

❖ **How to begin a conversation?**

This is usually as short as **two** or **three sentences** and is usually about something **unimportant**, like the **weather**.

❖ **The Sound of it: Understanding Intonation in Tag Questions**

We often a conversation with a sentence that includes a tag question. We **add** a “**tag**” to a **sentence**, and it **becomes** a **question**.

Our voices **goes up** on the **tag** if we **aren’t sure** about the **answers**; it becomes a **real question**.

Our voices **goes down** on the **tag** if we **already know** the **answer** and are **making small talk**.

Examples:

Unsure of the Answer

The food is awful, **ISN'T IT?** ↗

Sure of the Answer

The food is awful, **isn't it?** ↘

- practice English outside of class (supermarket- bus stop - school)

- four things you do to learn English:

1. talked with people everywhere

2. asked friends for help

3. listen carefully

4. wrote idioms in a notebook

❖ **Pay attention to a speaker’s intonation.**

intonation in a tag question carries meaning

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

❖ **LANGUAGE YOU CAN USE: Asking 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?

Here are some common expressions you can u 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	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.

❖ 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

Slang

look down on

version

trio

Data

Database

notion

competitive

Unique

Shortcuts

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.

❖ **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. (الجانب الأخر - الجهة المقابلة)
2. The bakery is **down the street from** the post office. (أسفل الشارع من - نهاية الشارع من)
3. The Laundromat is next to (beside) the grocery store.
4. The drugstore is **around the corner** from the Laundromat. (حول الركن - بالقرب - قاب قوسين أو أدنى)
5. There's a bus stop in front of the library.
6. There's a parking lot behind (in back of) the department store.

Go Straight اذهب مباشرة ↑	Turn Right انعطف يمينا ↷	Turn Left انعطف لليساار ↶	Go past اعبر - مر	Go down النزول- نهاية الشارع	Walk two blocks المشي مبنيين(شارعين)	pass two streets اجتياز شارعين
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❖ **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 |

❖ **Understanding 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.
- It's helpful to listen to people's tone of voice because sometimes their voices tell more than their words.

❖ **The sound of it: Understanding Reductions**

Learning to understand reductions will help you become a better listener.

REDUCTION	You → ya	What's you → wacher	Go to → goda	Want to → wanna	Have to → hafta
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❖ **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 + -ing = noun
work + -ing = working

❖ **Gerunds as Subjects كفاعل**

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

<p>present verb I <u>am voting</u> today.</p> <p>يسبقه الفعل المساعد ويكون وسط الجملة</p>	<p>subject gerund <u>Voting is</u> an important responsibility.</p> <p>يتبعه الفعل المساعد ويكون بداية الجملة</p>	<p>هاذي القاعدة خاصة فقط في حاله subject gerund</p>
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❖ **Gerunds as Objects كمفعول به** → **Gerunds فعل يكون مفعول به**

A gerund can be the object of certain verbs.

- I suggest^(V) improving our schools.
- I enjoy^(V) working for the people.

❖ **Gerunds as Complements**

A gerund clause be a subject complement after be:

1. My favorite occupation is reading
2. The most important thing is learning
3. What I really like is travelling to other countries.
5. Seeing is believing
6. He is reading

لمعرفه نوع فعل-ing :
نضع فعل-ing في بداية الجملة
- إذا مازالت الجملة صحيحة يكون فعل-ing (اسم فعل Gerunds) « الأمثلة 1 - 5
- إذا الجملة أصبحت خاطئة يكون فعل-ing يكون الفعل مضارع « مستمر المثال 6

❖ **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

❖ **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.

❖ Vocabulary Building

Guessing Meaning from Context:

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

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

❖ Culture Notes

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	People in the U.S. frequently ask:
How old are you?	What do you do? (What kind of work?)
Are you married?	Where are you from?
How much money do you make?	

❖ 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).

❖ **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.' لم يكن يعلم ان Ben ان Anna في المستشفى

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

- I'll visit her tomorrow

Kate: 'Anna's in hospital.' كان يعلم ان Ben ان Anna في المستشفى

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

- I'm going to visit her tomorrow.

❖ **'going to' 'will'**

going to

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

Will

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

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

• **'going to' 'will'**

¹A. Why are you turning on the television?

B. _____ the news. (I/watch)

²A. Why are you filling that bucket with water?

B. _____ the car. (I/wash)

³A. What would you like to eat?

