

## How to practice with Native Speakers:

كيف تتحدث مع المتمكن من اللغة:

بان تستمع إليه جيداً وتنتبه لما يقول وكيف يقول لأن الأفكار المهم هاو المعلومات الأساسية هي التي تشعر انه يرفع صوته عند نطقها. أفضل نوع يمكن ان تمارس هذه العملية معه هو (الشخص الغريب stranger)

## Beginning a conversation and making small talk :

بدء محادثته بسيطة:

يمكن البدء بمحادثته بسيطه مع أي شخص بشرط ان تكون عامه وليس تعدي للخصوصيات، ولها اماكن معينه ف ليس كل الأماكن يمكن ان تقام هذه المحادثه فيها وهي:

\ في التاكسي in taxi \ المدرسه school \ محطة الباص bus stop \ البقاله Supermarket \ في المتحف in museum  
تكون المحادثه عباره عن جملتين الى ثلاث جمل تتكلم عن شي غير مهم مثل الوقت، المكان، الطقس

طريقه السؤال: يعطينا موقف ويطلب منا اختيار المحادثه الصحيحه له \* يعطينا صورته ويطلب منا اختيار المحادثه الصحيحه بناء على الصورة

## Understanding Intonation in Tag Questions:

فهم سؤال التاغ:

قلنا من قبل ان سؤال التاغ عباره عن جمله و سؤال ولها شكلين

جمله مثبتة، سؤال منفي؟ الجواب مثبت

جمله منفيه، سؤال مثبت؟ الجواب منفي

The line is toll ,isn't it? Yes ,it is

The line isn't toll , is it? No ,it is not

الماده تتكلم عن التحدث ف نركز هنا ع طريقه قول التاغ وليست القاعده تبعه

يعني التاغ له استخدامين في المحادثات

مرتفع في 1- ( سؤال حقيقي real questions ) وهو ان السائل مايعرف الإجابة ويكون الصوت جزء السؤال

الصوت 2- ( حديث بسيط small talk ) وهو ان السائل يعرف الإجابة بس يبي يردش ويكون منخفض في جزء السؤال

طريقه السؤال: من الممكن انه يستخدم  
كان التاغ سؤال حقيقي او حديث بسيط \ من الممكن انه يعطينا موقف و يعطينا مفاتيح لجمله التاغ اللي بيقولها الشخص الأول وإجابة الشخص الثاني ويطلب منا اختيار المحادثه الصحيحه قاعدياً

## هناك طرق مهذبه تستخدم في المحادثات

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

اول صف عن تعريف شخص لشخص

ثاني صف عن إنهاء المحادثه

ثالث صف عن إعطاء شكر

رابع صف عن الاعتذار

العامود الأول عن الطرق المهذبه بالبده

العامود الثاني الرد عليها

طريقة السؤال: يعطينا موقف ويقول كيف ترد تتصرف مثل: انت دست ع رجل واحد بالغلط . (انا اسف)

## Understanding and Giving Directions:

فهم وأعطاء وصف:

|                   |                   |                 |               |
|-------------------|-------------------|-----------------|---------------|
| Across            | مقابل             | Down            | اسفل          |
| Next to           | بجانب             | Beside          | بجانب اقرب    |
| Around the corner | بالزاويه خلف..    | In front of     | مقابل         |
| Behind            | خلف               | In back of      | خلف الـ..     |
| Go straight       | اذهب مباشره       | Turn right      | لف يمين       |
| Turn left         | لف شمال           | Go past         | عدي           |
| Go down           | روح تحتاً نهائياً | Walk two blocks | امش شارعين    |
| Pass two streets  | عدي شارعين        | North           | شمال          |
| East              | شرق               | West            | غرب           |
| South             | جنوب              | North East      | الشمال الشرقي |

|            |               |            |               |
|------------|---------------|------------|---------------|
| North West | الشمال الغربي | South East | الجنوب الشرقي |
| South West | الجنوب الغربي |            |               |

طريقة السؤال: ببعطينا خريطة ويطلب منا اختيار الطريق المناسب من ١- الى ٢-

المحادثات ليست فقط كلام ينطق بل هي ايضاً لغة جسد ونبرة صوت Tone voice  
مثلاً: عندما تقترح على صديقين الذهاب الى البحر يقولان حسناً.  
لاكن من منها المتحمس ومن منها الغير ذلك؟ كيف تعرف ذلك؟  
عن طريق نبره الصوت والطريقه التي قال كل منها حسناً. مثلاً : الأول قال حسناً بتضخيم  
وتشديد ورفع في الصوت (هذا متحمس) الثاني قال حسناً بطريقه عاديه صوت منخفض (هذا غير  
متحمس)  
نبره الصوت تساعد اكثر في فهم واستيعاب ما يقوله الشخص مهما حاول ان يخفي انفعاله باستخدام  
الكلمات (تفضحه) نبره الصوت.

