

جامعة الملك فيصل (التعليم عن بعد)

Art Of Speech

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Lecture 1
(The whole word is your classroom)

How to practice with Native Speakers:

When you listen to a teacher's lecture, pay special attention whenever the teacher emphasizes or repeats points. These are probably the main ideas or important details. In the following lecture, you will hear a teacher talking about how to learn English more quickly. Listen to these sections. Pay Special attention to what the teacher emphasizes or repeats. After you listen to the section, stop and answer the question about it. Then listen to the next section.

Section 1 CD 1 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 classroom. What examples does she give? Listen and check the answers.

- supermarket (Wow, this is very cheap, expensive, nice, etc.)
- at the bus stop (How do you get to the city center?)
- library
- break time
- hospital
- 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.

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

Section 4 CD TR 4 (homework):

The teacher talks about with whom she practiced a lot of Greek. Listen and check the best answer.

- her Greek teacher
- taxi drivers
- friends
- neighbors

How to begin a conversation?

Seek out native speakers as conversation partners and make small talk with them. This is one good way to practice your English. In many countries, there are certain situations in which it is possible to have a very short 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.

A. 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 on the following page? Put checks (✓) for sentences that people say are polite. Put Xs for sentences that are impolite.

Put (Y) for sentence that people say are polite. Put (N) for sentences that are impolite in USA and your culture:

Situation	First Sentence in a Conversation with a 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 voice goes up on the tag if we aren't sure about the answers; it becomes a real question. Our voice goes down on the tag if we already know the answer (sure) and are making small talk.

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

Q: Question 4 is difficult, ↘ isn't it? ↘



Listen to the conversation and repeat

CD 1, TR 6

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



CD 1, TR 7

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

	REAL QUESTIONS (UNSURE OF THE ANSWER)	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. If the verb in the main clause is negative, the verb in the "tag" (last two words) is affirmative.

Examples: It's warm today, isn't it?

It isn't very windy today, is it?

Homework

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.

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

Student B: Yes, it is.

CUE WORDS

A: bus/late again

B: yes

SITUATIONS

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

CUE WORDS

A: tomatoes/not very ripe

B: no

A: line/really long

B: yes

A: the music/loud

B: yes

A: class/really hard

B: yes

A: it/really cold

B: yes

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 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.

Useful Expressions

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

SITUATIONS

WHAT YOU CAN SAY

- | | |
|--|--|
| 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. | |

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.

Book Exercises:

1. CD 1, TR 5 Making a small Talk
2. CD 1, TR 6, B. Listen and repeat. page 11
3. CD, TR 7, Apply Strategy, page 12
4. Situations and Cue words. Page 13
5. Part 3: Getting ready to listen. Page 13
6. CD 1, TR 8, page 14

Done ...

Lecture 2
(Change and choice)

Vocabulary Building

The following words are from the reading passage, page 23. Add these words to your vocabulary log

_____ 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:



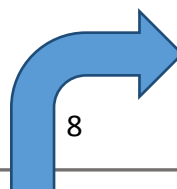
1. The post office is across the street from the bank.
2. The bakery is down the street from the post office.
3. The laundromat is next to (beside) the grocery store.
4. The drugstore is around the corner from the laundromat.
5. There's a bus stop in front of the library.
6. There's a parking lot behind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

Language You Can Use: Giving Directions:

Go Straight

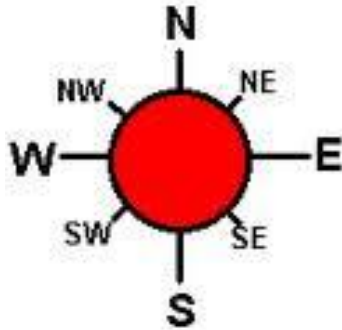


Turn Right



Turn Left





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

Language You Can Use: Asking For Directions:

- How do you get to ... ?
- 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 expressions and phrases of giving or asking for directions by looking at maps on pages 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.