B. _____ a sandwich, please. (I/ have)

⁴A. Hello. Can I speak to Jim, please?

B. Just a minute. _____ him. (I / get)

⁵A. I don't know how to use this camera.

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

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

Reduction	what do you → whadaya	what are you → whatcha	kind of → kinda
did you → didja	did he → didee	used to → yoosta	going to → gonna

❖ **Vocabulary Building**

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

❖ **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?

❖ **Practice 1: Vocabulary Expansion**

- **May we** see the menu, please?
have more coffee?
have the check?
- **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*)
- Would you like anything (to drink? to eat? for dessert? Else?)

❖ **Practice 4: Role Play**

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

❖ **Language you can use: GIVING ADVICE**

Here are some phrases you can use when giving advice:

You should (shouldn't)...	I advise you (not) to...	We should prevent disease.
You ought (not) to...	I recommend that you (not).....	We shouldn't litter.
You had better (not)...	We should wash our hands with liquid soap.	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?**

- **Can** is unstressed, so the vowel is reduced. It sounds like "kin." Stress only the main verb
I can RIDE a BIKE.
- **Can't** is stressed, so the vowel is not reduced. Stress both can't and the main verb
Can't is louder and clearer.
I CAN'T RIDE a BIKE.

❖ **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... (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)

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.
should/ ought to	used to say or ask what is the corrector 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

• **Why do we use modals?**

We use modals to talk about obligations, suggestions, advice and expectations, etc!

❖ **There are two kinds of modals:**

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

❖ **Simple modals: Present and future**

Modal + *base form*

- 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*

- 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.

❖ **Sentence pairs:**

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

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

lot of → lotta | lots of → lotsa | to → ta | could you → cudja | you → ya | her → er | him → im

❖ **What are participles?**

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

Infinitive	past	Present Participle (-ING PARTICIPLES)	Past Participle (-ED PARTICIPLES)
bore	bored	Boring	bored
interest	interested	interesting	interested

End with -ing (points to Boring and interesting)

End with -ed (points to bored and interested)

❖ **Participles used as adjectives**

1a. The boring teacher talked for hours.	1b. The bored students fell asleep.
<p>Present participles are usually active</p> <p>يستخدم لوصف شيء ما أو شخص ما.</p>	<p>Past participles are usually passive</p> <p>يستخدم لوصف كيف يشعر الناس حول شيء أو شخص</p>

❖ **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**)

❖ **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 "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.
- In most restaurants in the Middle East customers leave a 10% tip^{بقتيش} 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.
- 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.
- 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.

❖ **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

• **Guess the meaning of the underlined words in the sentences that follow.**

1. One study of the diet of Chinese people living in rural ريفي areas showed that they eat much more fruit, vegetables, and grains حبوب (such as rice and wheat) than most people in industrialized الصناعية Countries like the United States or *Canada*.
2. They also consume استهلك three times as much fiber ألياف (the bulky or “tough” part of plants).
3. Researchers الباحثين are studying the beneficial مفيدة 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 أجهد - ضغط .

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**

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

• **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 |

• **Guess the meaning of the underlined words in the sentences below:**

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

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

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
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- 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*

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

depressing	irritating	exciting	shocking	interesting	tiring
depressed	irritated	excited	shocked	interested	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 later 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 had parents.
b. care more about money than they care about their children.
c. love their children and are reaching them to be independent.

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. 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.?

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

out of → outta	give me → gimme	let me → lemme
don't know → dunno	don't you → doncha	didn't you → didntha

- **Expressing Emotion**


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 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’sagreafriend.

- **LANGUAGE YOU CAN USE: MAKING AN APPINTMENT**

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:

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!

- **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).

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.

Person **A** will show surprise in the question. Person **B** will answer no” and add a short negative answer.

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
- **match the following words or expressions with their definitions. Write the letters on the lines.**

1. ___ upper management

2. ___ firm (noun)

3. ___ issue

4. ___ seminar

5. ___ blunt

6. ___ to buffer

7. ___ to jibe

8. ___ assertive

9. ___ aggressive

A. not trying to be polite or nice

B. class to study a specific subject

C. to make something less shocking or unkind

D. corporation

E. very confident about one's own opinions

F. higher-ups; bosses

G. pushy; ready to attack

H. a point to consider

I. to match, agree with

❖ **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(**non-, re-, Pre-, Super-**) most frequent prefixes are **97%** of prefixed words!

