

٦٠ سوال من اختبار مهارات التحدث

1 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.**

2 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.

3 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?

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		
4	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., 5 That's ok. That's all right. Don't worry about it. a

Making prediction

Situations

What you can say

- 6 _____ by mistake, you just stepped on someone's foot.
- _____ you are introducing a friend to your parents.
- _____ you're talking with a friend at school, but you need to leave because you have a class.

- I am sorry.
- _____
- _____

LONG FORM	REDUCTION	SHORT FORM
Do you have any pets?	7 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. 8	Have to → hafta	You hafta have exact change

Vocabulary Match

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

- 9 _____ b _____ 1. opportunities
 _____ c _____ 2. to look down on someone
 _____ a _____ 3. respected

- a. admired
 b. possibilities, chances, to do something
 c. to think badly of someone

عموما قاعدة الجيرند كانت مهمه
 لازم تفهموها

10 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.

Gerunds as Objects



A gerund can be the object of certain verbs.



suggest

verb

object

I suggest **improving** our schools.

11

enjoy

verb

object

I enjoy **working** for the people.



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:

12

- Excuse me?

- What was that again?

- Could you repeat that?

- 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:



CD 1, TR 17-18

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 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.

- 14 1. The store detectives arrested the thief for trying to steal a jacket. They caught him at the exit before he could leave.
- 15 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.

- 16 6. He's such a vain person. He's always looking at himself in the mirror and worrying about his appearance.

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:

- 17
- | | | |
|---------|-----------|-------|
| 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:

- 18
- How old are you?
 - Are you married?
 - How much money do you make?

People in the U.S. frequently ask:

- 19
- What do you do?
(What kind of work?)
 - Where are you from?



LANGUAGE LEARNING STRATEGY

- 20 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

- 21 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.

- 22 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.

What do you do?	23	what do you → whadaya
What are you doing?		what are you → whatcha
What kind of childhood was it?	24	kind of → kinda
What did you do?		did you → didja
What did he do?	25	did he → didee
They used to live here.		used to → yoosta
I'm going to buy a house.		going to → gonna

- | | | |
|---|---|--|
| <div style="margin-bottom: 5px;">i</div> <div style="margin-bottom: 5px;">_____</div> <div style="margin-bottom: 5px;">_____</div> <div style="margin-bottom: 5px;">_____</div> <div style="margin-bottom: 5px;">_____</div> <div style="margin-bottom: 5px;">g</div> <div style="margin-bottom: 5px;">_____</div> <div style="margin-bottom: 5px;">_____</div> <div style="margin-bottom: 5px;">26 b</div> <div style="margin-bottom: 5px;">27 d</div> | <div style="margin-bottom: 5px;">1. youngster</div> <div style="margin-bottom: 5px;">2. omnipresent</div> <div style="margin-bottom: 5px;">3. monotony</div> <div style="margin-bottom: 5px;">4. envy</div> <div style="margin-bottom: 5px;">5. chum</div> <div style="margin-bottom: 5px;">6. obscurity</div> <div style="margin-bottom: 5px;">7. sequel</div> <div style="margin-bottom: 5px;">8. slum</div> <div style="margin-bottom: 5px;">9. to hang on</div> | <div style="margin-bottom: 5px;">a. a situation in which a person is not well-known, not famous</div> <div style="margin-bottom: 5px;">b. a very poor neighborhood</div> <div style="margin-bottom: 5px;">c. the feeling of wanting something that another person has</div> <div style="margin-bottom: 5px;">d. to wait; to not give up</div> <div style="margin-bottom: 5px;">e. sameness; unchanging, boring time</div> <div style="margin-bottom: 5px;">f. a book or movie that continues a story from a previous book or movie</div> <div style="margin-bottom: 5px;">g. friend</div> <div style="margin-bottom: 5px;">h. always present</div> <div style="margin-bottom: 5px;">i. child</div> |
|---|---|--|

Dialogue:

28

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.

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



CD 1,
TR 35

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

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

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

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

Person 4: I can't eat.

29

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.

Why do we use modals?

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

There are two kinds of modals:

- 30
1. Simple modals : for the present and future
 2. Perfect modals: to show necessity in the past tense.

31 **Perfect modals: past** افهموها

Modal + have + past participle

What? Would you
explain this please?



32 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!

33 What are participles?

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

Participles used as adjectives

Examples :

Present participles are
usually active

34 1a. The **boring** teacher talked for hours.

35 1b. The **bored** students fell asleep.

Past participles are
usually passive

36 2a. I read an **interesting** magazine yesterday.

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

37 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

She made a lot of friends.
He had lots of problems.
He wasn't able to relax.
Could you help me with this?
I'll see you later.
Do you know her?
Do you know him?
I was hurt and angry.

REDUCTION

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

SHORT FORM

She made a lotta friends.
He had lotsa problems.
He wasn't able ta relax.
Cudja help me with this?
I'll see ya later.
Do you know er?
Do you know im?
I was hurt n angry.

39



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.



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41



In American English, you'll sometimes hear the expression "Two's company; three's a crowd." This refers to a situation in which there are three people together—maybe two close friends and a much younger

brother or sister. The close friends would prefer to be alone with each other. Do you have an expression for this in your language?

42

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.



43

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

44

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

Vocabulary Match

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

45

 b 1. Excuse me.

_____ 2. to transfer

_____ 3. dollar bills

46

 C 4. exact change

a. paper money

b. Pardon me.

c. correct amount of coins

d. to change

ACADEMIC POWER STRATEGY



47

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

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.

- 48
- | | | |
|----------|------------------|---|
| <u>F</u> | 1. misconception | a. not different; almost the same |
| <u>d</u> | 2. homesickness | b. change |
| <u>b</u> | 3. transition | c. very sad |
| <u>e</u> | 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 |

Quick Quiz: Some Customs In the United States

- 49
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?
- 50
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.
- 51
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

- 52 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.

- 53 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.

- 54 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.



(continued on next page)

- 55 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?



- 56 C. Sometimes a person thinks that the answer to a question will be “no,” but that person isn’t right. How do you answer?

Example: Question: You don’t have one?

Answer: Yes, I do.

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

Most Common Prefixes

- 57
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

Most Common Prefixes

- 58 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

Most Common Suffixes

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

60 سوال جاء وش الفايدة من تعلم الريدكيشن ؟
هل في الكتاب او الاستماع او اثينهم ..مادري وش
الجواب الصحيح.



بالتوفيق ، * بحه