Conversation 1:

1. _____ friendly driver?
 _____ unfriendly driver?
2. what does William need to take to Seventh and Lake Streets?
 _____ a. the 13 and the 30
 _____ b. the 30 and the 38
3. where does he transfer?
 _____ a. at Geary Street
 _____ b. at Lake Street

Now listen to conversation 2 →

Conversation 2:

1. The driver is
_____ a. friendly
_____ b. 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 *likewanna*. *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):

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 have to go?

I have to buy some furniture?

Vocabulary Match:

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

- | | |
|----------------------------------|--|
| _____ 1. opportunities | a. admired |
| _____ 2. to look down on someone | b. possibilities, chances, to do something |
| _____ 3. respected | c. to think badly of someone |

Listening 4: getting main idea CD 1 TR 14:

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

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


- _____ 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.

Book Exercises:

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
(This is who I am)

 **Listening 1: Interests and Hobbies**

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

Person 1: _____
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. _____

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Gerund Form:

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

- Verb + *-ing* = 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.

singular subject:

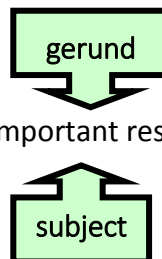
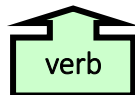
Voting is an important responsibility.

Choosing a candidate takes time.

Be Careful!

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

present progressive: I am voting today. **Voting** is an important responsibility.



Gerunds as Objects:

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

Suggest! suggest improving our schools.

Enjoy! 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 can be a 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**.*

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 1:

Complete the sentences with gerunds.

Example: _____ 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.

Practice 2:

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*



CD 1, TR 17-18

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

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

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

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

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

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

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

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).

egy



CD 1, TR 20-23

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

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

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

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

Do it by Yourself 😊:

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

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

Lecture 4
(This is who I am) part2

CD1 TR 24-27:

Listening 3: Talking About Goals

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

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

Person 1: young adult

Goal:

to give daughter a good life

Plans to reach this goal:

buy a house with a garden

change work times

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' OR 'going to'

Kate: Anna is in a hospital.

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

- I'll visit her tomorrow.

Kate: Anna is in a hospital.

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

- I'm going to visit her tomorrow.

1. 'My bag is so heavy.' *I'll carry / I'm going to carry it for you.'*
2. I bought some warm boot because *I'll go / I'm going* skiing
3. 'Tony is 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.'

'will' 'going to':

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

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

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

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

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

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

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

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

Lecture 5
(Health : Getting the most out of life)



Listening 1: Ordering a Meal

CD 1, TR 31-32 Making Inferences

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

After You Listen

LANGUAGE YOU CAN USE: ORDERING FOOD IN A RESTAURANT

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

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

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 tuna sandwich.
 W. (Would you like) anything to drink?
 C. No, thank you. Just water.

Practice 1: Vocabulary Expansion:

May I .. see the menu, please?
have more coffee?

have the check?

I'd like.. a hamburger.
chicken sandwich.
taco.

I'd like.. milk shake.
(a glass of) milk.
(a cup of) hot chocolate.

(a piece of) pie.

(a bowl of) soup.

Practice 2: Vocabulary Expansion:

Would you like anything to drink?
to eat?
for desert?
else?

Practice 3: 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 . . .
- You ought (not) to . . .
- I recommend that you (not) . . .
- You had better (not) . . .

We should wash our hands with liquid soap.

We should prevent disease.

We shouldn't litter.

We shouldn't forget to study.

Let's do some exercises:

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

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

You _____ sleep early so you can get up early.

If your brother is weak in Math, you _____ help him.

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		
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	garden 20 minutes play an instrument 25 minutes scrub a floor 16 minutes chop wood 16 minutes sweep 30 minutes vacuum 40 minutes paint house 22 minutes rake leaves 32 minutes mow lawn (hand mower) 15 minutes shovel snow 15 minutes	free weights 20 minutes gymnastics 30 minutes calisthenics (push-ups, sit-ups) 20 minutes body-sculpting class	row 30 minutes play baseball 1 hour play tennis 1 hour box 30 minutes bowl 1 hour ski (downhill) 30 minutes ski (cross-country) 30 minutes 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	yoga class or 30-minute at-home session stretching class or 30-minute at-home session T'ai chi ch'uan class or 30-minute at-home session self-defense class		
Daily fitness allowances (two per day)						
Workout	A	B	C	D	E	Total calories burned
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

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Listen



CD 1, TR 33

Listening 2: Talking about Fitness

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.