❖ **Most Common Prefixes**

1. Anti = against : anti-war	1. Anti	A. between
2. De = opposite : destroy	2. De	B. cause to
3. Dis* = not, opposite of : disagree	3. Dis*	C. against
4. En(m) = cause to : encode, embrace	4. En(m)	D. in
5. Fore = before : forecast	5. Fore	E. before
6. In(m) = in : intake, implant	6. In(m)	F. Not
7. Inter = between : interact	7. Inter	G. opposite
8. Mid = Middle : Midway	8. Mid	A. Wrong
9. Mis = Wrongly : Mistake	9. Mis	B. Center
10. Non = Not : Nonsense	10. Non	C. Not
11. Over = Over : Overlook	11. Over	D. Half
12. Pre = Before : Preview	12. Pre	E. Again
13. Re* = Again : Return	13. Re	F. Above
14. Semi = Half : Semicircle	14. Semi	G. Before
15. Sub = Under : Submarine	15. Sub	A. Across
16. Super = Above: Superstar	16. Super	B. Not
17. Trans = Across : Transport	17. Trans	C. Below
18. Un* = Not : Unfriendly	18. Un	D. Not
19. Under = Under : Undersea	19. Under	E. Above
20. In, Im, Il, Ir * = Not : Injustice, Impossible, Illiterate, Irreligious.	20. In, Il, Ir	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
15. -ly* = having : quickly, quietly	15. -ly*	o. Without
16. -ment = action, process : enjoyment	16. -ment	p. Action
17. -ness = state of : kindness	17. -ness	q. Having
18. -ous = having : joyous, religious	18. -ous	r. Having
19. -s* = more than one : books	19. -s*	s. Plural
20. -y = having : happy, windy	20. -y	t. State of
		u. Havin

• Can you use common affixes?

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



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	predressed	nondressed	undressed
agree			
sense			
turn			
market			
angle			
historic			

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
Unclear	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 <u>conductor</u>	 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. 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 _____ .

كل ما ذكر بالمحاضرة مهم

تمارين المحاضرة

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

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.

التعبير عن الاتفاق أو الاختلاف للحوار البناء في مجال الأعمال التجارية، وهناك تعبيرات التي تقول: إذا شخصين يتفقون دائما، واحد فقط يقوم بالتفكير. أو إذا شخصين يتفقون دائما، واحد منهم ربما غير مطلوب

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.

المشاركة البناءة في المناقشات المثيرة للجدل ليست سهلة. أنها تحدي لمعرفة كيف تقول ما تريد قوله دون رنة قاسية، الإساءة إلى شخص ما، أو خلق مشاعر سيئة. لم يتم تدريس معظمنا كيفية التعبير عن الاتفاق أو الاختلاف بطريقة إيجابية. في الواقع، في كثير من الأحيان، نحن نتعلم في وقت مبكر أنه من الأفضل عدم الاختلاف مع الآخرين.

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.

مناقشات حول مواضيع معقدة يمكن أن تحدث في ثلاثة مستويات مختلفة، والتي وصفها أدناه. على الرغم من أننا يمكن تسمية هذه المستويات بطرق مختلفة، الهدف في البيئات الأكاديمية (والحوار المحفز الجيد في أي مكان)، ينبغي أن يكون نوع من الحوار وصفها في المستوى 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.

المستوى 3 (حوار)

- الهدف هو في المقام الأول في محاولة لفهم أين كل شخص انحدر وماذا يجعلهم يعتقدون بالطريقة التي يتصرفون بها
- الناس ينفقون الكثير من الجهد على الاستماع حقا والتحقيق لفهم الآخرين كما أنهم يحاولون شرح ما يفكرون ولماذا يفكرون بهذه الطريقة.

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.

المستوى 2 (مناقشة)

- الهدف هو في المقام الأول للوصول إلى "قول جزئيتك".
- الناس أكثر اهتماما في الحصول على فرصة للتحدث من الاستماع إلى وجهات النظر الأخرى ومحاولة فهم أين انحدروا

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

المستوى 1 (نقاش)

- الهدف هو إثبات أنك على حق والشخص الآخر مخطأ
- تعرض الأشياء كما أسود جدا وأبيض / صواب أو خطأ

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.

الحوار الجيد، على الرغم من التحدي، يعتقد بشكل لا يصدق أن الإثارة و التشويق. تساعدنا على معرفة أنفسنا، والبعض الآخر، وهذا العالم المعقد. للمبتدئين الجملة أدناه يمكن أن تساعد المشاركين صياغة المدخلات في الحوار.

