



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

lecture 5

chapter 3

Businss and money

موقع الكتاب الي فيه مقاطع الصوت

<http://cutt.us/jxyA>

First of all

We have prelistening questions (page53)



1 Prelistening Questions Discuss these questions in small groups.

1. Look at the photos. Jeff is asking his father for money. Do you think his father will give it to him? Why or why not?
2. In your community, who usually pays for a person's education after high school?
3. Is it easy or difficult for you to manage your money?
4. What do you do when you need more money?
5. Do you know anyone who works and goes to school at the same time?

Then

We have previewing vocabulary (page 53)



2 Previewing Vocabulary Listen to the underlined words and phrases in the conversation. Then use the context to match them with their definitions.

Sentences

- _____ 1. It's hard to live alone in the United States because everything costs an arm and a leg.
- _____ 2. Serena can't make ends meet because she doesn't earn enough money.
- _____ 3. We didn't go away on vacation last summer because we were broke.
- _____ 4. I can't buy everything I want, because I am living on a budget.
- _____ 5. With his two jobs, Tom has an income of \$3,200 a month.
- _____ 6. You don't earn much money as a server at a fast-food restaurant.

Definitions

- a. a lot of money
- b. a plan for how to spend one's money each month
- c. without any money
- d. to pay all one's bills
- e. to receive money for work
- f. all the money you receive for work or any other reason

The answers :

1/ **A**

2/ **D**

3/ **C**

4/ **B**

5/ **F**

6/ **E**

After that

We have comprehension questions (page 53)



comprehension Q page 53.mp3

Listen



3 Comprehension Questions Listen to the conversation. You don't need to understand all the words. Just listen for the answers to these questions. After you listen, discuss your answers with a partner.

1. What is Jeff's problem?
2. What solutions does his father suggest?
3. Why can't Jeff work more hours?
4. How does Jeff feel at the end of the conversation?

After that

We have listening for stressed (page 54 – 55)



stressed page 54.mp3

Stress



4 Listening for Stressed Words Listen to the conversation again. Some of the stressed words are missing. During each pause, repeat the phrase or sentence. Then fill in the missing stressed words.

Dad: Hello?

Jeff: Hi, Dad.

Dad: Jeff! How _____ you?

Jeff: I'm fine Dad. How's Mom? Did she get over her _____?

Dad: Yes, she's _____ now. She went back to _____ yesterday.

Jeff: That's good. Um, Dad, I need to _____ you something.

Dad: Sure, son, what _____ it?

Jeff: Well, uh, the truth is, I'm _____ again. Could you _____ me \$200 just till the end of the month?

Dad: Broke again? Jeff, when you moved _____ with Andrew, you said you could _____ ends _____. But this is the _____ time you've asked me for help!

Jeff: OK, OK, you're right. But what do you think I ought to _____? Everything costs an _____ and a _____ around here.

Dad: Well, first of all, I think you'd better go on a _____. Make a list of all your _____ and all your expenses. And then it's simple. Don't _____ more than you _____.

Jeff: But that's _____ the problem! My expenses are _____ larger than my income. That's why I need to borrow money from _____.

Dad: Then maybe you should work more hours at the _____ store.

Jeff: Dad! I _____ work 15 hours a week!

Dad: Come _____, Jeff, when _____ was your age _____.

Jeff: I know, I know. When _____ were my age you were already _____ and working and going to school.

Dad: That's right. And if I could do it, why can't _____?


Jeff: Because _____ not _____, Dad, _____ why?

Then

We have listening for reductions (page 56)



reductions page 56.mp3

 **6 Listening for Reductions** Listen to the following conversation between a bank teller and a customer. You'll hear reduced forms from Chapters 1, 2, and 3. Write the unreduced forms of the missing words in the blanks.

Customer: Hi, my name is Chang Lee.

Teller: How _____ I help you?

Customer: I _____ check my balance.

Teller: OK. _____ I have your account number, please?

Customer: 381335.

Teller: Your balance is \$201.

Customer: OK. _____ I _____ my father _____
some money. I'd like _____ know if it's arrived.

Teller: I'm sorry. Your account doesn't show any deposits.

Customer: Oh, no. I need _____ pay my rent tomorrow. _____
_____ think I _____

Teller: Well, we're having some computer problems today. So, why
_____ call us later to check again? Or
_____ come back. We're open till 5:00.

Customer: OK, thanks.

Teller: You're welcome.


Check your answers in the listening script on page 271. Then read the conversation with a partner. Try to use reduced forms.

Finally


We have Distinguishing between can and can't (page 58)



Distinguishing between can and can't page 58.mp3


 **9 Distinguishing Between Can and Can't** Listen to the sentences. Decide if they are affirmative or negative. Circle can or can't.

1. can	can't	6. can	can't
2. can	can't	7. can	can't
3. can	can't	8. can	can't
4. can	can't	9. can	can't
5. can	can't		

 **10 Talking About Abilities** Look at the following list of activities. Which ones can you do? With a partner, take turns making true sentences with can and can't. As you listen to your partner, put a check in the Can or Can't column.

Example
Student A says, "I can sew a button on a shirt."

My Partner Can ...	My Partner Can't ...	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. sew a button on a shirt
<input type="checkbox"/>	<input type="checkbox"/>	b. bake a cake
<input type="checkbox"/>	<input type="checkbox"/>	c. stand on his or her head
<input type="checkbox"/>	<input type="checkbox"/>	d. do a handstand
<input type="checkbox"/>	<input type="checkbox"/>	e. water-ski
<input type="checkbox"/>	<input type="checkbox"/>	f. snowboard
<input type="checkbox"/>	<input type="checkbox"/>	g. sing
<input type="checkbox"/>	<input type="checkbox"/>	h. ice-skate
<input type="checkbox"/>	<input type="checkbox"/>	i. drive a manual shift car
<input type="checkbox"/>	<input type="checkbox"/>	j. pilot a plane
<input type="checkbox"/>	<input type="checkbox"/>	k. understand our teacher
<input type="checkbox"/>	<input type="checkbox"/>	l. understand TV news in English
<input type="checkbox"/>	<input type="checkbox"/>	m. run a mile (1.6 kilometers)
<input type="checkbox"/>	<input type="checkbox"/>	n. run a marathon
<input type="checkbox"/>	<input type="checkbox"/>	o. speak Latin


He can do a handstand.

Check with your partner to make sure you understood his or her sentences correctly. Ask your partner about additional skills or abilities that are not on the list. Tell the class three things your partner can and can't do.

58 Chapter 3

بنفس الصفحة في تمرين عن الـ ability
هالتمرين المفروض يكون مع زميل بس حلوه لحالكم
الي عليكم تشوفون الجمل الي موجوده يعني مثلا ثاني جملة خبز الكيك تقدر / ين او
لا

تحت علامه صح عند can or can't

وبكذا خالصنا المحاضرة الخامسة الحمد لله
بالتوفيق للجميع
ENGLISH STUDENT