

- 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.

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

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.

_____ bus stop _____ supermarket
_____ library _____ movie theater
_____ school _____ hospital

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

كيفية ممارسة اللغة الإنجليزية مع الناطقين بها
كيفية بدء محادثة
كيفية جعل الحديث الصغيرة
كيفية فهم ترتيل في مسألة العلامة
إيلاء الاهتمام لكيفية ترتيل والمتحدث
كيفية إدخال شخص ما.
كيفية الاعتذار.
كيفية التعبير عن الشكر.
كيفية إنهاء المحادثة.

كيفية الممارسة مع أصحاب اللغة الأصليين

عندما كنت استمع الى محاضرة للمعلم، إيلاء اهتمام خاص كلما المعلم يؤكد أو يكرر نقطة. ربما يكون هناك الأفكار الرئيسية أو التفاصيل المهمة.

في محاضرة التالية، سوف تسمع كلام المعلم حول كيفية تعلم اللغة الإنجليزية بسرعة أكبر. الاستماع واحد إلى كل قسم. إيلاء اهتمام خاص إذا كان المعلم يؤكد أو يكرر نقطة. بعد الاستماع إلى المقطع، والتوقف عن الإجابة على السؤال حول هذا الموضوع. ثم الاستماع إلى المقطع التالي.

من هو أفضل معلم، وفقا للمتحدث؟

☒ 1. المعلم الصارم الذي يعطي الكثير من الواجبات المنزلية ويفعل كل الكلام.

☒ 2. المعلم الذي يتيح للعائلات الطلاب التحدث كثيرا.
☒ 3. لك، المتعلم

المعلم يعطي الكثير من الأمثلة عن مكان لممارسة اللغة الإنجليزية خارج الصف. ما هي الأمثلة لا تعطي هذه هي؟ الاستماع مرة واحدة وتحقق من الإجابات. **يحدد الاجابات بالاحمر**

_____ حافلة _____ سوبر ماركت
_____ السينما _____ مكتبة
_____ المستشفى _____ المدرسة

المحادثات المعلم عن صديقتها سارة. ما لم أربعة أشياء سارة القيام به لتعلم اللغة الإنجليزية؟ الاستماع مرة واحدة وتحقق من الجواب.

يحدد الاجابات بالاحمر

_____ تحدث مع الناس في كل مكان
_____ استغرق _____ فئة في اللغة الإنجليزية كلغة ثانية.
_____ طلب للحصول على مساعدة الأصدقاء
_____ الاستماع بعناية
_____ كتب _____ التعبيرات في جهاز كمبيوتر محمول

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**

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?	Y
At the post office	This line is really slow, isn't it?	Y
At a wedding	It's nice to have a chance to celebrate, isn't it?	Y
In a supermarket	These tomatoes look terrible, don't they?	Y
On a bus	What country are you from?	Y
Anywhere	Can you lend me some money?	Y
In a museum	This is a wonderful painting, isn't it?	Y

المعلم المحادثات عن تجربتها الخاصة. مع من انها لم تمارس الكثير من اليونانية. الاستماع مرة واحدة وتحقق أفضل إجابة.

- _____ لها المعلم اليوناني
- _____ سائقي سيارات الأجرة
- _____ الأصدقاء
- _____ الجيران

تبدأ محادثة وجعل الحديث الصغيرة

البحث عن الناطقين كشركاء المحادثات وجعل الحديث الصغيرة معها. هذا هو واحد طريقة جيدة لممارسة اللغة الإنجليزية. في كثير من البلدان، وهناك حالة معينة التي من الممكن إجراء محادثة مع شخص **غريب** جدا - وبعبارة أخرى، لجعل الحديث الصغيرة. هذا هو عادة قصيرة قدر سنتين أو ثلاث جمل وعادة ما يكون عن شيء غير مهم، مثل الطقس

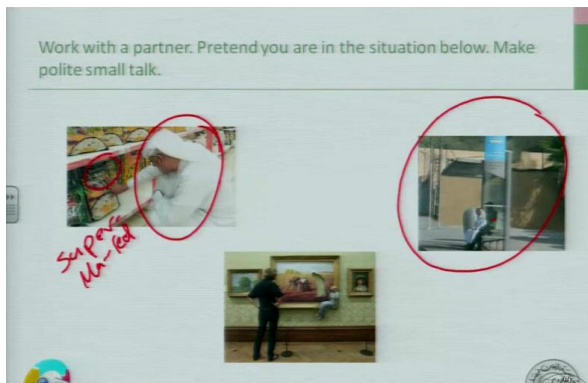
كيفية بدء محادثة؟

كيف يبدأ الناس بأدب محادثة مع شخص غريب؟ أنها لا تعتمد على ثقافتهم؟ كيف هو مقبول في بلد لك لبدء المحادثات مع الجمل في الرسم البياني على الشريحة التالية؟