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...

الاتفاق (ومواصلة الحوار)

- النقطة التي قمت بها حول "....." ممتاز. أود أن أضيف أن ...
- وأنا أتفق مع تعليق ".....". ما رأيك...؟
- أنا معك في هذه النقطة. ما زلت أتساءل حوله هو
- أعتقد أن ما تقوله حول هو الحق في ذلك. ماذا سيحدث على الرغم من لو ...؟
- نعم، في واقع الأمر
- نعم، وما هو أكثر ...
- على الإطلاق. في الواقع، أود أن أذهب أبعد من ذلك، وأقول ...

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....

الاتفاق الجزئي

- وأنا أتفق مع, ولكن ماذا عن؟
- وهذا هو نقطة جيدة، ولكن في رأيي
- وهذا يمكن أن ينطبق في بعض الحالات، ولكن ماذا عن عندما ...؟
- وأنا أفهم وجهة نظرك حول ...، ولكن أنا لا أفهم
- أنها بالتأكيد صحيح أن ...، ولكن من ناحية أخرى
- أستطيع أن أرى أن, ولكن أعتقد أنه من المهم أيضا النظر
- هذا من المنطقي، ولكن يمكن أيضا أن يكون صحيحا أن
- كنت أتفق معك إذا, ولكن ليس إذا ...
- أرى ماذا تقصد بـ ...، ولكن أعتقد أيضا أننا بحاجة إلى النظر

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....

الخلافا البناء

- أستطيع أن أقدر وجهة نظرك حول ...، ولكن أود أن نختلف لأن
- هذا مثير للاهتمام، ومع ذلك، من وجهة نظري
- قد يكون هذا هو الحال، ولكن في تجربتي
- أخشى أن لا يمكن أن نتفق مع ... لأن
- أنا أعارض. ماذا عن الحالات التي يكون فيها ...؟
- لا أعتقد أن هذا هو الحال لأن
- لست متأكدا حول ذلك لأن ...
- لا أعتقد أن وجهة نظرك حول ... بالضرورة يلي ذلك لأن ...
- لا أرى حقا ذلك بهذه الطريقة لأن

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.

الأشياء التي يجب تجنبها

1. تجنب استخدام كلمات مثل أبدا ودائما. هذا النوع من اللغة يمكن أن يؤدي بسهولة إلى الحجج عن الشيء الخطأ، وتأخذ المناقشة تماما عن المسار الصحيح.
2. تجنب التعبير عن الخلاف دون أن توضح السبب أو أن تدعم وجهة نظرك. في مناقشة، إذا كنت سوف تخالف، فمن الإنصاف أن تفسر لماذا لم توافق.
3. تجنب انتقاد الشخص الذي أدلى بهذه التصريحات. لكل إنسان حق التمتع برأيهم. فقط لأن هناك من يفكر بطريقة مختلفة لا يجعلهم أفضل أو أسوأ منك. التمسك (الالتزام) بتعليقات حول الأفكار تحافظ على الحوار مثير للاهتمام وتجنب جعله شخصي.

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 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."

تعليمات للاتفاق

- الإيماءة برأسك "نعم"، وندنة "Mmmhmm". هذا هو أبسط وسيلة للاعتراف بما يقوله شخص ما وأنتك توافق في اللغة الإنجليزية.
- الأنتظار حتى دورك في الكلام، واستخدم عبارات مثل "أنا أتفق مع..."، "أعتقد... فكرة جيدة"، و "أعتقد أنك على حق."
- البدء من خلال الاتفاق مع ما قاله شخص آخر، ولكن إضيف تصفيات إذا كنت لا تتفق تماما. على سبيل المثال، قل "أنا أتفق معك، ولكن...". "هذا أمر منطقي، مع ذلك...". أو "إنها فكرة جيدة، ولكن...". (انظر المرجع 2.) إذا كنت تتفق مع كل ما يقوله الشخص الآخر، يمكنك أن تقول، "أنا أتفق تماما"، أو "أنت محق تماما / حق."

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. . ."

