or patterns. These must be memorized.

USE OF COMPARATIVES

Comparatives are very commonly followed by **than** and a pronoun or noun group, in order to describe who the other person or thing involved in the comparison is, **e.g.:**

- John is taller than me.
- I think that she’s more intelligent than her sister.

❖ **OTHER USES OF COMPARATIVES**

- **Comparatives are often qualified by using words and phrases such as much, a lot, far, a bit/little, slightly etc., e.g.:**

You should go by train, it would be much cheaper.
 Could you be a bit quieter?
 I'm feeling a lot better.
 Do you have one that's slightly bigger?

- **Two comparatives can be contrasted by placing *the* before them, indicating that a change in one quality is linked to a change in another, e.g.:**
 The smaller the gift, the easier it is to send.
 The more stressed you are, the worse it is for your health.
- **Two comparatives can also be linked with *and* to show a continuing increase in a particular quality, e.g.:**
 - The sea was getting rougher and rougher.
 - Her illness was becoming worse and worse.
 - He became more and more tired as the weeks went by

❖ USE OF SUPERLATIVES

As shown in the second two examples, superlatives are often used on their own if it is clear what or who is being compared. If you want to be specific about what you are comparing, you can do this with a noun, or a phrase beginning with *in* or *of*, e.g.:

- ☺ Annabel was the youngest child
- ☺ Annabel was the youngest of the children
- ☺ This restaurant is the best in town.

❖ THE OPPOSITES OF COMPARATIVE AND SUPERLATIVES

We use the forms **less** (the opposite of comparative *more*), and **the least** (the opposite of superlative *the most*).

Less is used to indicate that something or someone does not have as much of a particular quality as someone or something else, e.g.:

- ☺ This sofa is less comfortable.
- ☺ I've always been less patient than my sister.

The least is used to indicate that something or someone has less of a quality than any other person or thing of its kind, e.g.:

- ☺ It's the least expensive way to travel.
- ☺ She was the least intelligent of the three sisters.

❖ Irregular Adverbs

Word	Comparative	Superlative
badly	worse	worst
much	more	most
little	less	least
much	more	most
well	better	best

❖ Irregular Adjectives

Word	Comparative	Superlative
good	better	best
bad	worse	worst
much	more	most
little	less	least
far	farther	farthest
old	older elder	oldest eldest

Example:

- ☺ Nathan made **good** stew.
- ☺ Molly's stew was **better** than Nathan's.
- ☺ Ezra made the **best** stew of all.

Let's Start Exercising

1. The weather in winter is _____ than it is in summer.

- A. colder ✓ B. cold C. coldest D. the coldest

2. I have _____ money than you do.

- A. much B. more ✓ C. most D. least

3. Abdullah is _____ of all boys.

- A. the fastest ✓ B. the most fastest C. fast D. faster

Do More Exercises

1. What is the comparative of "sad"?

- A. sader B. sadder ✓ C. sadier D. saddier

2. What is the comparative of "destructive"?

- A. destructiver B. more destructive ✓ C. destructivier D. more destructiver

3. What is the superlative of "soft"?

- A. softest ✓ B. softiest C. softtest D. most soft

4. What is the comparative of "hot"?

- A. hoter B. hotter ✓ C. hotest D. hottest

5. What is the comparative of "heat"?

- A. heater B. heatter C. heatier D. hetter E. none of these ✓

6. What is the superlative of "ugly"?

- A. uglier B. ugliest C. uglyest D. ugliest ✓

7. What is the superlative of "unpleasant"?

- A. unpleasant B. most unpleasant ✓ C. more unpleasant D. unpleasantest

10. To fall from a motorcycle is _____ to fall from a bicycle.

- A. more painful B. more painful than ✓ C. painfuller than D. the painfulest

11. If you suffer asthma, don't go to Mexico City. It is one of the _____ cities in the world

- A. pollutest B. more polluted C. polluter than D. most polluted ✓

12. The _____ place from Chile is Australia. It's on the other side of the world.

- A. farther B. farthest ✓ C. farther than D. farthest than

13. I don't think your bike is _____ mine.

- A. fastest than B. faster C. fastest D. faster than ✓

14. Michael was _____ basketball player in the world

- A. taller B. tallest C. the taller D. the tallest ✓

15. Speaking Japanese is _____ writing it.

- A. the easiest B. easy C. easier than ✓ D. easier than

Write the following sentences using the correct form of the adjective (**comparative or superlative**)

