



Arts of Speech

0 - 1 - 2 - 3 - 4 - 5 - 6 - 7

8 - 9 - 10 - 11 - 12 - 13 - 14

Instructor

Ammar Al-Máani

-التمهيدية-

Course Orientation

Introduction

Major Points

- Course Content
- Course Rationale
- Course Objectives
- Evaluation
- References
- Contact

Course Content

"Arts of Speech" is the third and last speaking course in the program. It focuses on advanced speaking skills. It covers high level rhetorical communication skills by giving oral presentation, and contributing to classroom oral activities based on various types of prompts (visual, audio and video materials). The course also covers oral argumentation, and coherent organization of spoken discourse, and "standard" English speech.

Course Rationale

This course has been suggested because:

- 1- It is needed to refine oral communication skills.
- 2- It gives students a chance to practice advanced oral presentation and argumentation.
- 3- It is needed to prepare students for subsequent courses and future career.

Course Objectives

By the end of this course, students should be able to:

- 1- use English effectively in formal situations e.g. oral presentations and debates.
- 2- show proficiency in spoken English in conversation.
- 3- show communicative skills governed by logical argumentation.
- 4- demonstrate rhetorical skills in English.
- 5- use computer technology for oral presentation and debating.

Grading and Evaluation

Total mark is out of 100

- 1- **30%** of the total mark is for your performance.
 - 10% is for your participation on Blackboard Forum.
 - 10% is for your main three assignments.
 - 10% is for your attendance (live and recorded lectures).
- 2- **70%** of the total mark is for the FINAL TEST.
The exact date and time of the final test will be announced later.

Note: The Final Test is only multiple choice test.

Note: Three Main Assignments

- You have to HAND IN these Assignments ON TIME. NO excuse will be accepted for ANY kind of delay.

Attendance

You have to attend all live and recorded classes.

You also have to attend and participate on Blackboard Forums.

Note: If you drop down any of these attendances, your grade will be deducted automatically by the end of the semester. So, ATTEND.

Textbooks & Recommended References

1-The main textbook is:

1. Hanreddy, Jami, and Whalley, Elizabeth (2207). *Interactions/Mosaic: Silver Edition-Mosaic 1*. New York, McGaw-Hill Companies.
2. Visual Aids: Pictures, maps, and drawings.
3. Audio prompt using cassettes and CDS.
- 4 Video material selected from relevant sources.

2. Reference(s):

1. Gude, Kathy (1996). *Advanced Listening and Speaking Skills*. Oxford, Oxford University Press.

3. Websites:

1. www.barnesandnoble.com
2. KFU library resources.

Contact

For more information or details, you can contact me through :

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Notes:

-1-

Elements of the Class

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

How to practice with Native Speakers

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

Section 1 CD, TR 1

Who is the best teacher, according to the speaker?

- _____ 1. a strict teacher who gives a lot of homework and does all the talking.
 _____ 2. a friendly teacher who lets the students talk a lot.
 _____ 3. you, the learner

Section 2 CD TR 2

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

- | | |
|---------------------|----------------|
| _____ supermarket | _____ bus stop |
| _____ movie theater | _____ library |
| _____ 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

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

- her Greek teacher
 taxi drivers
 friends
 neighbors

Beginning a conversation and making small talk

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

How to begin a conversation?

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

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

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

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



The Sound of it: Understanding Intonation in Tag Questions

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

Examples:

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

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

Listen and Repeat CD 1 TR 6

Unsure of the Answer (Real Questions)

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

Sure of the Answer (small talk)

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

Pay attention to a speaker's intonation.

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

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

Asking Tag Questions

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

Example:

It's warm today, isn't it?

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

Example:

It isn't very windy today, is it?

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

Example:

Situation: Two people are at a bus stop. Cue Words: A: bus/ late again , B: yes

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

Student B: Yes, it is.

Go Forward →

Common Expressions in Conversation

<u>Introducing Someone</u>	<u>Responses</u>
- I'd like you to meet... -This is... a friend of mine (my brother, sister, etc.) - Have you met..?	Nice (Glad, Pleased) to meet you.
Ending a Conversation	
Well, I've got to run. Good-bye. See you later (Friday, etc.). Have a good day. Have a good weekend	I have to go now, but I'll see (call) you ... It's been good seeing you (talking to you). Talk to you soon. Keep in touch.
Expressing Thanks	Responses
Thanks. Thank you very much (so much) That was very kind of you, How thoughtful! I appreciate it. I'm very grateful.	You're welcome. Don't mention it.
Giving an Apology	Responses
I'm very sorry. Excuse me. Forgive me. It was my fault	No problem., That's ok. That's all right. Don't worry about it. a

Making prediction

Situations

_____ 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.

What you can say

- _____
- _____
- _____

Homework! Tapestry

- Chapter 1: CD 1, TR 6, B. Listen and repeat. page 11
- Chapter 1: CD, TR 7, Apply Strategy, page 12
- Chapter 1: Situations and Cue words. Page 13
- Chapter 1: part 3: Getting ready to listen. Page 13
- Chapter 1: CD 1, TR 8, page 14
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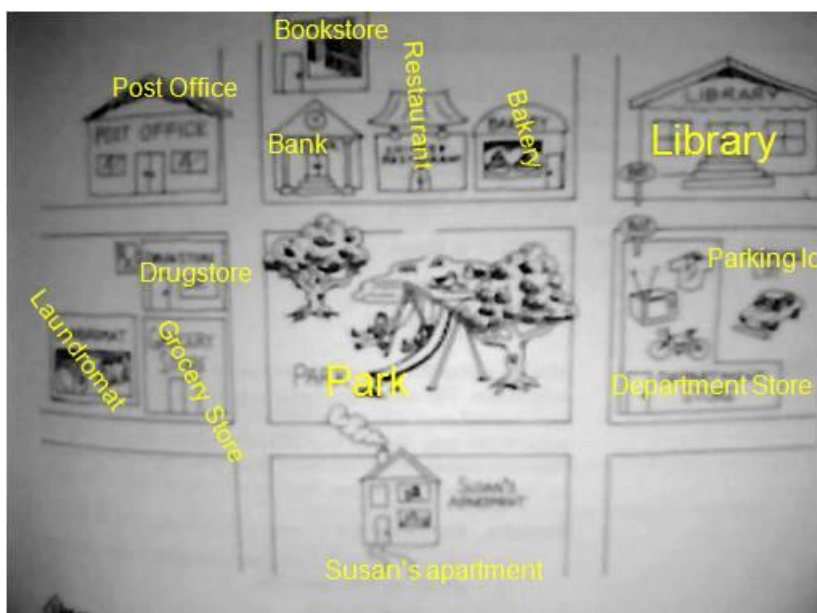
Notes:

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Elements of the Class

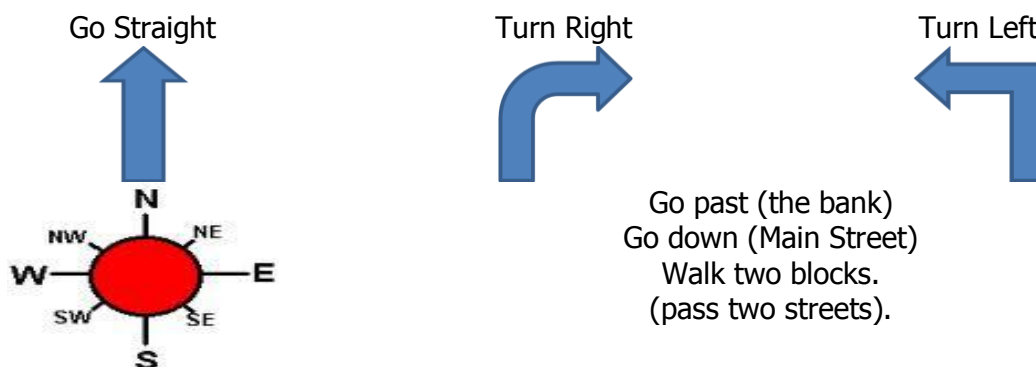
- to ask for, understand, and give directions
- to be aware of tone of voice
- to communicate when using public transportation
- to speak to landlords about problem
- to understand speech reduction
- to build your vocabulary
- Homework

Part 1: Asking for, Understanding and Giving Directions



1. The post office is across the street from the bank.
2. The bakery is down the street from the post office.
3. The 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



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 ...?
-

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.