للأختلاف:

- التزام الهدوء. إبقاء أي غضب أو عدم احترام منضبط. التعبير بهدوء عن ماتخالفه ، في حين الجميع يحترم آراء الشخص الآخر.
- استخدام عبارات مثل "أنا أختلف لأن...". "المشكلة مع ذلك هو...". "إن الطريقة التي أرى أنها...". "أنا ضد ذلك لأن...". "بدلاً من ذلك، أعتقد أن..."
- قول "أنا أخشى..." قبل الانتهاء ببيان الخلاف الخاص بك. على سبيل المثال، هل يمكن أن نقول "أنا أخشى أنني لا أتفق معك"، أو "أخشى أنه لا يمكنني أن أوافق على ذلك." إذا كنت لا تتفق مع أي شيء قاله الشخص الآخر ، يمكنك أن تقول، "أنا أخشى أنني لا أتفق معك تماماً."
- لاحظ أنه عندما تختلف مع شخص ما في اللغة الإنجليزية، تحتاج إلى إعطاء سبب لماذا تختلف. لا يكفي القول ببساطة أنك تعتقد أن الشخص الآخر مخطئ وترك الأمر عند هذا الحد. شرح الأفكار والآراء الخاصة بك تماماً.
- عرض حلول عندما لا توافق أيضاً. قد لا تحب طريقة الشخص الآخر بالنظر في الوضع، ولكن، ما لم تتمكن من التوصل إلى فكرة أفضل، قد يكون من الأفضل أن لا تقول أي شيء على الإطلاق. استخدام عبارات مثل "أعتقد أننا يجب أن...". واضاف "اننا يمكن...". "قد يكون حل واحد..."

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.

لاحظ أن هذه العبارات: استخدام كلمات مثل "ينبغي" و "يمكن" التي تشير إلى أنه قد يكون هناك حلول أخرى التي هي بالتساوي مجدية ومقبولة.. وهذا مثال آخر على كيف المتحدثين باللغة الانجليزية عموماً يحاولون عدم التحدث بصراحة والتأكيد على أن رأيهم هو الوحيد الصحيح.

- **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.
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• الاتفاق

في الاتفاق مع الرأي غير سلبي، قد ترغب في تخفيف اتفاقك مع تعبير عن الأسف، الخ

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.

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

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

وفي حالات أخرى، يمكنك أن تكون متحمسا كما تشاء في تأكيد موافقتك.
كان معرضا مثير للاهتمام، أليس كذلك؟ - نعم، كان رائع / رائعة تماما!
استفتاء سوف ترضي الجميع.

نعم، بالتأكيد / تماما / تماما / وأنا أتفق تماما / وأنا أتفق أكثر / وأنا أتفق تماما / وأنا أتفق تماما.

يمكنك اظهار موافقتك بشدة مع وصف شخص ما لشيء بتكرار الصفة التي استخدموها واستخدام "جدا" أمامه. يمكنك عادة استخدام "الواقع" بعد الصفة.

كان مأساويا للغاية، لم يكن ذلك - مأساوية جدا في الواقع.
السرعة في جميع هذه العروض خفية، أليست كذلك - أوه، دقيق جدا، في الواقع.

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.

طرق أخرى للتعبير عن الاتفاق هي:

هذا فقط ما كنت أفكر.

كما تعلمون، هذا هو بالضبط ما أعتقد.

هذه نقطة جيدة.

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.

الاختلاف

لاحظ أن عليك أن تكون مهذبا جدا عندما تختلف مع شخص باللغة الإنجليزية - حتى أي شخص تعرفه جيدا. عند ترفض أو تتعارض مع ما ذكره شخص آخر، والآخر في كثير من الأحيان غير مهذب، مالم يكن الرفض لائق بطريقة ما. يمكنك تخفيفه (تلطيفه) بواسطة اعتذار أو عن طريق تعديل وجهة نظر المتحدث: اللغة الإنجليزية هي لغة صعبة التعلم.

-أنا أخشى أنني لا أتفق معك: بعض اللغات، هي أكثر صعوبة، على ما أعتقد.

أو- صحيح، لكن القواعد سهلة جدا.

أو- نعم، ولكنها ليست صعبة للغاية كالروسية.

أو- هل تعتقد ذلك؟ في الواقع، أجد أنها سهلة جدا.

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.

طرق أكثر رسمية للاختلاف

التعليم الجامعي لا يقسم الأسر في طريقة - لا أستطيع مجارة ذلك. سيكون هناك أقل من الذنب الذي يميز المجتمعات من الأجيال السابقة.

- حسنا أعتقد أنني سوف أخذ هذه المسألة مع ذلك.