Can Vs. Can't:

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



CD 1, TR 35

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

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

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

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

Person 4: I can't eat.

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

I can RIDE a BIKE.

I CAN'T RIDE a BIKE.

He can RIDE a HORSE.

He CAN'T RIDE a HORSE.

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

	<u>CAN</u>	<u>CAN'T</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

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

Lecture 6
(When cultures meet)

Vocabulary Match p. 92:

1. Misconception	f. Mistaken idea
2. Homesickness	d. Feeling of sadness, of missing a place
3. Transition	b. Change
4. Stage	e. Step; period of time
5. Expert	g. Person who knows a lot about a subject
6. Similar	a. Not different; almost the same
7. Depressed	c. Very sad

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 (order). 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	Expressing	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 <u>rain</u> 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 correct or 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

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.

Must for a 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:

- 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 advice:

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

You should eat something if you are hungry.

You should read a book and turn off the television.

They should stop being so loud.

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.

Practicing Modals:

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 watch the game.

The Sound of It: Understanding Reductions:

<u>LONG FORM</u>	<u>REDUCTION</u>	<u>SHORT FORM</u>
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

What are participles? (endwuth -ing).

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

-ed Participles:

What are participles?(end with –ed).

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

Participles used as adjectives:

Examples :

- 1a. The boring teacher talked for hours. (**Present participles are usually active**).
 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. They receives calls from troubled young people.

DON'T CONFUSE PARTICIPLES AND VERBS!

Participles AREN'T preceded by helping verbs.

E.g.

The crying kid wanted ice-cream. (participle)

The kid was crying because he wanted ice-cream. (verb)

Quick Quiz p. 101

Some Customs in the United States.

Do it at home. It's fun!

Lecture 7
(Halfway review)

Start Short Conversation With Strangers.

Location	Phrase
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	It is hot today?
Anywhere	Can you lend me some money?
In a museum	This is a wonderful painting, isn't it?

The Sound of it: Understanding Intonation in Tag Questions:

We often end 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 answers; 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?**

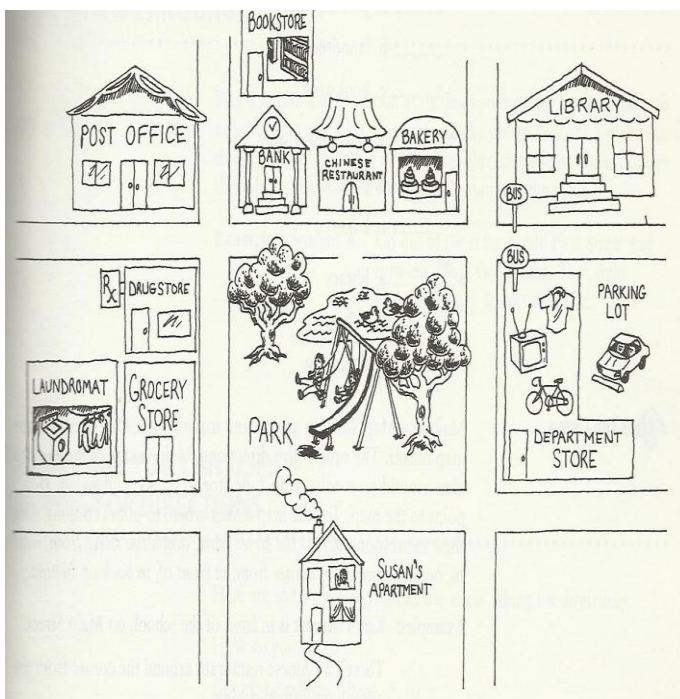
John and Mark aren't English, **are they?**

Say the Following Correctly.