Listen here →

CD 1, TR 10 Conversation 1

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

Now listen to conversation 2 →

Conversation 2, CD 1, TR 10

1. The driver is
_____ friendly
_____ unfriendly
2. How much does it cost to take the bus?
_____ a. 85 cents
_____ b. one dollar and 85 cents
3. What does William need?
_____ a. exact change
_____ b. a dollar bill

Creating a Conversation

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

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

B: No, ... you need bus number

A: where do I get?

B:.....

A: How much

B:.....

A: Thanks.

B:.....

Talking to Landlords or Apartment Managers; Making Complaints

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

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

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

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

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

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

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

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

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

Mrs. West: There is!!

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

Listening 3: Reporting Problems CD 1, TR 11

Identifying problems

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

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

The sound of it: Understanding Reductions

In a normal or fast speech, you will hear "reductions" of some words. For instance, **want** to may sound like **wanna**. *Learning to understand reductions will help you become a better listener.*

Listen to the following examples of reductions from the conversations in this chapter. →

CD 1, TR 12- 13 (A)

Can you hear the difference between the long forms and the short forms? Note: The short forms are **not correct in writing**.

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

CD 1, TR 12- 13 (B)

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

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

Elements of Chapter 3...

In this chapter you will learn to:

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



Chapter 3 This Is Who I Am

47

CD 1, TR 16

Listening 1: Interests and Hobbies

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

Person 1: _____

Person 2: _____

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

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

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

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



Do it by Yourself ☺

USING NEW LANGUAGE

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

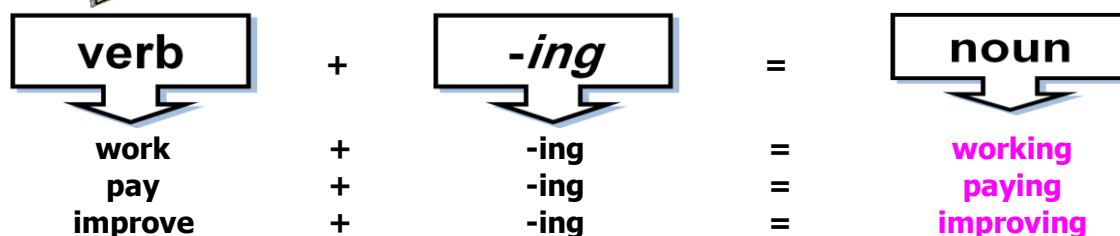
Person's Name	Interests/Activities

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

Gerund Form



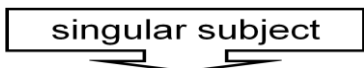
A gerund is the base form of a verb + *-ing*.
Gerunds can be used as nouns



Gerunds as Subjects



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



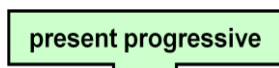
Voting is an important responsibility.
Choosing a candidate takes time.



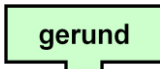
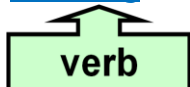
Be Careful!



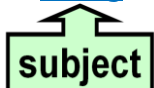
Don't confuse gerunds with the present progressive verb form.



I **am voting** today.



Voting is an important responsibility.



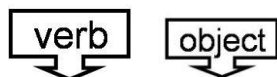
Gerunds as Objects



A gerund can be the object of certain verbs.

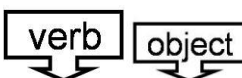


suggest



I suggest **improving** our schools.

enjoy



I enjoy **working** for the people.



Gerunds with Go



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

Our family goes **bowling** every Saturday.



John went **jogging** with his dog.



Practice 1

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

How often do you go dancing?

I go dancing every night.

1.



2.



Practice 2

Complete the sentences with gerunds.

Windsurfing

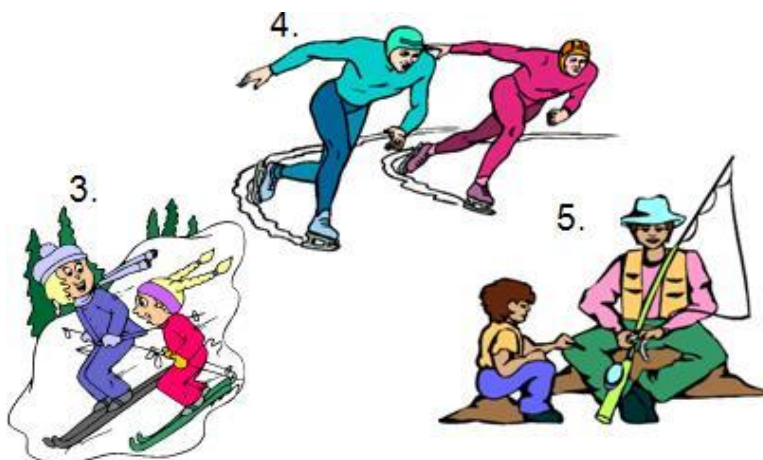
Example: a _____ I s very exciting.

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



Practice 3

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

**LANGUAGE YOU CAN USE: ASKING FOR CLARIFICATION**

If you don't understand someone, it's important to ask a question for clarification. Here are some questions that you can ask:

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

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

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

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

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

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

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



CD 1, TR 17-18

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 leave his job in the department store? Check the answers. (There are several possible 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).

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.

Notes:

Elements of the Lecture

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

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' 'going to'

Kate: 'Anna's in hospital.'

Ben: 'Is she?'

I'll visit her tomorrow.'

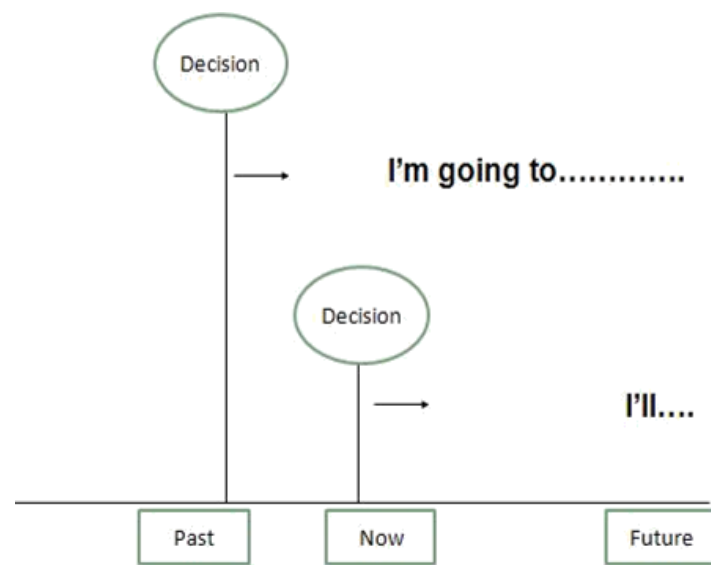
Kate: 'Anna's in hospital.'

Ben: 'I know.'

I'm going to visit her tomorrow.'

- I'll visit her tomorrow.

- I'm going to visit her tomorrow.



'going to' 'will'

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

We **have decided** to do something.

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

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

'will' 'going to'

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

Do it by Yourself 😊 : Share it with us on Blackboard Forums

ACADEMIC POWER STRATEGY

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



Apply the Strategy

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

1. Goal: _____

Steps to reach this goal: _____

2. Goal: _____

Steps to reach this goal: _____

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

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. | _____ | _____ |
| 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? | _____ | _____ |

- | | | |
|-------|----------------|---|
| _____ | 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 |

Notes:

Elements of the Elements

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

Listen



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

Practice 1: Vocabulary Expansion

May we see the menu, please?
 have more coffee?
 have the check?

Practice 2: Vocabulary Expansion

- **I'd like a hamburger.**
 - ham sandwich.
 - taco.
 - milk shake.
- **I'd like(a glass of) milk.**
 - (a cup of) hot chocolate.
 - (a piece of) pie.
 - (a bowl of) soup.

Practice 3: Vocabulary Expansion

- Would you like anything to drink?
- to eat?
- for desert?
- Else?

Practice 4: Role Play

Teacher: Can I take your order?

Student: Yes, I'd like _____.

Teacher: Thank you. How about you?

Student: I'd like _____.