وضع (Y) لالجملة التي يقول الناس مهذبون. وضع (X) للجمل التي هي غير مهذب

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
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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 go up on the tag if we aren't sure about the answers; it becomes a real question. Our voices go down on the tag if we already know the answer and are making small talk.**

Examples:

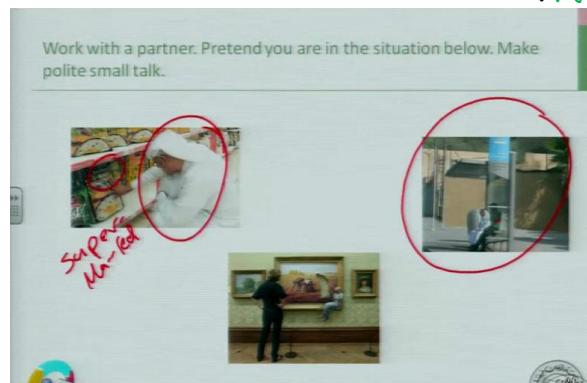
You will do it quickly, **won't** you?

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

Listen and Repeat CD 1 TR 6

Listen and Repeat CD 1 TR 6	
Unsure of the Answer (Real Questions)	Sure of the Answer (small talk)
1. The food is awful, isn't it?	1. The food is awful, isn't it?
2. You don't see any fresh fruit, do you?	2. You don't see any fresh fruit, do you?
3. There isn't any yogurt, is there?	3. There isn't any yogurt, is there?
4. There's lots of sugar, isn't there?	4. There's lots of sugar, isn't there?
5. You haven't seen a good health food place, have you?	5. You haven't seen a good health food place, have you?

العمل مع شريك. **التظاهر** كنت في حالة أدناه. جعل الحديث الصغيرة مهذبا.



الصوت منه: التجويد تفاهم في شؤون الدلالية

ونحن في كثير من الأحيان محادثة مع الجملة التي تتضمن علامة سؤال. نقوم بإضافة "سمة" إلى حكم قضائي، **ويصبح السؤال. أصواتنا ترتفع على البطاقة إذا لم نكن متأكدة من الإجابات، بل يصبح السؤال الحقيقي. أصواتنا وتنخفض على العلامة إذا كنا نعرف مسبقا الجواب وجعل الحديث الصغيرة.**

سوف سوف نفعل ذلك بسرعة، وليس لك جون ومارك ليست الإنجليزية، هم؟

وكرر الاستماع CD 1 TR 6

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5. You haven't seen a good health food place, have you?	5. You haven't seen a good health food place, have you?

يجب استماع السيد من أجل توضيح لكم أكثر في الفهم

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.

إيلاء الاهتمام للتجويد والمتحدث

كما كنت قد رأيت، التجويد في سؤال يحمل علامة معنى. إذا كان الصوت يرتفع، والشخص غير متأكد من الإجابة، وطرح السؤال الحقيقي. إذا كان الصوت وتنخفض، والشخص يعرف مسبقا الإجابة ومجرد جعل الحديث الصغيرة.

والاهتمام التجويد تساعدك على فهم أفضل لمعنى المتكلم

طرح الأسئلة الدلالية

لاحظ العلامة النحوي في المسائل: إذا كان الفعل في جملة الرئيسي هو الإيجابي، والفعل في "سمة" (الكلمات الأخيرتان) هو سلبي. على سبيل المثال:

إنها دافئة اليوم، أليس كذلك؟

إذا كان الفعل في جملة الرئيسي هو سلبي، والفعل في "سمة" (الكلمات الأخيرتان) هو بالإيجاب. على سبيل المثال:

أنها ليست عاصف جدا اليوم، أليس كذلك؟

العمل مع شريك. إجراء محادثة قصيرة جدا لكل حالة. شخص واحد يبدأ مع سؤال العلامة (مع صوت نزول في النهاية). الإجابات شخص آخر. استخدام الكلمات جديدة.

على سبيل المثال:

الحالة: شخصان في محطة للحافلات. كلمات جديدة: A: الأعمال / مرة أخرى في وقت متأخر، B: نعم

طالب A: الحافلة مرة أخرى في وقت متأخر، أليس كذلك؟
طالب B: نعم، هو عليه.

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

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Making prediction

Situations

What you can say?

_____ by mistake, you just stepped on someone's foot.

_____ you are introducing a friend to your parents.

_____ you're talking with a friend at school, but you need to leave because you have a class.

- I am sorry
- Have you met my friend?
- _____

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السلام عليكم ورحمة الله وبركاته
 هذه الترجمة للمحاضرة الاولى وانا ترجمتها من المحتوى اللي
 موجود يارب الكل يستفيد منها ما كتبت اذا اصبت فهو من الله
 وحده واذا اخطائة فهو مني ومن الشيطان
 وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم اخوكم
 ابو عبدالعزيز (رفيق الصمت)

المحاضرة الثانية

- 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 launderomat 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.
- 7.



- لطلب، وفهم، وإعطاء توجيهات
- ليكون على بينة من نبرة الصوت
- للاتصال عند استخدام وسائل النقل العام
- التحدث إلى أصحاب العقارات عن مشكلة
- لفهم الكلام الحد
- لبناء المفردات الخاصة بك
- الواجب المنزلي

الجزء ١: المطلوب لو التفاهم وإعطاء التوجيهات

- مكتب البريد عبر الشارع من البنك.
- المخبز هو أسفل الشارع من مكتب البريد.
- وlaundromat بجانب (بجانب) محل بقالة
- صيدلية هو قاب قوسين أو أدنى من الغسيل.
- هناك موقف للحافلات أمام المكتبة.
- هناك موقف للسيارات وراء (في مؤخرة) في متجر.



Language You Can Use: Giving Directions

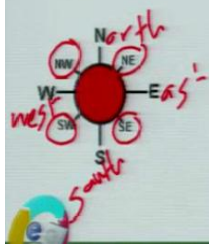
Go Straight



Turn Right



Turn Left



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

Language You Can Use: Giving Directions

Go Straight



Turn Right



Turn Left



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

Language You Can Use: Asking For Directions

- How do you get to **bank**... ? -
- Could you tell me where **bank** Is? -
- Is far from here? -
- I'm looking for bank bank ... -
- I'm trying to find bank ... -
- In what direction is bank ...? -

اللغة التي يمكن استخدامها: المطلوب للحصول على الاتجاهات

- كيف تحصل على .. البنك؟
- هل لك أن تقول لي أين هو؟
- هو بعيد من هنا ... البنك؟
- أبحث عن .. البنك.
- أنا أحاول أن تجد .. البنك.
- في أي اتجاه هو .. البنك؟

كل هذي الاسئلة اللي في الاعلى هي لمعرفة الاتجاهات والمحادثات

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.

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

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الاستماع ٢: لهجة فهم صوت (CD 1، TR 10)

يكون على بينة من نبرة الصوت. نبرة الصوت يشير إلى كيف يمكن لصوت يبدو، وليس فقط كلمات شخص يستخدم. يمكن فهم لهجة الصوت تساعدك على فهم أفضل لما يعنيه الناس. على سبيل المثال، قد لهجة رسالة تكون ودية حتى لو كانت الكلمات ليست ودية. انها مفيدة للاستماع إلى النغمة الصوتية الشعبية لأن في بعض الأحيان أصواتهم أقول أكثر من أقوالهم

المحادثة ١

١. سائق صديقة؟

سائق غير ودية؟

٢. ماذا تحتاج إلى أن تأخذ وليام في شوارع السابع وبحيرة؟

أ. ١٣ و ٣٠ في

ب. ٣٠ و ٣٨ في

٣. حيث انه لا نقل؟

أ. في شارع Greary

ب. في بحيرة الشارع

الآن الاستماع إلى محادثة ٢

المحادثة ٢، CD 1، TR 10

السائق هو

دية

غير ودي

كم يكلف اتخاذ الحافلة؟

أ. ٨٥ سنتا

ب. دولار واحد و ٨٥ سنتا

٣. ماذا تحتاج وليام؟

أ. بالضبط التغيير

ب. مشروع قانون الدولار

الافضل الرجوع اللي المحاضره واستماعها من الدكتور من اجل
توضح لك لماذا الاختيارات التي اخترناها

Listening 2: Understanding Tone of Voice (CD 1, TR 10)

Be aware of tone of voice. Tone of voice refers to how a voice sounds, not just the words a person uses. Understanding tone of voice can help you better understand what people mean. For instance, the tone of a message may be friendly even if the words are not friendly. It's helpful to listen to people's tone of voice because sometimes their voices tell more than their words

Conversation 1

1. friendly driver?

unfriendly driver?

2. what does William need to take to Seventh and Lake Streets?

a. the 13 and the 30

b. the 30 and the 38

3. where does he transfer?

a. at Greary Street

b. at Lake Street

Now listen to conversation 2 →

Conversation 2, CD 1, TR 10

The driver is

friendly

unfriendly

٢. 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 bank...?

B: No, ... you need bus number 10.....

A: where do I get back....?

B:.....

A: How much cost.....?

B:18 dolalr.....

A: Thanks.

B:have good day.....

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

خلق المحادثة

العمل مع شريك. طالب يريد أن يأخذ الحافلة. طالب B هو سائق الحافلة. إجراء محادثة. اتبع هذا النموذج.

A: معذرة. لا تذهب إلى هذا الباص. الي البنك..؟

B: لا، ... تحتاج الحافلة رقم ... ١٠ ..

A: من أين يمكنني الحصول على .. الرجوع..؟

B:

A: كم ..كلف...؟

B: ١٨ .. دولار...

A: شكرا.

B: لديك يوم جيد..

التحدث مع المالك أو المديرين شقة؛ تقديم الشكاوى

سوزان: أوه، يا له من الشقة (كبيرة، مشمس، جميل)! السيدة الغربية: نعم. فإنه (هو جميل، كبيرة، ويحصل الكثير من الضوء).

سوزان: ما لطيفة ومطبخ نظيفة! ويبدو (الفرن، موقد، ثلاجة) جديدة. السيدة الغربية: حق! وهناك أيضا (الكثير من مساحة التخزين، والتخلص من القمامة، غسالة الصحون).

سوزان: هل هناك مرآب لتصليح السيارات (، وحمام سباحة، حارس أمن؟

السيدة الغربية: نعم، هناك (ملعب تنس، ومنطقة ترفيهية، تلفزيون كابل) أيضا.

سوزان: هل هناك قريب من الفندق (مدرسة ومكتبة وحديقة)؟ السيدة الغربية: بالطبع، وهناك (موقف للحافلات متجر بقالة، مستشفى). الحق في أسفل الشارع.

سوزان: وأمل هناك (مدفأة، مكيف الهواء، وجهة نظر جيدة)، السيدة الغربية: هناك!

سوزان: هذا هو (، رائع عظيم، رائع) شقة.

الاستماع ٣: الإبلاغ مشاكل CD 1، TR 11

تحديد المشاكل

الحالة: بعد بضعة أشهر، سوزان لديها بعض المشاكل مع شقتها الجديدة. وصفته السيدة الغربية للشكاوى. الاستماع إلى المحادثة والتحقق من أنها مشاكل تقارير.

_____ ١. يتم تقسيم التخلص من القمامة.

_____ ٢. سقف تتسرب.

_____ ٣. الجيران صاخبة جدا.

_____ ٤. لا يوجد ماء ساخن.

_____ ٥. الطعام في الثلاجة يذوب.

_____ ٦. يكون الجو حارا جدا، وتكييف الهواء لا يبدو للعمل

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
<u>Do you have any pets?</u>	You → ya	<u>Do ya have any pets?</u>
<u>What's your name?</u>	What's you → watcher	<u>Watcher name?</u>
Does this bus <u>go to</u> Geary Street?	Go to → goda	Does this bus goda Geary Street?
Do you <u>want to</u> 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

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

صوت له: تخفيضات تفاهم

في كلمة عادية أو سريعة، سوف تسمع "تخفيضات" من بعض الكلمات. على سبيل المثال، **تريد** قد يبدو **أريد** أن. وسوف تعلم لفهم تخفيضات تساعدك على أن تصبح أفضل مستمع.

الاستماع إلى الأمثلة التالية من تخفيضات تشكل المحادثات في هذا الفصل. □

CD 1، TR 12، حتي ١٣ (A)

يمكنك سماع الفرق بين أشكال طويلة وقصيرة الأشكال؟ ملاحظة: إن أشكال قصيرة غير صحيحة في كتابة

مهم نعرف الاختصارات ودرسناها في المستوى الرابع

LONG FORM	REDUCTION	SHORT FORM
<u>Do you have any pets?</u>	You → ya	<u>Do ya have any pets?</u>
<u>What's your name?</u>	What's you → watcher	<u>Watcher name?</u>
Does this bus <u>go to</u> Geary Street?	Go to → goda	Does this bus goda Geary Street?
Do you <u>want to</u> 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

هذا واجب نحله نحن

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

<u>h</u> 1. opportunities	a. admired
<u>c</u> 2. to look down on someone	b. possibilities, chances, to do something
<u>a</u> 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:

false 1. Pilar worries because her mother is alone and lonely.

_____ 2. Pilar is not planning to go back to her country.

true 3. In Pilar's country, it is easy for an average person to become rich and successful

Listen & Practice

CD 1, TR 9 page 25, ١.

CD 1, TR 10, Page 31 + 32 ٢.

CD1, TR 11, page 34 ٣.

CD1, TR 12-13 page 34 ٤.

Directions page pages ; 24 + 28 + 29 ٥.

Vocabulary Match pages: 31 + 35 ٦.

المفردات تطابق

<u>h</u> 1. opportunities	a. admired
<u>c</u> 2. to look down on someone	b. possibilities, chances, to do something
<u>a</u> 3. respected	c. to think badly of someone

الاستماع ٤: الحصول على فكرة رئيسية CD 1 TR 14

أنت ذاهب لسماع رأي حول نمط الحياة الأمريكية والتنقل من الأميركيين. بيلار هيرنانديز، وهو مهاجر إلى كاليفورنيا ومدرس سابق لمدرسة أمريكية في بلدها.

الاستماع ومن ثم معرفة ما إذا كان هذه الجمل صحيحة أو خاطئة: **خطأ ١**. بيلار يقلق لأن والدتها هي وحدها وحيدا.

٢. بيلار لا تخطط للعودة إلى بلدها.

صح ٣. في بلد بيلار، فإنه من السهل على الشخص العادي أن تصبح غنية وناجحة

نحتاج الي الكتاب مهم لآبد الكل يشتريه لانه الدكتور كل شرحة من الكتاب والاستماع للقطع

السلام عليكم ورحمة الله وبركاته
هذه الترجمة للمحاضرة الثانية وانا ترجمتها من المحتوى اللي موجود
يارب الكل يستفيد منها ما كتبت **إذا اصبت فهو من الله**
وحدة وإذا اخطئة فهو مني ومن الشيطان

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم اخوكم
ابو عبدالعزيز (رفيق الصمت)

المحاضرة الثالثة

المحاضرة الثالثة أغلبها صور .. واحاول ان اضع لكم الصور محلولة ولكن لابد ان تشاهد المحاضرة مع الدكتور

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.

Listening 1: Interests and Hobbies

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

Person 1: shopping

Person 2: working

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

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

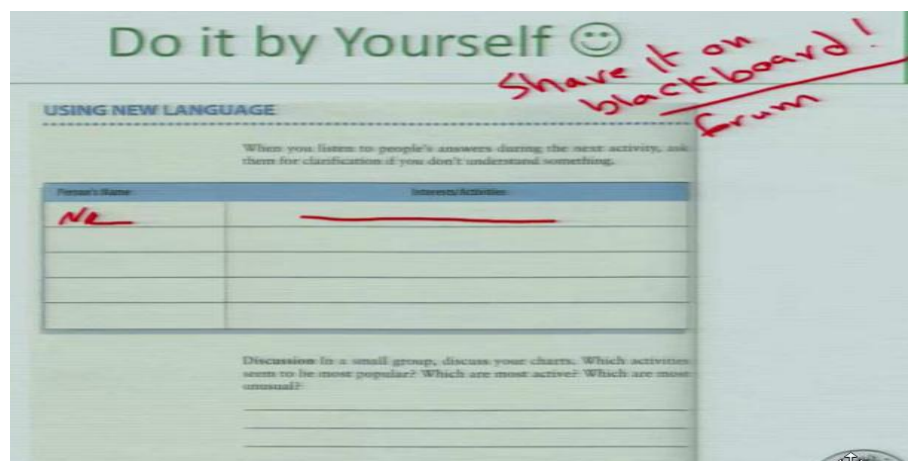
Person 5: a. theater b. _____
c. movies d. _____
e. _____

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

Gash
oh my God
God

لابد نستمع للسيد والسؤال ماذا تعمل في وقت الفراغ ومن خلالها تم وضع الاجابات

وكلمة Gash = God واضح لكم المعنى للكلمة



المشاركة في البلاك بورد في المنتدى

Gerund Form

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

verb	+	-ing	=	noun
work	+	-ing	=	working ✓
pay	+	-ing	=	paying
improve	+	-ing	=	improving

صيغة الفعل نموذج

A صيغة الفعل هو الشكل الأساسي للفعل + -ING.

ويمكن استخدام اسم الفعل والأسماء


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~~ **Voting** is an important responsibility.

Choosing a candidate **takes** time.



اسم الفعل كمواضيع

ويمكن لصيغة الفعل يكون موضوع الجملة. **هو دائما بصيغة المفرد**. استخدام الفعل الشخص الثالث للمفرد بعد صيغة الفعل

Be Careful!

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

present progressive

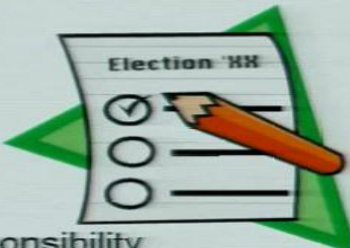
I **am voting** today.

(be) verb

gerund

subject

Voting is an important responsibility.



كن حذرا!

لا تخط بين اسم الفعل مع **الحاضر التقدميه** الفعل.

كيف نفرق بين **present progressive** و **gerunds**

Gerunds يكون معه **present progressive** اما **he ,is ,you ,,are ,was, were** يكون مسبوق **be**

Gerunds as Objects

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

The weather ~~is~~ hot. (Incorrect)

verb **object**

suggest I suggest improving our schools.

verb **object**

enjoy I enjoy working for the people.

اسم الفعل والمفعول

ويمكن لصيغة الفعل يكون موضوع الأفعال معينة

Gerunds with Go

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

✓ Our family goes bowling every Saturday.

✓ John went jogging with his dog.

gerund
object

اسم الفعل مع الذهاب مع كلمة **Go**

نحن غالبا ما تستخدم صيغة الفعل + تذهب لوصف الأنشطة


كما واضح goes و went هي الفعل و bowling و joggin اسم الفعل والمفعول


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. 

نسال شريكا عدد المرات هو أو هي لا هذه الأنشطة

ونلاحظ اخر تدريب اخذناه وهو اسم الفعل مع Go

I go dancing every night go dancing?

Practice 2

Complete the sentences with gerunds.

Example: a Windsurfing is very exciting.

1. Joking makes me laugh.


2. Listening to jazz gives me a headache.

3. Laughing loudly isn't polite.

4. playing football is popular in my country.

5. Polluting/smoking destroys the environment.

6. Not _____ can be dangerous.



أكمل الجمل مع اسم الفعل.

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?

من طريقة الاسئلة الموجوده اثناء السؤال لابد يكون في النهايه رفع للصوت من اجل التوضيح

The Sound of It: Understanding Intonation in Questions with Or



CD 1, TR 17-18

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

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

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

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

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

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

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

الدكتور يقول مهم مهم هذا الدرس

وهو يتكلم عن الصوت في طريقة طرح السؤال هل هو يكون عادي او يكون من خلاله الاختيار بين الشينين

اتمنى الاستماع الي المحاضره من اجل توضيح لك اكثر

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.

Vocabulary Building

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معاني الكلمات من سياق الجملة كما واضح لكم

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 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?	

التعابير عند الاندهاش نقول مثل هذي الكلمات



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?

هذا مهم من اجل معرفة الاسئلة الغير مهذبه ولا نسئل احد فيها خصوصاً في امريكا

والجهة الثانيه الاسئلة الشائعه بينهم والعاديه

LANGUAGE LEARNING STRATEGY



Listen especially for stressed words when people speak. In English, people stress (emphasize) the important words in a sentence. If you understand the stressed words, you can usually understand the important information.

How do you know which words are stressed? They are *higher* (the voice goes up), *louder*, and *clearer* than the other words. Listen for the "mountains" in speech—not the "valleys." The meaning of a sentence can change if the stress changes.

Examples: I *LIKED* Anna (but I don't like her now).

I liked *ANNA* (but I didn't like her brother).

I liked Anna (but other people didn't).

egy



CD 1, TR 20-23

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

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

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

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

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.

السلام عليكم ورحمة الله وبركاته

هذه الترجمة للمحاضرة الثالثة وانا ترجمتها من المحتوى اللي موجود يارب الكل يستفيد منها ما

كتبت إذا أصبت فهو من الله وحدة وإذا أخطأ فهو مني ومن الشيطان

وادعو الله ان يوفق الجميع وارجو لا تحرموني من دعائكم في ظهر الغيب اخوكم

ابوعبدالعزيز (رفيق الصمت)