- Clare is older than Mike. (old)
- Jane is the healthiest of the four. She eats very well and does a lot of sports, (healthy)
- The coach thinks that Peter is the fastest player of the team, (fast)
- The Sahara desert is one of the hottest deserts in the world. (hot)
- The climate in the North of Chile is drier than it is in the South, (dry)
- Asia is bigger than Europe. (big)
- A Rolls-Royce is one of the most expensive cars in the world. (expensive)
- The most violent hurricanes are developed over México, (violent)
- Diamonds are the most precious jewels in the world. (precious)
- History classes are more interesting than chemistry classes. (interesting)

Lecture 13

- Agreement & Disagreement Expressions: partial, strong, constructive
- 3 levels of Discussions
- What to Avoid

Expressing Agreement or Disagreement for Constructive Dialogue

In business, there are expressions that say:

If two people always agree, only one is doing the thinking.

Or

If two people always agree, one of them is probably not needed.

Participating constructively in controversial discussions is not easy.

It's challenging to figure out how to say what you want to say without sounding harsh, offending someone, or creating bad feelings. Most of us **have never been taught** how to express agreement or disagreement in a positive way. In fact, often, we learn early on that it is best not to disagree with others.

Discussions about complex topics can happen at three different levels, which are described below. Although we might label these levels in different ways, the **goal in academic environments (and in good stimulating dialogue anywhere)**, should be the type of dialogue described in Level 3.

Level 3 (Dialogue)

- The goal is primarily to try and understand where each person is coming from and what makes them think the way they do
- People spend as much effort on really listening and probing to understand others as they do trying to explain what they think and why they think that way.

Level 2 (Discussion)

- The goal is primarily to get to "say your piece".
- People are more interested in getting a chance to speak than listening to other's perspectives and trying to understand where they are coming from.

Level 1 (Debate)

- The goal is to prove that you're right and the other person is wrong
- Things are presented as very black and white/ right or wrong

Good dialogue, although challenging, is incredibly thought provoking and interesting. It helps us **learn about ourselves, others, and this complex world**. The **sentence starters** below can help participants **formulate input** in dialogue.

Agreement (and continuing the dialogue)

- The point you made about “....” is excellent. I’d like to add that...
- I agree with your comment “...”. What do you think about...?
- I’m with you on that point. What I still wonder about is....
- I think what you’re saying about.... is so right. What would happen though if...?
- Yes, and in fact....
- Yes, and what is more...
- Absolutely. Actually, I would go further, and say...

Partial Agreement

- I agree with....., but what about?
- That’s a good point, but in my opinion....
- That could apply in some situations, but what about when....?
- I understand your point about..., but I don’t understand....
- It’s certainly true that..., but on the other hand....
- I can see that...., but I think it’s also important to consider....
- That makes sense, but could it also be true that....
- I’d agree with you if..., but not if...
- I see what you mean with..., but I also think we need to consider....

Constructive Disagreement

- I can appreciate your point about..., but I would disagree because....
- That’s interesting, however, from my point of view....
- That may be the case, but in my experience....
- I’m afraid I can’t agree with... because
- I disagree. What about the situations where...?
- I don’t think that’s the case because
- I’m not so sure about that because...
- I don’t think your point about...necessarily follows because...
- I don’t really see it that way because....

Things to Avoid

1. Avoid using words like never and always.

This type of language can easily lead to arguments about the wrong thing, and take a discussion completely off track.