طريقة السؤال: يعطينا محادثه فيها فراغات ويقول اختر ما يناسب من الخيارات  
(يعني لازم نقرأ المحادثه ونفهمها ونحط انفسنا مكان المتكلم كيف يتكون ردة  
فعلنا وعلى اساسها نختار الاجابه

عند التحدث عن المهارات او الهوايات نضع -ing فنقول

Playing \ hiking \ camping ...

صيغة الفعل – Gerund Form

عبارة عن فعل إضيف له -ing و يستخدم ك علم مثل Work = Working  
لها استخدامين:  
١- ك فاعل S:

Gerund + V \ Gerund + h.v + v

يجب ان نفرق بين Gerund و الفعل المضارع المستمر Present progressive  
حيث ان المضارع المستمر يسبقه h.v لآكن Gerund يجي بعده  
المضارع المستمر يجي وسط الجملة لآكن ال Gerund يجي في بدايه الجملة

٢- ك مفعول به O:

يسبقه فعل V S+V+ Gerund

يمكن استخدام Gerund مع go ومشتقاتها

مشتقات (Go-goes-went) Go

تكون على الشكل التالي

S + go + Gerund

للسؤال عن Gerund نستخدم ...? How often

How often do you do + Gerund?

الإجابة تكون ظرف زمان

إذا سمعنا معلومه وما فهمناها او ما استوعبناها .. كيف نطلب من المتحدث بطريقه مهذب

إعادتها او توضيحها Clarification

Excuse me? \ what was that again? \ how do you spell that? \ could you repeat that?

في سؤال هدفه التخير (هذا او هذا) وله نوعين :

1- Yes/No وتكون الإجابة وحده منهم

مثل: Do you want coffee or tea?

في ذا النوع الصوت يرتفع في الخيارين coffee \ tea

Yes, pleas \ No, thank you

2- or/either وتكون الإجابة وحده من الخيارين

مثل: Do you want coffee or tea?

في ذا النوع الصوت يرتفع في الخيار الأول Coffee

ينخفض في الخيار الثاني Tea

Coffee pleas \ tea pleas

طريقة السؤال: يمكن يعطينا سؤال وإجابته ويقول حدد نوع السؤال (yes/no) او  
or/either. او يستخدم اسهم الارتفاع والانخفاض

Guessing meaning from context

استنتاج او تخمين معنى الكلمه من صياغ الجمله

يعطينا جمله ومحدد فيها كلمه ويطلب منا استخراج معنى الكلمه من الجمله نفسها.

### 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.

مثل:

Shoplifter : اذا قرينا الجمله نشوف كلمه Steals from stores

هذا تلميح لمعنى الكلمه وهو (سارق المحلات) (يسرق من المحلات)

## Trust او

إذا قرينا الجملة وهو معطينا هنا رأي شخصي ونشوف كلمه Don't believe يعني (لا اصدق) وفيها not يعني ان الكلمه هاذي نفي للكلمه المطلوبه Trust ف تكون معنا (تصديق \ ثقه)

في حال هناك احد يقول لنا سالفه ونبي نبين له ان حنا منسجمين معه كيف؟  
في كلمات تنقل وهي

### 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?   |       |

لاكننا ذا كانت السالفه سامجه وحنا ملينا نقول (mmmm)  
واذا خفنا او انصدمننا نقول Gosh بالعربي (ياالله ياربي)

في اسئله في بعد الحضارات تعتبر عاديه اسئله عامه، لآكن في بعد الحضارات زي عندنا بالسعوديه تعتبر اسئله (لقافه) غير مهذب، تعدي ع الخصوصيات وهي



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?

## النقطة ذي:

**LANGUAGE LEARNING STRATEGY**



**L**isten 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).

اثناء تحدث شخص، تلاحظ انه يعلي صوته ويضخم كلمات ويخفض صوته في كلمات ثانيه، عني ان الكلمات اللي على وضخم صوته فيها مهمه بالنسبه له (تنتكتب بالخط العريض) مثلا عندنا هنا المثال الاول : **I LIKED Anna** يعني انها كانت تعجبني بس الحين لا **I liked ANNA** يعني ANNA تعجبني بس اخوها لا liked Anna يعني هي بس و الباقي لا

## الخطه المستقبليه: Future Plans

لكل منا حلم يريد تحقيقه وقد حدد له خطوات تساعد على تحقيقه مثلا

I'm going to be a teacher

في تحديد الهدف نستخدم Going to (لازم قبلها h.v)

وللتحدث عن الخطه او الخطوات التي سأتبعها لتحقيق هذا الهدف هي:

I will continue my study, I will try find a job in two years, if I don't find one I

'm going to study Master's education.