Teacher: Would you like anything t drink?

Student: Yes. I'd like _____.

LANGUAGE YOU CAN USE: GIVING ADVICE

Here are some phrases you can use when giving advice:

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

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



We **should** prevent disease.



We **shouldn't** litter.



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



Let's do some exercises

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



You _____ sleep early.



We _____ be friendly to our
friends.



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



You _____ play on the road.



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



**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.

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

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

THE FITNESS PLAN						
Column A: Aerobic exercise	Column B: Everyday exercise	Column C: Strength training	Column D: Fun and games	Column E: Flexibility and stress reduction		
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



Listening 2: Talking about Fitness

CD 1, TR 33

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

Write a Role Play . ☺

"What do you do to get exercise?"

Notes:

-6-

Reviewing the Main Speaking Skills

Exercise : Start Short Conversation With Strangers.

at the bus stop?

- At the post office
- At a wedding
- In a supermarket
- On a bus
- Anywhere
- In a museum

It's hot today, isn't it?

- This line is really slow, isn't it?
- It's nice to have a chance to celebrate, isn't it?
- These tomatoes look terrible, don't they?
- What country are you from?
- Can you lend me some money?
- This is a wonderful painting, isn't it?

Say the Following Correctly.

Unsure of the Answer (Real Questions)

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

Sure of the Answer (small talk)

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

Introduce Someone

- -I'd like you to meet...
- This is... a friend of mine (my brother, sister, etc.)
- Have you met..?
- Well, I've got to run.
- Good-bye.
- See you later (Friday, etc.).
- Have a good day. Have a good weekend

Response

- Nice (Glad, Pleased) to meet you

Expressing Thanks

- Thanks.
- Thank you very much (so much)
- That was very kind of you,
- How thoughtful!
- I appreciate it. I'm very grateful.

Response

- You're welcome.
- Don't mention it.

Giving an Apology

- I'm very sorry.
- Excuse me.
- Forgive me.
- It was my fault.

Responses

- No problem.,
- That's ok. That's all right.
- Don't worry about it. a

Example:

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.
6. Two students are in line to register for classes.

CUE WORDS

A: tomatoes/not very ripe

B: no

A: line/really long

B: yes

A: the music/loud

B: yes

A: class/really hard

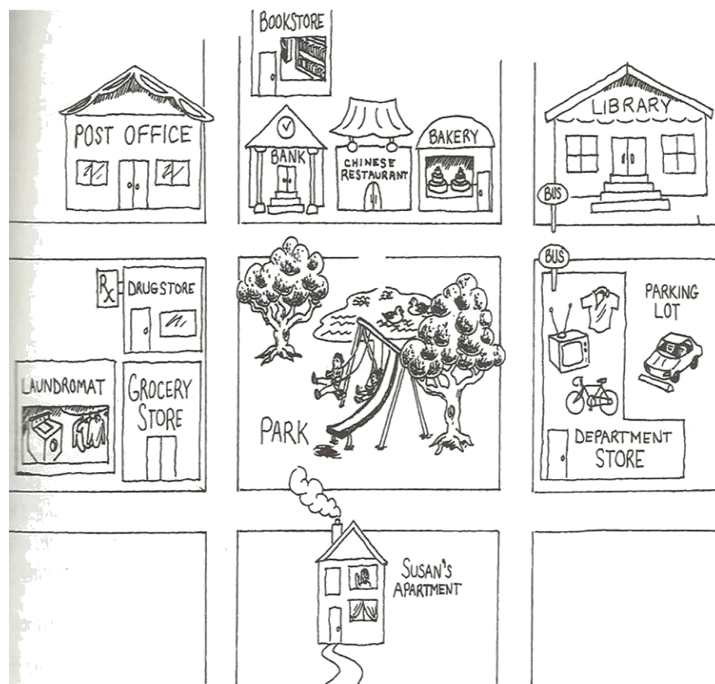
B: yes

A: it/really cold

B: yes

A: line/not moving

B: no



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

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

Creating a Conversation

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

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

B: No, ... you need bus number

A: where do I get?

B:.....

A: How much

B:.....

A: Thanks.

B:.....

Reduction

Long Form

- **Do you have any pets?**

- What's your name?
- Does this bus go to Geary Street?
- Do you want to see the kitchen?
- You have to have exact change.

REDUCTION

SHORT FORM

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

Study this situation ☺

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

Excuse me, What was that again?

Or

Could you repeat that?

Or

How do you spell that?

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

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

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

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

Study this situation

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

LANGUAGE YOU CAN USE:**EXPRESSING ENCOURAGEMENT**

Express encouragement to someone who is telling a story to let the person know that you're interested in what he or she is saying. Here are some possible expressions:

Right. And? Wow.

OK. Well? Gosh.

Really? And then?

Yeah? And so?

Stressed Words

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.

Long Form

- What do you do?
- What are you doing?
- What kind of childhood was it?
- What did you do?
- What did he do?
- They used to live here.
- I'm going to buy a house.

Short Form, Reduction

- What do you do – whadaya whadaya do?
- What are you – whatcha whatcha doing?
- Kind of – kinda
What kinda childhood was it?
- Did you – didja
what didja do?
- Did he- didee
what didee do?
- Used to –yoosta
They Yoosta live here.
- Going to – gonna
I'm gonna buy a house

Study this Situation

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

Give Advice:

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



We **should** prevent disease.



We **shouldn't** litter.



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



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

I can **RIDE** a **BIKE**.

I **CAN'T** **RIDE** a **BIKE**.

He can **RIDE** a **HORSE**.

He **CAN'T** **RIDE** a **HORSE**.

Notes: _____

-7-

Elements of the Lecture

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

Remember! Giving Advice

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

- These expressions are used to give advice and make suggestions. Other expressions to make suggestions are:
 - It might be nice (good) if you...
 - Why don't you ...
 - If I were you I would ...
- It's more polite to use expressions for making suggestion than to use an imperative. Notice this contrast:
 - Get out and take an art class. (less polite)
 - You should get out and take an art class. (more polite)
- Let's see more about Using of Modals... → → → → →

What are modals?

- Auxiliary verbs
 - Can
 - Could
 - Had better
 - a
 - Might
 - Must
 - Ought to
 - Shall
 - Should
 - Will
 - Would



How could I
teach modals?

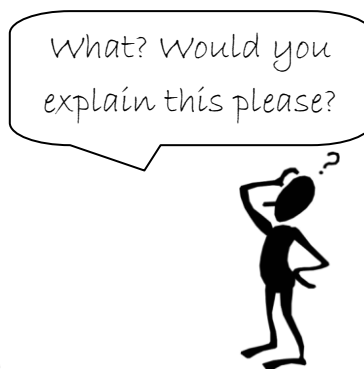
Should I teach
them?

Why do we use modals?

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

There are two kinds of modals:

1. **Simple modals** : for the present and future
2. **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.

Showing strong necessity:

Must.....I **must** go to sleep!

Have to.....I **have** to go to sleep!

Have got to...I **have** got to go to sleep!

Had better...for a warning!

Use "**had better**" to give a warning that something bad will happen if the advise is not followed.

You **had better** study tonight or you might fail the test.

He **had better** go home now or he will be in trouble!

Use Should to offer advise

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

- You **should** eat something you are hungry.
- You **should** read a book and turn off the television.
- They **should** stop being so loud.
- We **should** have a party at the beach.

Could or might are more gentle than should....

- You **could** read a book.
- They **might** like the movie.
- We **could** buy some candy.
- I **might** play basketball.
- He **could** win your blue marble.

Practicing modals:

Do class surveys:

Who might want to play basketball at recess?

.....

Who should be the student of the week?

.....

When should we go to doctor?

.....

Don't forget to model the appropriate responses!

Sentence pairs:

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

Conversation cards: Small group discussions

Why should the school day be shorter?	Name three things you should not do in class.	What could you do to be a good friend?
What would you do if you won a million dollars?	If you could meet one famous person, who would it be?	What might happen if pigs could fly?

Yippee! My students could be successful using modals



The Sound of It: Understanding Reductions

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

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.

What are participles?

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

-ing Participles

What are participles?

End with -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 :

Present participles are usually active

- 1a. The **boring** teacher talked for hours.
 1b. The **bored** students fell asleep.

Past participles are usually passive

- 2a. I read an **interesting** magazine yesterday.
 2b. The magazine receives a lot of support from **interested** readers.

More examples:

- 3a. It was an **exciting** concert.
 3b. The **excited** fans screamed during the concert.
- 4a. Many young people experience **troubling** situations.
 4b. The Samaritan Befrienders Hong Kong receives calls from **troubled** young people.

DON'T CONFUSE PARTICIPLES AND VERBS!

Participles AREN'T preceded by helping verbs.

E.g.

The sputtering sedan wrenched down the boulevard. (**participle**)

The sedan was sputtering down the boulevard. (**verb**)

Notes:

Elements of the Lecture

Review 1-5

The Sound of it: Understanding Intonation in Tag Questions

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

Examples:

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

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

Common Expressions in Conversation

Introducing Someone	Responses
<ul style="list-style-type: none"> - 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	
<ul style="list-style-type: none"> Well, I've got to run. Good-bye. See you later (Friday, etc.). Have a good day. Have a good weekend 	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Thanks. Thank you very much (so much) That was very kind of you, How thoughtful! I appreciate it. I'm very grateful. 	<ul style="list-style-type: none"> You're welcome. Don't mention it.
Giving an Apology	
<ul style="list-style-type: none"> I'm very sorry. Excuse me. Forgive me. It was my fault. 	<ul style="list-style-type: none"> No problem., That's ok. That's all right. Don't worry about it.

Remember! Giving Advice

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

- These expressions are used to give advice and make suggestions. Other expressions to make suggestions are:
 - It might be nice (good) if you...
 - Why don't you ...
 - If I were you I would ...

The Sound of It: Understanding Reductions

LONG FORM

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

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.

The sound of it: Understanding Reductions

In a normal or fast speech, you will hear "reductions" of some words. For instance, **want** to may sound like **wanna**. Learning to understand reductions will help you become a better listener.

Listen to the following examples of reductions from the conversations in this chapter. →

CD 1, TR 12- 13 (A)

Can you hear the difference between the long forms and the short forms? Note: The short forms are not correct in writing.

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

LANGUAGE YOU CAN USE: ASKING FOR CLARIFICATION

If you don't understand someone, it's important to ask a question for clarification. Here are some questions that you can ask:

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

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



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.

LANGUAGE YOU CAN USE: EXPRESSING ENCOURAGEMENT

Express encouragement to someone who is telling a story to let the person know that you're interested in what he or she is saying. Here are some possible expressions:

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

FUTURE PLANS

When you talk about future plans and intentions, use *be going to* + verb.

Examples: I'm going to go to college.
 He's going to become a lawyer.

When you talk about future predictions, use *be going to* + verb or *will* + verb.

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

The Sound of It: Understanding Reductions



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.

	<u>LONG FORM</u>	<u>SHORT FORM</u>
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.	_____	_____

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?

LANGUAGE YOU CAN USE: GIVING ADVICE

Here are some phrases you can use when giving advice:

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

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.

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

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.	_____	_____

Introduce Someone

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

Response

- Nice (Glad, Pleased) to meet you

End a Conversation now.

- Well, I've got to run.
- Good-bye.
- See you later (Friday, etc.).
- Have a good day. Have a good weekend

Expressing Thanks

- Thanks.
- Thank you very much (so much)
- That was very kind of you,
- How thoughtful!
- I appreciate it. I'm very grateful.

Response

- You're welcome.
- Don't mention it.

Giving an Apology

- I'm very sorry.
- Excuse me.
- Forgive me.
- It was my fault.

Responses

- No problem.,
- That's ok. That's all right.
- Don't worry about it. a

Reduction**Long Form**

- **Do you have any pets?**
- What's your name?
- Does this bus go to Geary Street?
- Do you want to see the kitchen?
- You have to have exact change.

**REDUCTION
SHORT FORM**

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

Long Form

- What do you do?
- What are you doing?
- What kind of childhood was it?
- What did you do?
- What did he do?
- They used to live here.
- I'm going to buy a house.

Short Form, Reduction

- What do you do – whadaya
whadaya do?
- What are you – whatcha
whatcha doing?
- Kind of – kinda What kinda childhood
was it?
- Did you – didja
what didja do?
- Did he- didee
what didee do?
- Used to –yoosta
They Yoosta live here.
- Going to – gonna
I'm gonna buy a house

Remember! Giving Advice

Should
Shouldn't
Ought to

} + Simple form of the verb

- These expressions are used to give advice and make suggestions. Other expressions to make suggestions are:
 - It might be nice (good) if you...
 - Why don't you ...
 - If I were you I would ...

It's more polite to use expressions for making suggestion than to use an imperative. Notice this contrast:

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

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

Had better...for a warning!

- Use "had better" to give a warning that something bad will happen if the advise is not followed.
- You **had better** study tonight or you might fail the test.
- He **had better** go home now or he will be in trouble!

Use Should to offer advise

Should means...it would be a good idea.
You **should** eat something you are hungry.
You **should** read a book and turn off the television.
They **should** stop being so loud.
We **should** have a party at the beach.

Could or might are more gentle than should....

You **could** read a book.
 They **might** like the movie.
 We **could** buy some candy.
 I **might** play basketball.
 He **could** win your blue marble.

LONG FORMREDUCTIONSHORT 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.

Notes:

Elements of the Class

- Important Warming Up Activities - Culture Notes
- Vocabulary Building
- Getting Meaning from Context



In all cultures, there are questions that are common to ask a new acquaintance and other questions that people consider impolite.

People in the 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?

Culture Note:



It's fairly common for many people to make small talk with strangers. They see it as a small moment of human contact.

However, these short conversations with strangers seem to be more common in

small towns than in big cities. And people everywhere are careful to speak with strangers only in a "safe" situation—in a public place with other people nearby.



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

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

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

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.



It's not very polite to call a woman *lady*.
Miss is much more polite. *Ma'am* is for
older women. You can call a man *sir*, but

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

_____ adventure _____ mobile _____ residence
_____ census _____ population _____ suburbs

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

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



- The “average” person in the United States:
- 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

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 |



In most restaurants in the Middle East customers leave a 10% tip for the waiter—a little more if the service was excellent and a little less for poor service. You can ask for separate checks if you and a friend are paying separately. That way it's easier to know how much each person should pay. If you are in a large group, the waiter may not want to do separate checks, however.

Guessing Meaning from Context Guess the meaning of the underlined words in the sentences that follow.

1. One study of the diet of Chinese people living in rural areas showed that they eat much more fruit, vegetables, and grains (such as rice and wheat) than most people in industrialized countries like the *United States or Canada*.
2. They also consume three times as much fiber (the bulky or “tough” part of plants).
3. Researchers are studying the beneficial effects of eating a lot of fresh fruit and vegetables to find out why these foods are good for you.
4. Exercise helps control weight and relieve tension, or stress.

Getting Meaning from Context

Definition

A definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The writer will use key words, or signal words to identify a definition so you need to look for them. See examples of key words below.

Key words	is/are	means/mean
	is/are called	what this means is
	is/are known as	consist of
	is/are defined as	refer to
	is/are described as	may be seen as

e.g.

Someone who explores and studies caves is known as a spelunker.

an unfamiliar word = *spelunker*

signal words = *is known as*

definition = *someone who explores and studies caves*

2. Restatement

The writer may use other words, phrases, or sentences to provide the meaning of difficult words. We call this restatement; the writer describes it again or in a different way. Signal words for restatement are in the "Key words box" below.

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

e.g.

- The surface of Africa consists mainly of plateaus, or large flat areas, although these occur at different levels.
- an unfamiliar word = *plateaus*
- signal word = *or*
- meaning = *large flat areas*



In some restaurants, no one brings you your food because the restaurant is self-service or buffet style. This means that you get your own plate and serve yourself. In

these restaurants, you don't have to leave a 10 percent tip. You can leave a smaller tip if you like.

ACADEMIC POWER STRATEGY



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

impression might not be accurate. In the academic world, you will probably meet people from many cultures, and your experiences will be more positive if you have an open mind.

These are some words that you'll hear in the lecture. Match each word on the left with its meaning on the right. Write the letter on the line. Use a dictionary if necessary.