2. Avoid expressing disagreement without explaining why or supporting your point.

In a discussion, if you are going to disagree, it is only fair to explain why you disagree.

3. Avoid criticizing the person who made the comment.

Everyone is entitled to their opinion. Just because someone thinks differently doesn’t make them

better or worse than you. Sticking to comments about ideas keeps the dialogue interesting and avoids making it personal.

Instructions To Agree

- 1 Nod your head "yes," and murmur "Mmmhmm." This is the simplest way to acknowledge what someone says and that you agree in English.
- Wait until it is your turn to speak, and use expressions such as "I agree with. . .," "I think. . . is a good idea," and "I think you're right."
- Begin by agreeing with what another person has said, but add a qualifier if you do not completely agree. For example, say "I agree with you, but. . ."; "That makes sense; however. . ."; or "It's a good idea, but. . ." (See Reference 2.) If you agree with everything that the other person says, you can say, "I completely agree," or "You're totally correct/right."

To Disagree

- Remain calm. Keep any anger or disrespect in check. Calmly express your disagreement, all the while respecting the other person's opinions.
- Use phrases such as "I disagree because. . ."; "The problem with that is. . ."; "The way I see it. . ."; "I'm against it because. . ."; "Instead, I think that. . ."
- Say "I'm afraid. . ." before you finish your disagreement statement. For example, you could say "I'm afraid I don't agree with you," or "I'm afraid I can't agree." If you do not agree with anything the other person has said, you can say, "I am afraid I completely disagree with you."
- Notice that when you disagree with someone in English, you need to give a reason why you disagree. It is not enough to simply state that you think the other person is wrong and leave it at that. Explain your thoughts and opinions fully.
- Offer solutions when you disagree as well. You may not like the other person's way of looking at a situation, but, unless you can come up with a better idea, it may be better to not say anything at all. Use phrases such as "I think we should. . ."; "We could. . ."; "One solution may be. . ."

Notice that these phrases use words like "should" and "could" that indicate that there may be other solutions that are equally feasible and acceptable. This is another example of how English speakers generally try not to speak so forthrightly and assert that their opinion is the only one that is correct.

AGREEMENT In agreeing with an unfavorable opinion, you may wish to qualify your agreement with an expression of regret, etc.

His speech was boring	/ Yes, I am afraid it was. I have to agree that it was. \ I must say I found it so.
-----------------------	---

In other cases, you can be as enthusiastic as you like in emphasizing your agreement.

- It was an interesting exhibition, wasn't it? – Yes, it was superb/absolutely splendid!
- A referendum will satisfy everybody. –

Yes, definitely/quite/absolutely/I absolutely agree/I couldn't agree more/I quite agree/ I agree entirely.

You can show that you agree strongly with someone's description of something by repeating the adjective they have used and using "very" in front of it. You usually use "indeed" after the adjective.

I t was very tragic, wasn't it – Very tragic indeed.

The pacing in all these performances is subtle, isn't – Oh, very subtle, indeed.

Other ways of expressing agreement are:

That's just what I was thinking.

You know, that's exactly what I think.

That's a good point.

DISAGREEMENT

Notice that you need to be very polite when disagreeing with someone in English – even someone you know quite well. When you deny or contradict what someone else has stated, the effect is often impolite, unless the denial is qualified in some way. You can qualify it by an apology or by adjusting to the speaker's point of view:

English is a difficult language to learn.

-I am afraid I disagree with you: some languages are even more difficult, I think.

Or

- TRUE, but the grammar is quite easy.

Or

-Yes, but it's not so difficult as Russian.

Or

-Do you think so? Actually, I find it quite easy.

More formal ways of Disagreement

University education does divide families in a way – I cannot go along with that. There would be less guilt which characterized societies of earlier generations. – well I think I would take issue with that.

Lecture 14

Revision

Done By Bisan - 2014
I Wish You All The Success