( ف التحدث عن الخطوات نستخدم Will ( مايجي قبلها h.v )

ونادرا ما نستخدم Going to

## الفرق بين Will – going to

نستخدم Will في الأشياء اللي خططنا لها الحين، بذا اللحظه، بذا الدقيقه

و الأشياء اللي تونا ندري فيها ولازم نتصرف الحين ع اساسها

ونستخدم Going to في الأشياء اللي حنا مخططين لها من زمان او عندنا خبر عنها

وعارفين وش بنسوي ع اساسها

جمل يمكن استخدمها في مطعم من قبل الزبون والموظف

طريقة السؤال: يمكن يعطينا جمله ويقول اختاروا will\ going to

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? |

**Can\Can't**

نعرف ان Can \Can't تعني اقدر \ لا اقدر  
 في النطق Can تكون منخفضه ↙ والي حولها مرتفع ↗  
 في نطق Can't تكون مرتفعه ↗ واللي حولها مرتفع ↗  
 وادواة التعريف a\an منخفضه ↙  
 في الكتابه تكون بذا الشكل

**I can play\ I can write a letter**  
**I can't play\ I can't write a letter**

[ المحاضره ٦ مراجعه للمحاضرات اللي قبل وكل شي مشروح و واضح، مايجتااج إعادته ]

## لأعطاء نصيحه بشكل مهذب

### 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) . . .

من الأدب والتهذيب انك تستخدم هذه الكلمات لأعطاء نصيحه More polite  
less ومن قلة الأدب وقلة التهذيب انك ما تستخدم ذا الكلمات لأعطاء النصيحه ف تكون كأنك  
polite (تأمر)

Modals:

|                  | Auxiliary verbs |
|------------------|-----------------|
| القدره           | - Can           |
| القدره           | - Could         |
| اقترح            | - Had better    |
| الإمكانية        | - a             |
| الإمكانية        | - Might         |
| الإلتزام         | - Must          |
| نصحيه-اقترح      | - Ought to      |
| نصحيه            | - Shall         |
| وضع خطه مستقبليه | - Should        |
| وضع خطه مستقبليه | - Will          |
|                  | - Would         |

تستخدم الشروط لـ

obligations , suggestions , expectations  
التوقعات

ولها نوعين:

١- شرط بسيط Simple modal:

للحاضر والمستقبل

خالي من الإضافات S+ modal + V

٢- شرط معقد Perfect model:

للماضي

ماضي S+ modal + have + V

تستخدم لأعطاء التحذيرات Had better  
خالي من الإضافات S+ had better+ V ← شرط بسيط  
تستخدم لأعطاء نصائح Should , could, might  
خالي من الإضافات S+ should\could\might + V ← شرط بسيط  
لاكن could, might اكرم في النصيحة من Should

في جملة الشرط المعقده تنقسم الى قسمين :

- 1- S+ modal + V خالي من الإضافات
- 2- Because\since\to\if + V خالي من الإضافات

الفعل المستمر V+-ing فيتحول الى صفة

Participles

Bore \ interest

عندنا له شكلين

١-الحاضر Present Participles

يضاف له -ing

Boring \ interesting

٢-الماضي Past Participles

يضاف له -ed

Bored \ interested

موقعه في الجملة:

A- صفة قصيره Boring\ Bored

موقعها في اول الجملة (يتكون من المستمر و علم لتكون هذه (عبارة علم)

ف تكون الجملة The Boring + n + V

ماضي The Bored + n + V

B-صفة طويله interesting \ interested

موقعه في الجملة بعد الفعل

S+ V+ interesting +n

في الصفة الطويله الماضي لا بد ان يسبق بحرف جر مثل from

V+ from + interested + n

أنتبه ولا تتلخبط بين صفة المستمره والفعل المضارع المستمر

الفعل المستمر (يسبقه h.v)

الصفة المستمره (لا يسبقها h.v)

[ المحاضره ٨ مراجعه للمحاضرات اللي قبل وكل شي مشروح و واضح، ما يحتاج إعادته ]

كل الصور المتتاليه الآن مهمه لأنه قال بيسأل فيها وهي معلومات عن الحضاره الإنجليزيه الأمريكيه



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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?



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

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



The "average" person in the United States:

- has at least one pet (30 percent have a dog and 22 percent have a cat)
- lives in a household of three people

—spends one-third of his or her money on housing

—lives within 50 miles of a coastline



In most restaurants in the Middle East customers leave a 10% tip for the waiter—a little more if the service was excellent and a little less for poor service. You can ask for separate checks if you and a friend

are paying separately. That way it's easier to know how much each person should pay. If you are in a large group, the waiter may not want to do separate checks, however.



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

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

### ACADEMIC POWER STRATEGY



**A**void 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.



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.

unique shortcuts notion competitive data database version trio slang 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.

**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.

تخمين المعنى من السياغ

-١-

|                |            |                |
|----------------|------------|----------------|
| Rural          | Than most  | Poor country   |
| Grains         | ()+such as | Rice and wheat |
| industrialized | like       | Rich country   |

-٢-

|         |           |                             |
|---------|-----------|-----------------------------|
| Consume | As        | Much                        |
| Fiber   | ()+or+" " | Bulky-tough –part of plants |

-٣-

|             |     |         |
|-------------|-----|---------|
| Researchers | