

English Language Speaking Skills

First Class

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.

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

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 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 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.

Common Expressions in Conversation

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

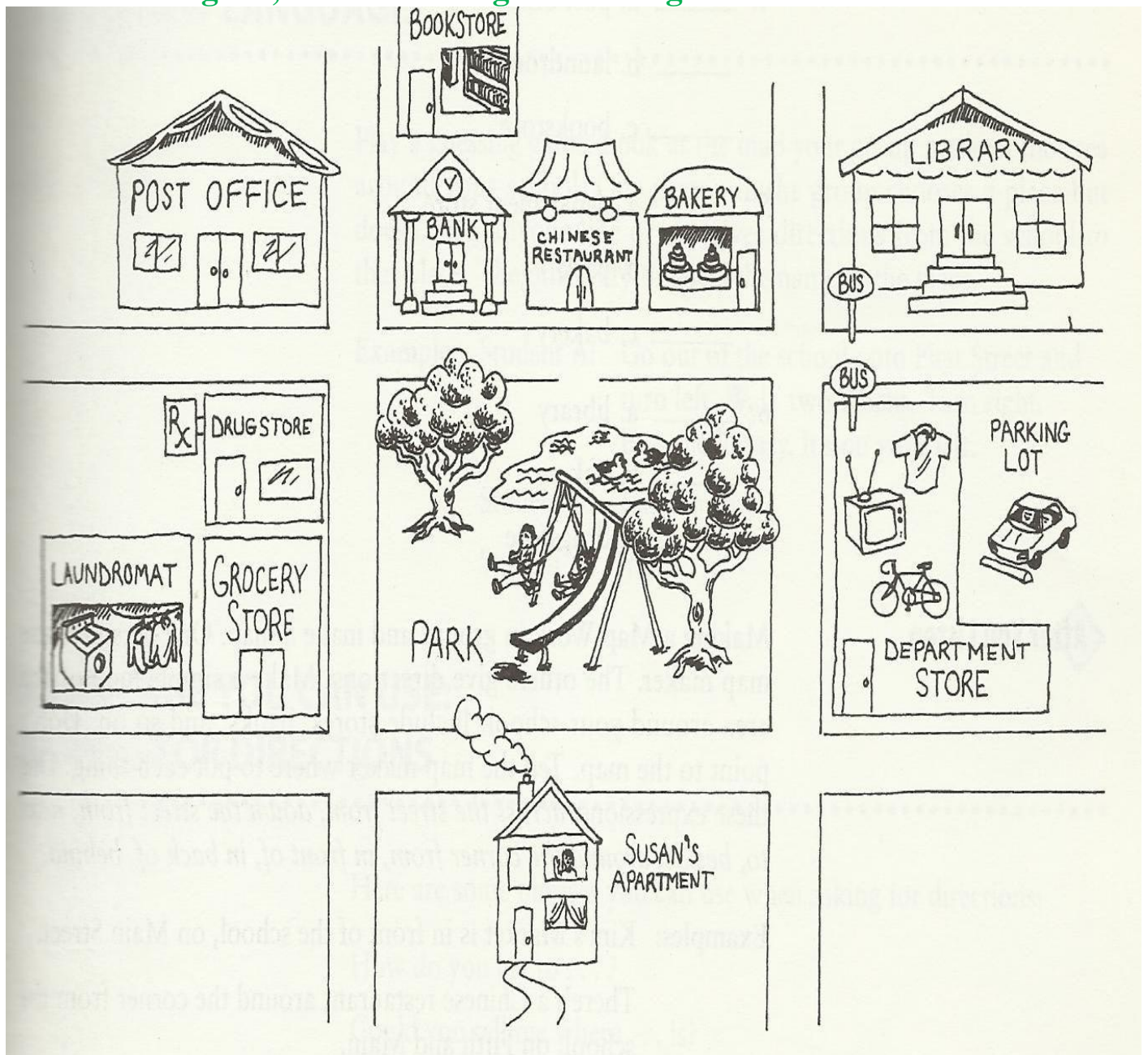
- _____
- _____
- _____

Homework! Tapestry

- 1. Chapter 1: CD 1, TR 6,B.Listen and repeat. page11**
- 2. Chapter 1: CD, TR 7, Apply Strategy, page 12**
- 3. Chapter 1: Situations and Cue words. Page 13**
- 4. Chapter 1: part3: Getting ready to listen. Page 13**
- 5. Chapter 1: CD 1, TR 8, page 14**

Second Class

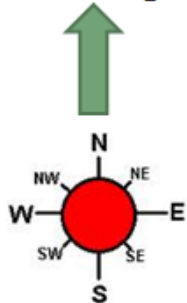
Part 1: Asking for, Understanding and Giving Directions



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

Go Straight



Turn Right



Turn Left



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

Language You Can Use: Asking For Directions

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

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.

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 Geary Street
_____ b. at Lake Street

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. 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.

_____ 1. opportunities

_____ 2. to look down on someone

_____ 3. respected

a. admired

b. possibilities, chances, to do something

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.**

Homework! Tapestry

Listen & Practice

- 1. CD 1, TR 9 page 25,**
- 2. CD 1, TR 10, Page 31 + 32**
- 3. CD1, TR 11, page 34**
- 4. CD1, TR 12-13 page 34**
- 5. Directions page pages ; 24 +28 + 29**
- 6. Vocabulary Match pages: 31 + 35**

Third Class

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.



Listening 1: Interests and Hobbies

CD 1, TR 16

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

Person 1: _____

Person 2: _____



Person 3: a. _____ b. _____

c. _____

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**.

verb

+

-ing

=

noun

work

+

-ing

=

working

pay

+

-ing

=

paying

improve

+

-ing

=

improving

Gerunds as Subjects



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

singular subject

Voting

is an important responsibility.

Choosing

a candidate takes time.



Be Careful!



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

present progressive

I am voting today.

verb

gerund

Voting is an important responsibility.

subject



Gerunds as Objects



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



verb

object

suggest

I suggest improving our schools.

verb

object

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.*

Example: a__ wind surfing__ is very exciting.

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

Practice 4: *Ask a partner how often he or she does these activities.*



5.



LANGUAGE YOU CAN USE: ASKING FOR CLARIFICATION

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

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

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



CD 1, TR 17-18

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

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

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

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

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

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

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

Vocabulary Building

Guessing Meaning from Context You're going to hear one person tell a story about her first job. Before you listen, guess the meanings of the underlined words in the sentences below. These are words from the story.

1. The store detectives arrested the thief for trying to steal a jacket. They caught him at the exit before he could leave.
2. She's a shoplifter. She steals things from stores and puts them in her purse or under her coat.
3. He's a terrible racist. He doesn't like anyone who isn't the same race as he is.
4. I don't trust him. I simply don't believe he's telling the truth.
5. The child burst into tears. He suddenly started crying when he thought he was lost.
6. He's such a vain person. He's always looking at himself in the mirror and worrying about his appearance.

CD 1, TR 19

Listening 2: Telling a Story

Read these sentences. Then listen to the speaker. Why didn't he get his job in the department store? Check the answers. (There are several answers.)

- _____ 1. The job was boring.
- _____ 2. His boss was a racist.
- _____ 3. His salary was low.
- _____ 4. He spent all his money at the store.
- _____ 5. He wasn't good at his job.

LANGUAGE YOU CAN USE: EXPRESSING ENCOURAGEMENT

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

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



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

People in the U.S. usually *don't* ask:

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

People in the U.S. frequently ask:

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

CD 1, TR 20-23

LANGUAGE LEARNING STRATEGY



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

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

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

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

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

egy



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

CD 1, TR 20-23

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.

Fourth Class

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?'

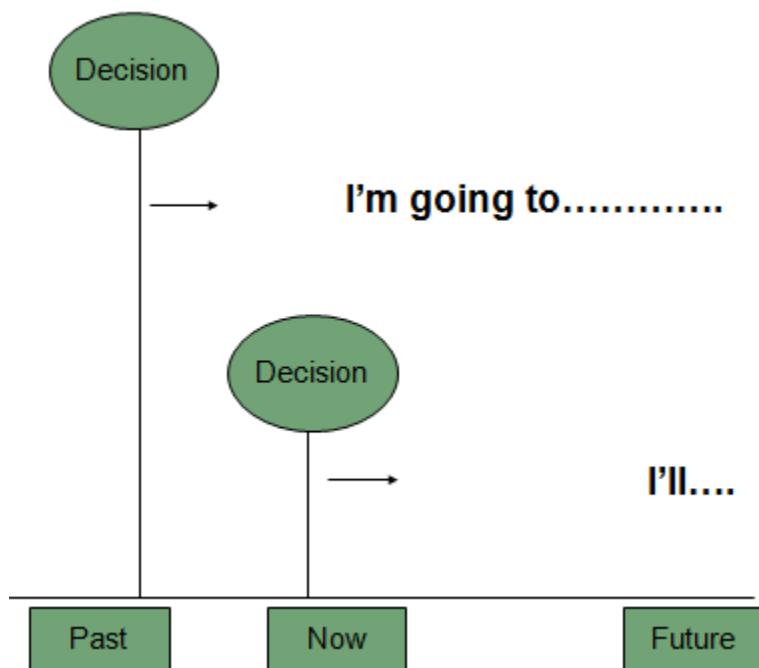
I'll visit her tomorrow.'

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 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 am going to watch** _____ the news. (I/watch)

2. A Why are you filling that bucket with water?

B _____ **I am 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



Apply the 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.

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. | _____ | _____ |

LONG FORM**SHORT FORM**

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____ 1. youngster

_____ 2. omnipresent

_____ 3. monotony

_____ 4. envy

_____ 5. chum

_____ 6. obscurity

_____ 7. sequel

_____ 8. slum

_____ 9. to hang on

a. a situation in which a person is
not well-known, not famous

b. a very poor neighborhood

c. the feeling of wanting something
that another person has

d. to wait; to not give up

e. sameness; unchanging, boring time

f. a book or movie that continues
a story from a previous book
or movie

g. friend

h. always present

i. child

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) . . .
- I advise you (not) to . . .
- You ought (not) to . . .
- I recommend that you (not) . . .
- You had better (not) . . .

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

We **should** prevent disease.

We **shouldn't** litter.

We **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.

	<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.

Write a Role Play . ☺

“What do you do to get exercise?”

6th Class

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..?

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

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

CUE WORDS

Two people are at a bus stop.

A: bus/late again
B: yes

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

Student B: Yes, it is.

SITUATIONS

CUE WORDS

1. Two people are in the produce section of a market.

A: tomatoes/not very ripe
B: no

2. Two people are in line at a supermarket.

A: line/really long
B: yes

3. Two people are at a party.

A: the music/loud
B: yes

4. Two students are walking out of class.

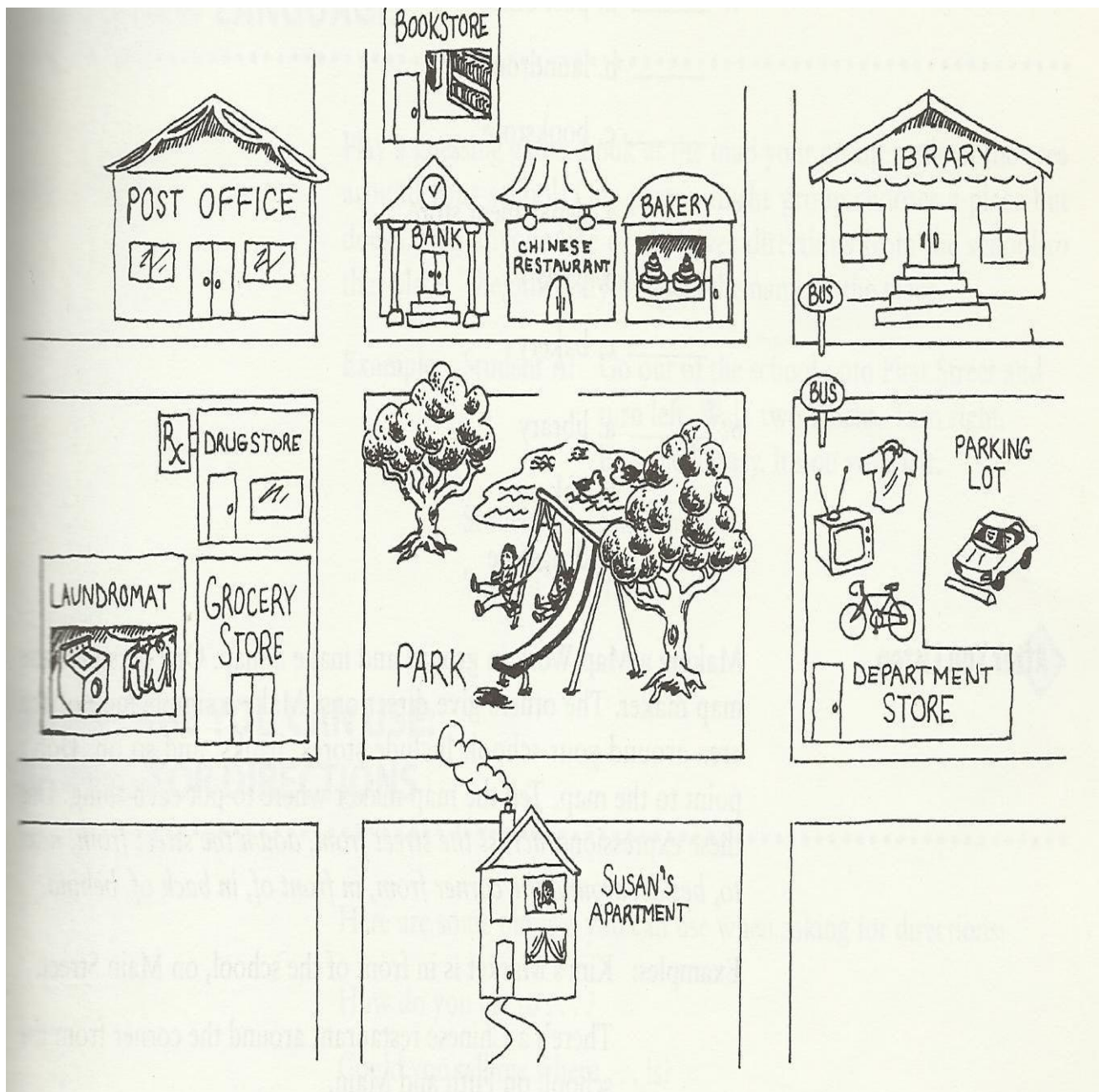
A: class/really hard
B: yes

5. Two neighbors are walking out of their apartment building.

A: it/really cold
B: yes

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

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.

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?	

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.

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We **should** prevent disease.

We **shouldn't** litter.

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

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He can RIDE a HORSE.

He CAN'T RIDE a HORSE.

With my best regards
~Mrs.ENG\$H~