- | | |
|------------------------|---|
| _____ 1. misconception | a. not different; almost the same |
| _____ 2. homesickness | b. change |
| _____ 3. transition | c. very sad |
| _____ 4. stage | d. feeling of sadness, of missing a place |
| _____ 5. expert | e. step; period of time |
| _____ 6. similar | f. mistaken idea |
| _____ 7. depressed | g. person who knows a lot about a subject |

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

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.

3. Punctuation marks

Punctuation is used to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases, or sentences to explain the meaning of the new words. Such punctuation is in the "Key words box" below.

e.g. Full-color pictures are printed using only black and three colors: yellow, cyan (a light blue) and magenta (a light purple).

an unfamiliar word = *cyan and magenta*
signal punctuation = ()

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

meaning : cyan = *a light blue* and magenta = *a light purple*

The use of computers to handle text, or word processing, was foreseen in the 1950s.

an unfamiliar word = *handle text*
signal punctuation = , ,
meaning : handle text = *word processing*

4. Examples

help us to understand the meaning of new words. See key words or signal words used for showing examples in the "Key words box".

e.g. Use navigation buttons, such as, the "Next" button, the "Previous" button, the "Menu" button, and the "Exit" button, to go back and forth or jump to other topics while you are

using your English software.
unfamiliar words = *navigation buttons*

such as
like
for example, ...
for instance
is / are

signal word = *such as*
meaning = *buttons on computer program that are used for turn on pages*



Talk shows are very popular in the United States. Oprah Winfrey is one example of an American talk-show host. On her pro-

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

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

depressing	depressed	irritating	irritated
exciting	excited	shocking	shocked
interesting	interested	tiring	tired

Complete the paragraph with words from the participle list above. In some sentences, there is more than one possible answer.

When I first arrived in this country, I was really happy. I was _____ (1) to be here. Everything was new and _____ (2). But then I started to have some problems. I had trouble with the language. A lot of the customs were strange and _____ (3). Some new customs bothered me a little bit; they were just _____ (4). But others seemed really terrible. I was _____ (5) by some of them. I worked hard to learn the language. I spent five hours in English class every day and two hours on homework. This was very _____ (6), so I didn't have much energy for other things. Mostly, I was homesick. I missed my friends and family. I stayed in my apartment all weekend and was _____ (7).

Slowly, things got better. I began to make friends and to go places. My English got better. I began to understand the customs. Now I'm _____ (8) in life again, and I'm much happier.

<u>Cry</u>	1. weep	a. to relax, be natural, show emotions
<u>Change</u>	2. mutating	b. equal
<u>D</u>	3. reserved	c. doing something in a "bigger" way than other people do it
<u>a</u>	4. to loosen up	d. not showing emotions
<u>c</u>	5. outdoing	e. cry
<u>b</u>	6. egalitarian	f. changing
<u>i</u>	7. quivering	g. famous
<u>k</u>	8. climate	h. to tell someone what to do or how to feel
<u>g</u>	9. renowned	i. shaking
<u>J</u>	10. extraordinary	j. not ordinary, amazing
<u>I</u>	11. grieving	k. atmosphere
<u>h</u>	12. to dictate	l. suffering sadness

Quick Quiz: Some Customs In the United States

1. Someone tells you, "That's a nice sweater." You say:
 - a. Thank you.
 - b. Oh, not really. It's very old.
 - c. Would you like it?
2. Your teacher sometimes sits on her desk. You think:
 - a. She's not polite.
 - b. She's not very serious about teaching.
 - c. It's not strange.
3. Someone has invited you to a party at 8:00. It's probably best to arrive:

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

Notes:

Quick Quiz: Some Customs In the United States

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 - c. Would you like it?
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 - b. at 8:00 exactly
 - c. a few minutes after 8:00
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 - 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.

Elements of the Class

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

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

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

Love Is Never Enough

Like Deborah Tannen (page 113), Dr. Aaron T. Beck has made use of studies by anthropologists Daniel Maltz and Ruth Borker. In his book *Love Is Never Enough*, Beck summarizes some of the differences that they have found in the communication styles of men and women:

- In a conversation between a man and a woman, the woman asks most of the questions because she wants to keep the conversation going.
- Women see conversation as a way to get closer to another person.
- Men see conversation as a way to exchange information.
- Women think, "If I don't ask, he'll think I don't care."
- Men think, "If she wants to tell me something, she'll tell me. I don't need to ask."
- Women use the pronouns *you* and *we* more than men do.
- Men state more facts and opinions than women do.
- If there are problems in a marriage, women feel the need to discuss these problems with their husbands. They think, "Everything will be OK if we can just keep talking."
- In a marriage, many men don't like to discuss problems. They prefer to find a quick solution. They think, "We're in serious trouble if we have to keep talking about it."

COMPREHENSION CHECK

Male–Female Conversation

In general . . .	Men	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

dy 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?

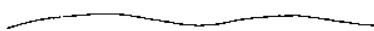
Pay attention to people's intonation, not just their words. In English, people show emotion with intonation. When they are enthusiastic (excited) or very happy, their voices go up on stressed words. There are more "mountains" and "valleys" in their speech:

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 peak 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 { I have a class at that time.
Oh, I'm sorry, but } { 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).

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.

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.

- | | |
|----------------------------------|--|
| <u> f </u> 1. upper management | a. not trying to be polite or nice |
| <u> d </u> 2. firm (noun) | b. class to study a specific subject |
| <u> h </u> 3. issue | c. to make something less shocking or unkind |
| <u> b </u> 4. seminar | d. corporation |
| <u> g </u> 5. blunt | e. very confident about one's own opinions |
| <u> c </u> 6. to buffer | f. higher-ups; bosses |
| <u> i </u> 7. to jibe | g. pushy; ready to attack |
| <u> e </u> 8. assertive | h. a point to consider |
| <u> a </u> 9. aggressive | i. to match, agree with |

Notes: _____

Most Frequent Prefixes and Suffixes

- Word Beginnings and Endings
- You Can Really Use

What Are Prefixes?

Prefixes are first syllables like "non-" and "re-" that have their own meaning. Prefixes combine with words to create new meanings.

1. Pre + View = Preview (first look)
2. Super + Star = Superstar (top player)

Why Learn Prefixes?

Prefixes add meaning to thousands of words.

[Learn a few prefixes, and you open up the meaning of thousands of words.](#)

The four most frequent prefixes are **97%** of prefixed words!

Most Common Prefixes

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

Do you know common prefixes?

1. Anti	A. between
2. De	B. cause to
3. Dis*	C. against
4. En(m)	D. in
5. Fore	E. before
6. In(m)	F. not
7. Inter	G. opposite

Most Common Prefixes

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

Do you know common prefixes?

8. Mid	A. Wrong
9. Mis	B. Center
10. Non	C. Not
11. Over	D. Half
12. 12. Pre	E. Again
13. 13. Re	F. Above
14. 14. Semi	G. Before

Most Common Prefixes

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.

Do you know common prefixes?

15. Sub	H. Across
16. Super	I. Not
17. Trans	J. Below
18. Un	K. Not
19. Under	L. Above
20. In, Il, Ir	M. Below

What Are Suffixes?

Suffixes are last syllables like “ed” and “ly” that have their own meaning. Suffixes combine with words to create new meanings.

1. Turn + ed = Turned (in the past)
2. Quick + ly = Quickly (how it turned)

Why Learn Suffixes?

Suffixes add meaning to thousands of words.

[Learn a few Suffixes, and you open up the meaning of thousands of words.](#)

The four most frequent suffixes are **97%** of suffixed words!

Most Common Suffixes

1. -able, ible = can be done : doable
2. -al, ial = 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

Do you know common suffixes?

21. -able	N. Past
22. -al	O. Made of
23. -ed	P. Having
24. -en	Q. One who
25. -er	R. Comparative
26. -er	S. Can
27. -est	T. Superlative

Most Common Suffixes

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

Do you know common suffixes?

8. -ful
9. -ic
10. -ing*
11. -(t)ion
12. -(i)ty
13. -(t)ive
14. -less

a. Present participle
b. State of
c. Without
d. Having property of
e. Full of
f. Act
g. Adjective
h. Without

Most Common Suffixes

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

Use these suffixes correctly, and you look and sound pretty smart.

Do you know common suffixes?

15. -ly*
16. -ment
17. -ness
18. -ous
19. -s*
20. -y

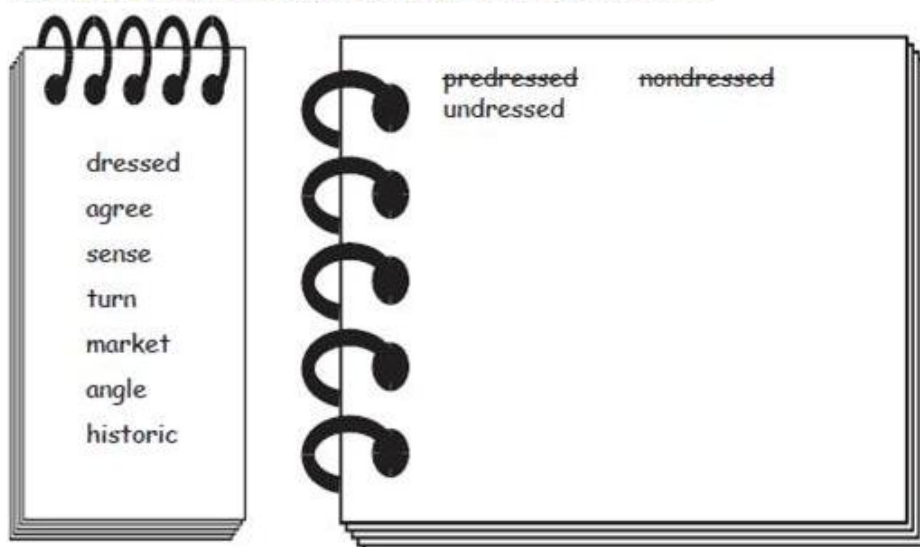
a. Action
b. Having
c. Having
d. Plural
e. State of
f. Having

Can you use common affixes?

1. I have a different idea; I __agree.
2. That can't be; it's just __possible.
3. Say that again; please __peat it.
4. Aliens look bad; they are __friendly.
5. Tina took the car since she want__ it.
6. Now the car is run__ down the road.
7. Tina is in a hurry; she's driving quick__.
8. Do you think that she has any ticket__?



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



Prefixes and suffixes 2: Creating opposites

A prefix often gives the opposite meaning to a word. Underline the prefix in each of the words below. Use your dictionary to find the meaning of the prefix. Then write down another word with the same prefix.







Word	Meaning of the prefix	Word with the same prefix
<u>un</u> clear	not, the opposite of	untidy
misbehave		
impossible		
inedible		
disagree		
decode		
illegal		
international		

Prefixes and suffixes 3: Using suffixes

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

Say it with nouns

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

 I am a _____	 I am a <u>conductor</u> .	 I am the _____.
 I am an _____	 I am a _____.	 I am a _____.

Fixing words in different ways

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

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

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

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

B. Now decide for each word that has a suffix what part of speech the word is (eg. noun (n), verb (v) , adverb (adv), adjective (adj)). Insert the correct form - n, v, adv or adj into the spaces.

programmer (for) performing a computer
analyst organizational action

maximize efficiency printer preferable printing (device)
quiteness microcomputer compiler programmable greatly

shipment computerize division independence (a way of...)storing
Spooling turning (...your office....) (big...) savings developer (...are)

producing increasingly sophisticated application
a growing global ...(market)

C. Insert the right prefixes into the spaces:

1. Floppy disks are ___ ___ expensive and ___ ___ useable.
2. If a printer ___ ___ functions, you should check the ___ ___ face cable.
3. The ___ ___ plexor was not working because someone had ___ ___ connected it by mistake.
4. ___ ___proper installation of the ___ ___ glare shield will make it ___ ___ possible to read what is on the screen.
5. After you ___ ___ fer text using the 'cut and paste' feature, you may have to format the text you have inserted.
5. After you ___ ___ fer text using the 'cut and paste' feature, you may have to format the text you have inserted.

Notes:

Comparatives & Superlatives

Elements of Class

- Comparatives and Superlatives
- Exercises

Contents

- Introduction
 - What is a noun?
 - What is an adjective?
 - What is a syllable?
 - Syllable – further examples
- Adjectives
 - Comparative form
 - How to built comparative forms?
 - Superlative form
 - How to built superlative forms?
- Summary
 - Comparison chart

What is a noun?

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



car



Teacher



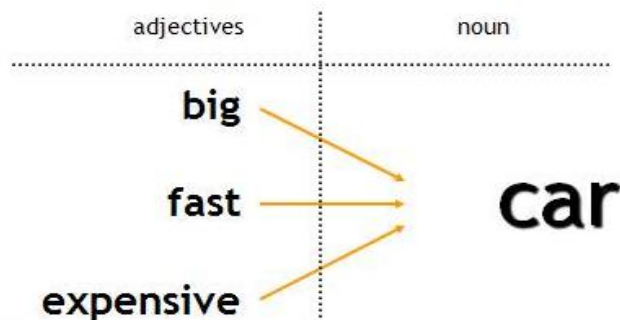
reading



street

What is an adjective?

Adjective is a word which describes a noun



Examples Adjectives



large

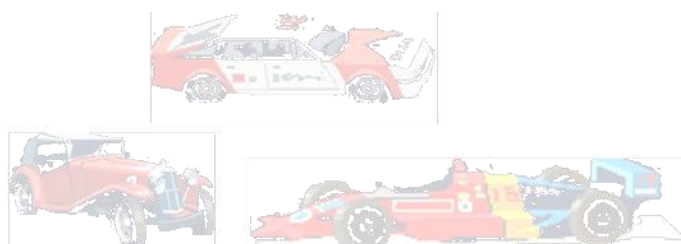
larger

largest

The first apple is large.

The second apple is larger than the first.

The third apple is the largest of the three.



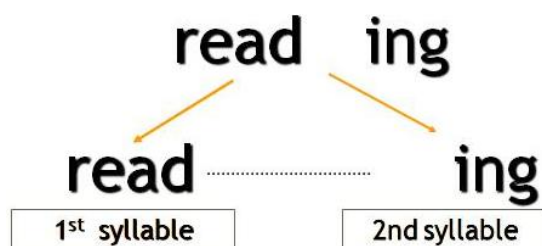
The jalopy is a fast car.

The racecar is the faster car.

The dragster is the fastest car.

What is a syllable?

Syllable is a part of a word containing vowel sound



Syllables – examples

1. One-syllable adjectives

→ fast big cheap long

2. Two-syllable adjectives

→ hap py cra zy dir ty

3. Three-syllable adjectives

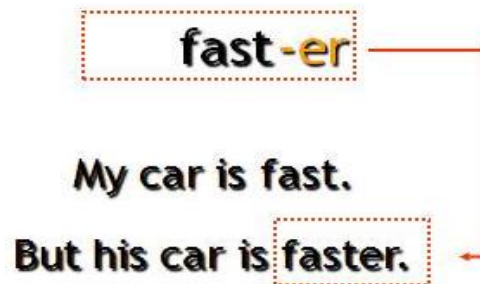
→ im por tant won der ful

LET'S START 😊

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

What is a "comparative form"?

Comparative form expresses the idea of 'more'



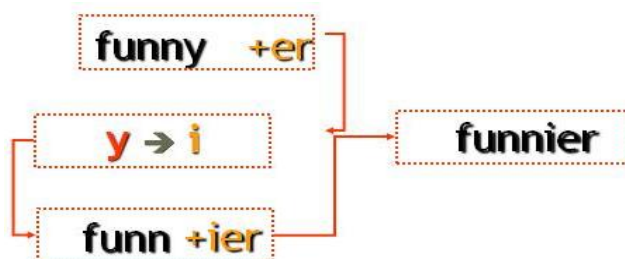
"Comparative form"?

How is a 'comparative' form built?

one syllable adjectives	long er
two syllable adjectives ending in -ly	funny ier
other two and three syllable adjectives	more modern
irregular adjectives for example 'good'	better

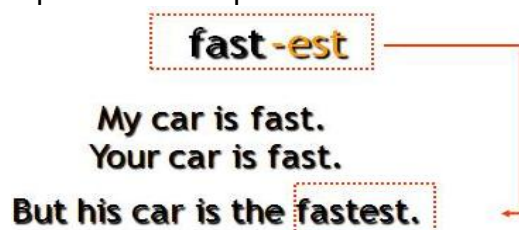
Change of 'y' into 'i'

We want the comparative form of the adjective 'funny'



What is a "superlative form"?

Comparative form expresses the idea of 'most'



"Superlative form"?

one syllable adjectives	long est
two syllable adjectives ending in -ly	funny iest
other two and three syllable adjectives	most modern
irregular adjectives for example 'good'	best

Summary comparison

	comparative	superlative
long	longer	longest
funny	funn iest	funn iest
modern	more modern	most modern
good	better	best

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

Rule 1

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

tall	taller	tallest
neat	neater	neatest
deep	deeper	deepest

Rule 2

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

wide	wider	widest
fine	finer	finest
cute	cuter	cutest

Rule 3

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

sad	sadder	saddest
big	bigger	biggest
fat	fatter	fattest

Rule 4

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

happy	happier	happiest
jolly	jollier	jolliest
lazy	lazier	laziest

Rule 5

To form the comparative or superlative of a **two syllable word ending a vowel-sound that is not stressed** then add -er OR -est.

Adjectives ending in -le, -ow, er frequently take -er and -est.

yellow	yellower	yellowest
gentle	gentler	gentlest
simple	simpler	simplest

Rules at a Glance

Adjective form	Comparative	Superlative
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast, tall, neat, deep</i>	Add -er: <i>lighter, neater, faster, taller, neater, deeper</i>	Add -est: <i>lightest, neatest, fastest, tallest. neatest, deepest</i>
Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>	Add -r: <i>wider, finer, cuter</i>	Add -st: <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat, sad</i>	Double the consonant, and add -er: <i>hotter, bigger, fatter, sadder</i>	Double the consonant, and add -est: <i>hottest, biggest, fattest, saddest</i>
Two syllables, ending in Y. Examples: <i>happy, silly, lonely, jolly</i>	Change y to i, then add -er: <i>happier, sillier, lonelier, jollier</i>	Change y to i, then add -est: <i>happiest, silliest, loneliest, jolliest</i>

two syllable word ending a vowel-sound that is not stressed yellow, simple	Add -er: yellower, simpler	Add -est: yellower, simpler
Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful,</i>	Use more before the adjective: <i>more modern, more interesting, more beautiful</i>	Use most before the adjective: <i>most modern, most interesting, most beautiful</i>

NOTE: Like adjectives some adverbs can take comparative and superlative

forms, with -er and -est:



Sally works hard.

Steve works harder than Sally

Kathy and Sue work the hardest of all.



The bird sings loudly.

The moose sang louder than the bird.

Pete sang the loudest of them all.

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

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

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

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

Irregular Comparative and Superlative Adjectives and Adverbs

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

USE OF COMPARATIVES

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

e.g.:

John is taller than me.

I think that she's more intelligent than her sister.

OTHER USES OF COMPARATIVES

- Comparatives are often qualified by using words and phrases such as *much*, *a lot*, *far*, *a bit/little*, *slightly* etc., e.g.:
 - You should go by train, it would be much cheaper.
 - Could you be a bit quieter?
 - I'm feeling a lot better.
 - Do you have one that's slightly bigger?
- Two comparatives can be contrasted by placing **the** before them, indicating that a change in one quality is linked to a change in another, e.g.:
 - The smaller the gift, the easier it is to send.
 - The more stressed you are, the worse it is for your health.
- Two comparatives can also be linked with *and* to show a continuing increase in a particular quality, e.g.:
 - The sea was getting rougher and rougher.
 - Her illness was becoming worse and worse.
 - He became more and more tired as the weeks went by

USE OF SUPERLATIVES

Like comparatives, superlatives can be placed before nouns in the attributive position, or occur after **be** and other link verbs, e.g.:

the most delicious chocolate cake I've ever eaten
Annabel was the youngest
This restaurant is the best

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

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

THE OPPOSITES OF COMPARATIVE AND SUPERLATIVES

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

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

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

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

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

Irregular Adverbs

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

Irregular Adjectives

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

Example:

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

Let's Start Exercising

- The weather in winter is _____ than it is in summer.
 - colder
 - coldest
 - cold
 - the coldest
- I have _____ money than you do.
 - much
 - most
 - more
 - least
- Abdullah is _____ of all boys.
 - the fastest
 - fast
 - the most fastest
 - faster

Do More Exercises

- What is the comparative of "sad"?
 - sader
 - sadder
 - sadier
 - saddier
- What is the comparative of "destructive"?
 - destructiver
 - more destructiv
 - destructivier
 - more destructiver

3. What is the superlative of "soft"?

1. softest
2. softiest
3. softtest
4. most soft

4. What is the comparative of "hot"?

1. hoter
2. hotter
3. hottest
4. Hottest

5. What is the comparative of "heat"?

1. heater
2. heatter
3. heatier
4. hetter
5. none of these

6. What is the superlative of "ugly"?

1. uglier
2. uggliest
3. uglyest
4. Ugliest

7. What is the superlative of "unpleasant"?

1. unpleasant
2. most unpleasant
3. more unpleasant
4. unpleasantest

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

- a) more painful
- b) b) more painful than
- c) c) painfuller than
- d) d) the painfulest

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

- a) pollutest
- b) b) more polluted
- c) c) polluter than
- d) d) most polluted

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

- a) farther
- b) farthest
- c) farther than
- d) farthest than

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

- a) fastest than
- b) faster
- c) fastest
- d) faster than

14. Michael was _____ basketball player in the world

- a) taller
- b) tallest
- c) the taller
- d) the tallest

15. Speaking Japanese is _____ writing it.

- a) the easiest
- b) easy
- c) easier than
- d) easier than

Write the following sentences using the correct form of the adjective

(comparative or superlative)

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

Notes:

-13-

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

Expressing Agreement or Disagreement for Constructive Dialogue

In business, there are expressions that say:

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

Or

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

Participating constructively in controversial discussions is not easy.

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

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

Level 3 (Dialogue)

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

Level 2 (Discussion)

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

Level 1 (Debate)

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

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

Agreement (and continuing the dialogue)

- The point you made about “.....” is excellent. I’d like to add that...
- I agree with your comment “...”. What do you think about...?

- I’m with you on that point. What I still wonder about is....
- I think what you’re saying about.... is so right. What would happen though if...?

- Yes, and in fact....
- Yes, and what is more...
- Absolutely. Actually, I would go further, and say...

Partial Agreement

- I agree with....., but what about?
- That’s a good point, but in my opinion....

- That could apply in some situations, but what about when....?
- I understand your point about..., but I don’t understand.....

- It’s certainly true that..., but on the other hand....
- I can see that..., but I think it’s also important to consider....

- That makes sense, but could it also be true that....
- I’d agree with you if..., but not if...
- I see what you mean with..., but I also think we need to consider....

Constructive Disagreement

- I can appreciate your point about..., but I would disagree because....
- That’s interesting, however, from my point of view....

- That may be the case, but in my experience.....
- I’m afraid I can’t agree with... because

- I disagree. What about the situations where...?
- I don’t think that’s the case because

- I’m not so sure about that because...
- I don’t think your point about...necessarily follows because...
- I don’t really see it that way because....

Things to Avoid

1. Avoid using words like never and always.

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

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

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

3. Avoid criticizing the person who made the comment.

Everyone is entitled to their opinion. Just because someone thinks differently doesn't make them better or worse than you. Sticking to comments about ideas keeps the dialogue interesting and avoids making it personal.

Instructions To Agree

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

To Disagree

- Remain calm. Keep any anger or disrespect in check. Calmly express your disagreement, all the while respecting the other person's opinions.
- Use phrases such as "I disagree because. . ."; "The problem with that is. . ."; "The way I see it. . ."; "I'm against it because. . ."; "Instead, I think that. . ."
- Say "I'm afraid. . ." before you finish your disagreement statement. For example, you could say "I'm afraid I don't agree with you," or "I'm afraid I can't agree." If you do not agree with anything the other person has said, you can say, "I am afraid I completely disagree with you."