Unsure of the Answer (Real Questions)	Sure of the Answer (small talk)
The food is awful, isn't it?	The food is awful, isn't it?
You don't see any fresh fruit, do you?	You don't see any fresh fruit, do you?
There isn't any yogurt, is there?	There isn't any yogurt, is there?

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.



How can I get to...
 Could you tell me where ... is?

Is.... Far from here?

I'm looking for

In what direction is ...?

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

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.

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?

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



CD 1, TR 17-18

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

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

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

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

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

Time to Practice 😊

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

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

Remember:

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.

Study this Situation:

- **Situation:**

- Your professor is asking you a question about your future plans. “What’s your future plan?” 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.

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 ...

Give an advice:

We should wash our hands with liquid soap.

We shouldn't litter.

LANGUAGE YOU CAN USE: GIVING ADVICE

Here are some phrases you can use when giving advice:

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

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.

After You Listen

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

.....

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

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

Lecture 8
(Halfway review) 2

In this quick review, we will look at

- Important Culture Notes
- Some Vocabulary Building Exercises
- How to Get Meaning from Context
- Participles as adjectives



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.



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.



The "average" person in the United States:
—has at least one pet (30 percent have a dog and 22 percent have a cat)
—lives in a household of three people

—spends one-third of his or her money on housing
—lives within 50 miles of a coastline



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?



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.



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 pro-

gram, people often talk about very personal subjects and frequently express emotions freely.

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.

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.

_____ 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 _____

Vocabulary Match

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

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

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 |

_____	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

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.

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

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

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.

Quick Quiz: Some Customs In the United States

1. Someone tells you, "That's a nice sweater." You say:
 - a. Thank you.
 - b. Oh, not really. It's very old.
 - c. Would you like it?
2. Your teacher sometimes sits on her desk. You think:
 - a. She's not polite.
 - b. She's not very serious about teaching.
 - c. It's not strange.
3. Someone has invited you to a party at 8:00. It's probably best to arrive:
 - a. a few minutes before 8:00
 - b. at 8:00 exactly
 - c. a few minutes after 8:00
4. You have a business appointment for 10:30. It's probably best to arrive:
 - a. at 10:25 to 10:30.
 - b. at 10:35 to 10:45.
 - c. at 11:00.
5. You go out to lunch with an American friend. Who pays?
 - a. Your friend pays because lunch was his suggestion.
 - b. You both pay.
 - c. You pay because you're a little older than your friend.
6. Your American friend comes to your house for dinner. She has already eaten one serving of food. You say, "Would you like some more?" She says, "No, thank you. It was really delicious, but I'm so full!" What do you do?
 - a. Ask her two or three more times.
 - b. Say, "Are you sure? Well, if you change your mind, please help yourself."
 - c. Put some more food on her plate.
7. Last week, you had a short conversation with your American friend. He said, "Let's get together sometime for a movie or dinner or something. I'll give you a call." But he hasn't called. What do you think?
 - a. Nothing is strange.
 - b. He isn't polite.
 - c. He hasn't called because he has a problem.
8. Your American neighbors are rich, but their two children (who are in high school) work part time. One of them does baby-sitting on weekends. The other helps neighbors with the gardening on Saturdays. Your neighbors probably:
 - a. are bad parents.
 - b. care more about money than they care about their children.
 - c. love their children and are teaching them to be independent.

(what do you mean? Thought and communication)

Vocabulary Match:

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 |

CD 2, TR 10-11:

Getting main ideas:

1. According to Deborah Tannen, who talks more –men or women?
2. According to Helen Fisher, how can men make women happy? How can women make men happy?

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

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.

Apply the Strategy

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

The Sound of It: Understanding Reductions



CD 2,
TR 12-14

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

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

Expressing Emotion

Why to Listen

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

Examples: Beautiful sunrise, dear.

That's a nice dress.

This is the happiest day of my life.

Tickets for the Olympics?

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)

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?



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

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

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

Example: He's a great friend.

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.

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

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

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

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

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

A: Great. See you then.

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).