- Notice that when you disagree with someone in English, you need to give a reason why you disagree. It is not enough to simply state that you think the other person is wrong and leave it at that. Explain your thoughts and opinions fully.
- Offer solutions when you disagree as well. You may not like the other person's way of looking at a situation, but, unless you can come up with a better idea, it may be better to not say anything at all. Use phrases such as "I think we should. . ."; "We could. . ."; "One solution may be. . ."
- Notice that these phrases use words like "should" and "could" that indicate that there may be other solutions that are equally feasible and acceptable. This is another example of how English speakers generally try not to speak so forthrightly and assert that their opinion is the only one that is correct.

AGREEMENT

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

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

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

- It was an interesting exhibition, wasn't it? – Yes, it was superb/absolutely splendid!
- A referendum will satisfy everybody. –
Yes, definitely/quite/absolutely/I absolutely agree/I couldn't agree more/I quite agree/ I agree entirely.

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

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

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

Other ways of expressing agreement are:

That's just what I was thinking.
 You know, that's exactly what I think.
 That's a good point.

DISAGREEMENT

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

English is a difficult language to learn.

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

Or

- TRUE, but the grammar is quite easy.

Or

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

Or

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

More formal ways of Disagreement

University education does divide families in a way – I cannot go along with that.

There would be less guilt which characterized societies of earlier generations. – well I think I would take issue with that

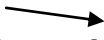
Notes:

The Sound of it: Understanding Intonation in Tag Questions

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

Examples:

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

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

Common Expressions in Conversation

<u>Introducing Someone</u>	<u>Responses</u>
- 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	
Thanks. Thank you very much (so much) That was very kind of you, How thoughtful! I appreciate it. I'm very grateful.	Responses You're welcome. Don't mention it.
Giving an Apology	
I'm very sorry. Excuse me. Forgive me. It was my fault	Responses No problem., That's ok. That's all right. Don't worry about it. a

The sound of it: Understanding Reductions

In a normal or fast speech, you will hear "reductions" of some words. For instance, **want** to may sound like **wanna**. *Learning to understand reductions will help you become a better listener.*

Listen to the following examples of reductions form 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

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.



Gerunds as Objects



A gerund can be the object of certain verbs.



suggest verb object
 I suggest **improving** our schools.

enjoy verb object
 I enjoy **working** for the people.



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).

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

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

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

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

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

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



CD 1, TR 17-18

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?



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. | _____ | _____ | |
| 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? | _____ | _____ | |

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?

LANGUAGE YOU CAN USE: GIVING ADVICE

Here are some phrases you can use when giving advice:

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

**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.

Exercise : Start Short Conversation With Strangers.

at the bus stop?

- At the post office
- At a wedding
- In a supermarket
- On a bus
- Anywhere
- In a museum

It's hot today, isn't it?

- This line is really slow, isn't it?
- It's nice to have a chance to celebrate, isn't it?
- These tomatoes look terrible, don't they?
- What country are you from?
- Can you lend me some money?
- This is a wonderful painting, isn't it?

Say the Following Correctly.

Unsure of the Answer (Real Questions)

4. The food is awful, isn't it?
5. You don't see any fresh fruit, do you?
6. There isn't any yogurt, is there?

Sure of the Answer (small talk)

4. The food is awful, isn't it?
5. You don't see any fresh fruit, do you?
6. There isn't any yogurt, is there?

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?

What are modals?

- Auxiliary verbs
 - Can
 - Could
 - Had better
 - a
 - Might
 - Must
 - Ought to
 - Shall
 - Should
 - Will
 - Would



How could I
teach modals?

Should I teach
them?

Showing strong necessity:

Must.....I **must** go to sleep!

Have to.....I **have** to go to sleep!

Have got to...I **have** got to go to sleep!

Had better...for a warning!

Use "**had better**" to give a warning that something bad will happen if the advise is not followed.

You **had better** study tonight or you might fail the test.

He **had better** go home now or he will be in trouble!

Use Should to offer advise

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

- You **should** eat something you are hungry.
 - You **should** read a book and turn off the television.
 - They **should** stop being so loud.
- We **should** have a party at the beach

Could or might are more gentle than should....

- You **could** read a book.
 - They **might** like the movie.
 - We **could** buy some candy.
 - I **might** play basketball.
- He **could** win your blue marble

Showing strong necessity:

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Have to.....I **have** to go to sleep!

Have got to...I **have** got to go to sleep!

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- They **might** like the movie.
- We **could** buy some candy.
- I **might** play basketball.
- He **could** win your blue marble.

The Sound of It: Understanding Reductions

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

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.

What are participles?

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



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.

Getting Meaning from Context

Definition

A definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The writer will use key words, or signal words to identify a definition so you need to look for them. See examples of key words below.

Key words	is/are	means/mean
	is/are called	what this means is
	is/are known as	consist of
	is/are defined as	refer to
	is/are described as	may be seen as

e.g.

Someone who explores and studies caves is known as a spelunker.

an unfamiliar word = *spelunker*

signal words = *is known as*

definition = *someone who explores and studies caves*

2. Restatement

The writer may use other words, phrases, or sentences to provide the meaning of difficult words. We call this restatement; the writer describes it again or in a different way. Signal words for restatement are in the "Key words box" below.

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

e.g.

- The surface of Africa consists mainly of plateaus, or large flat areas, although these occur at different levels.
- an unfamiliar word = *plateaus*
- signal word = *or*
- meaning = *large flat areas*

3. Punctuation marks

Punctuation is used to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases, or sentences to explain the meaning of the new words. Such punctuation is in the "Key words box" below.

e.g. Full-color pictures are printed using only black and three colors: yellow, cyan (a light blue) and magenta (a light purple).

an unfamiliar word = *cyan and magenta*

signal punctuation = ()

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

meaning : cyan = *a light blue* and magenta = *a light purple*

The use of computers to handle text, or word processing, was foreseen in the 1950s.

an unfamiliar word = *handle text*

signal punctuation = , ,

meaning : handle text = *word processing*

4. Examples

help us to understand the meaning of new words. See key words or signal words used for showing examples in the "Key words box".

e.g. Use navigation buttons, such as, the "Next" button, the "Previous" button, the "Menu" button, and the "Exit" button, to go back and forth or jump to other topics while you are

using your English software.

unfamiliar words = *navigation buttons*

such as
like
for example, ...
for instance
is / are

signal word = *such as*

meaning = *buttons on computer program that are used for turn on pages*

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?

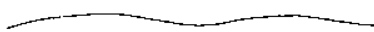
Pay attention to people's intonation, not just their words. In English, people show emotion with intonation. When they are enthusiastic (excited) or very happy, their voices go up on stressed words. There are more “mountains” and “valleys” in their speech:

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)

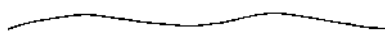
When a person likes another person and wants to be friendly, the voice usually goes up:

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) . . . 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?

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).

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.

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 Frequent Prefixes and Suffixes

- Word Beginnings and Endings
- You Can Really Use

B. Now decide for each word that has a suffix what part of speech the word is (eg. noun (n), verb (v) , adverb (adv), adjective (adj)). Insert the correct form - n, v, adv or adj into the spaces.

programmer	(for) performing	a computer			
analyst	organizational	action			
maximize	efficiency	printer	preferable	printing	(device)
quiteness	microcomputer	compiler	programmable	greatly	
shipment	computerize	division	independence	(a way of...)	storing
Spooling	turning	(...your office...)	(big...)	savings	developer (...are)
producing	increasingly	sophisticated	application		
a growing	global	...(market)			

Summary comparison

	comparative	superlative
long	longer	longest
funny	funnier	funniest
modern	more modern	most modern
good	better	best

Expressing Agreement or Disagreement for Constructive Dialogue

Participating constructively in controversial discussions is not easy.

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

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

Level 3 (Dialogue)

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

Level 2 (Discussion)

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

Level 1 (Debate)

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

والصلاة والسلام على نبينا محمد وعلى آله وصحبه أجمعين

انتهت المادة ، لا تسوني من دعائكم فدعوة الأخ لأخيه المسلم في ظهر الغيب مجابه

دعواتي وبنياتي لكم بأعلى الدرجات في الدارين

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“Arts of Speech” is the third and last speaking course in the program. It focuses on advanced speaking skills. It covers high level rhetorical communication skills by giving oral presentation, and contributing to classroom oral activities based on various types of prompts (visual, audio and video materials). The course also covers oral argumentation, and coherent organization of spoken discourse, and “standard” English speech.