CD2, TR 22-24:

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

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

b: No, it's French. (French)

1. a: It's not strange to experience culture shock?
b: _____ (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)

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

Example: Question: You don't have one?

Answer: No, I don't.

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

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

b: No, it isn't.

Practice:

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: _____

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.

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 10
(Tell me what I want: Advertising... and shopping)

Vocabulary Match:

advertisement, ad	Commercial.
to cheer up	To make happy.
fashion	Style.
like a kid in a candy store	Like a child in a place with lots of goods or appealing things.
window shopping	Shopping without spending any money.

Guessing meaning from context:

1. I recommend that you buy a new computer –your old one is not working very well, so it would be a good idea to get another one.
2. There's a sale at the shopping center –let's go buy a new desk while the price is low.
3. They have other office equipment on sale too –like laser printers and fax machines.
4. I don't know how to use a computer. I hope my new computer comes with an instructional manual that is easy to read.
5. Do you pay cash for things you buy? Or do you charge them on your credit card?
6. I always write checks to pay for things so that I have a record of what I spend.

Returning things to a store:

Vocabulary building:

- | | |
|------------------|----------------------------|
| ___ 1. reliable | a. warranty |
| ___ 2. to switch | b. dependable |
| ___ 3. guarantee | c. money that you get back |
| ___ 4. refund | d. safe, no danger |
| ___ 5. no-risk | e. to change |

CD 2, TR 29 Understanding an ad:

Getting the main idea: Listen to the ad for AT&T Communications and answer the questions.

- Who is Emerson?
- What idea does he give the boss (the head of the company)?

Language you can use: Returning things to a store:

- I'd like to return this.
- I'd like to make an exchange.
- I have the receipt (sales slip) right here.
- I'd like a refund.
- This _____ is broken (too large, the wrong size).

USING NEW LANGUAGE

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

A: Hi, I'd like to return this { radio. television set. _____ (your idea).

B: What seems to be the { problem? trouble?

A: It's { broken. not working. out of order.

B: Do you have the { guarantee? warranty?

A: Of course, and I have the { receipt sales slip } right here.

B: Well, I can { give you credit. exchange it for you.

A: Thank you, but I'd prefer to get { my money back. a refund.

Note: If what you return is clothing, you can give other reasons for returning it, especially if it was a gift that someone bought for you:

A: Hi, I need to return this { dress. shirt. pair of pants.

B: Why is that?

A: It's { the wrong color. too big (small). not the right size.

Taking a Poll Have you ever returned anything to a store? What? What reason did you give for returning it? Did you get credit? Did you get a refund?



Agreement and Disagreement:

Before that, we should learn about 3 levels of discussion:

1. Dialogue
2. Discussion
3. Debate

But what is the difference between them?

(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.

(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.

(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.

Some 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.*

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.

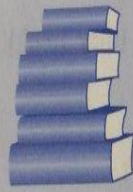
This type of language can easily lead to arguments about the wrong thing, and take a discussion completely off track.

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.



CD 2, TR 31



Understanding incomplete sentences. Sometimes people leave out (don't say) certain words, but you can still understand the meaning. People leave out words more often in informal speech than in formal speech or writing. The words that they leave out would not be stressed.

Apply the Strategy

A. Listen to these examples of incomplete sentences from this chapter.

Example	Complete Sentence
You ready, Doris?	Are you ready, Doris?
We're open Saturday; closed on Sunday.	We're open Saturday; we're closed on Sunday.
You practice this?	Do you practice this?
Bet I will.	I bet I will.
If you already know what an Apple can do ... I do.	If you already know what an Apple can do ... I do already know what an Apple can do.
... and you're ready to buy one now ... I am.	... and you're ready to buy one now ... I am ready to buy one now.

Notice the last two examples: *I do*, *I am*. It is

Lecture 11
(WHAT'S IN THE NEWS?)

Vocabulary Check:

Communication satellites	Fax machine	Electronic mail	technology
Cultural environment	inform	videotape	entertain

1. The **fax machine** and **electronicmail** are two recent inventions that help in communication.
2. If you see an important event happening and you have a camera, you can make a **videotape** recording.
3. The physical world is part of our environment, but other things create our **cultural environment** such as the way we live and work, our system of beliefs, and the art and music we have.
4. Technology like **communication satellites** makes it possible to send messages instantly around the world.
5. Some people say that many TV news programs **entertain** more than they **inform**.

Understanding Weather Reports:

- It's sunny/warm/dry/fair.
- It's cloudy/partly cloudy/overcast.
- It's rainy. There are thunderstorms/scattered showers.
- There's snow/ice. It's freezing/icy.
- It's cool/chilly/foggy.
- It's windy/breezy.

Comparative and Superlative Adjectives:

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.

Adjective	Comparative	Superlative
cold	colder	the coldest
dry	drier	the driest
sunny	sunnier (more sunny)	the sunniest (the most sunny)
humid	more humid	the most humid

What's the weather like in.....?

What is a "comparative form"?

Comparative form expresses the idea of 'more'

Fast-er

My car is fast.
But his car is faster.

How is a 'comparative' form built?

one syllable adjectives
two syllable adjectives ending in -y
other two and three syllable adjectives
irregular adjectives for example 'good'

* long -er
* funny -ier
* more modern
* better

Change of 'y' into 'i':

We want the comparative form of the adjective 'funny'

Funny +er

Y → i

Funnier.

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 * funny -iest

other two and three syllable adjectives * most modern

irregular adjectives for example 'good' * best

Summary comparison:

	Comparative	Superlative
long	longer	longest
funny	funnier	funniest
modern	more modern	most modern
good	better	best

Identify Items of Clothing:

1. Scarf
2. Snow boots
3. Rain boots
4. Heavy gloves
5. Umbrella
6. Raincoat
7. Overcoat

CD 2, TR 32-35

Understanding Weather Reports:

For each report, write what you would probably wear or take with you for the day.

Weather Report 1: _____

Weather Report 2: _____

Weather Report 3: _____

Weather Report 4: _____

Listen again. For each report, tell the high and low temperatures the reporter give.

	High	Low
Weather Report 1	50s	
Weather Report 2		
Weather Report 3		
Weather Report 4		

Language you can use: Expressing Agreement:

- Of course! Certainly! Sure! Naturally!
- That's true. True.
- That's right. Right.
- That's a good point. Good point.
- I agree (completely).
- I think so too.
- You said it!
- You're absolutely right.

Language you can use: Expressing Disagreement:

- I disagree (completely). I don't agree (at all).
- That's not true. That's not right.
- That's ridiculous! (not polite)
- What nonsense! (not polite)
- I'm sorry to disagree, but...
- I see your point of view, but...

Vocabulary Match:

Word	mean
To cope	To deal with (a problem)
Somewhere else	Another place
To play catch	To throw and catch a ball (with another person)
Best buddies	Very good friends
Mean	No nice, unkind
To shatter	To break, destroy

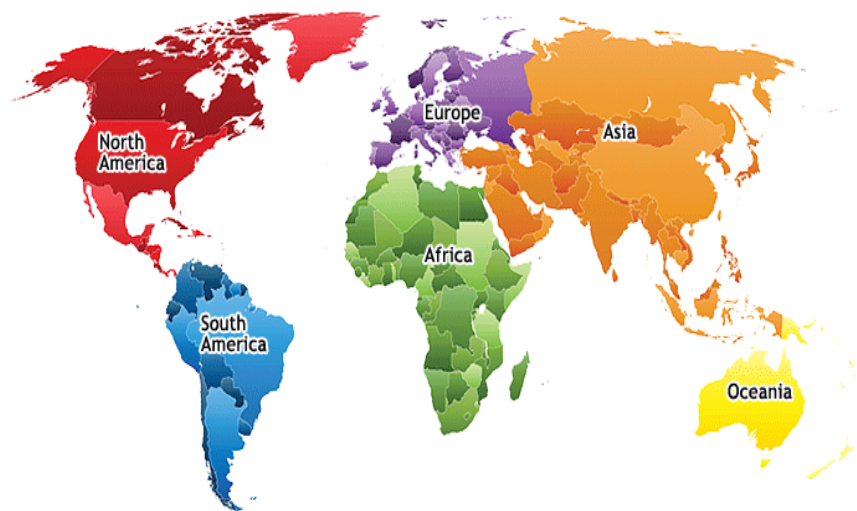
At home CD 2, TR 36-39
Understanding numbers

13	30	13 th
4	14	4 th

Lecture 12
(Planthood)

Labeling a World Map:

- Japan
- Jordan
- Spain
- Egypt
- Algeria
- India
- China
- Germany
- Saudi Arabia



Language you can use: Asking for clarification:

If you simply didn't hear a word or phrase, you can ask the speaker:

- Pardon? Excuse me? Could you repeat that?

If you didn't understand the meaning, you can ask the speaker:

- What does that mean? Could you explain that?

Language Learning Strategy:

If you understand parts of words –prefixes (at the beginning of words), roots (the main parts), and suffixes (at the end), you can guess the meaning of words more easily. To do this, divide words into parts and analyze each part.

Prefixes	re-	back; again
	dis-	away; apart
Suffixes	-able	with ability; possible to
	-al	having property of

Complete the sentences:

a. Breathable	b. Drinkable	c. Changeable
d. Livable	e. Disposable	f. Recyclable

1. We need to clean up the water so that it will be b .
2. The air pollution is so bad that sometimes the air isn't a .
3. There are a lot of toxic chemicals in that area, so everyone had to move out of the neighborhood. The area isn't d .
4. The weather is very c these days. One minute it's warm, and then suddenly it's cold.
5. Don't throw away that bottle. It's f .
6. New parents like to use e diapers for their babies.

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)

Most Common Prefixes:

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

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)

Most Common Suffixes:

1. -able = can be done : doable
2. -al = has property of : personal
3. -ed = past verb : turned
4. -en = made of : golden
5. -er = comparative : higher
6. -er = one who : doer, actor
7. -est = superlative : best, biggest
8. -ful = full of : careful, joyful
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
15. -ly = having : quickly, quietly
16. -ment = action, process : enjoyment
17. -ness = state of : kindness
18. -ous = having : joyous, religious
19. -s = more than one : books
20. -y = having : happy, windy



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

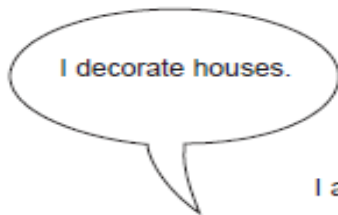


Prefixes and suffixes 3: Using suffixes

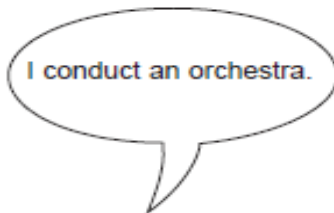
See the handout on **Suffixes** if you need help to complete these exercises.

Say it with nouns

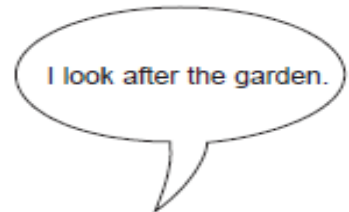
Nouns often have the suffixes or word endings 'er' and 'or'. Use the speech bubble clue to complete the sentences below.



I am a _____.



I am a conductor.



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	behaviour
boyish	invisible	appearance	work
unkind	honest	balancing	clock

Word with a prefix	Root word	Word with a suffix
unclear	clear	clearly

99999933

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___?

dis-
im-
re-

un-
-ed
-ing
-ly

Lecture 14
(review)

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.

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

- ملاحظة: محاضرة ٧ ، ٨ ، ١٣ ، ١٤ كلها مراجعة .. لكن في المحاضرة ١٤ لقيت هالتمارين زيادة واضفتها لكم .

أدعو الله للجميع بالتوفيق والنجاح .
اللهم اغفر لي ولوالدي والمسلمين جميعاً .
دمتم بخير .

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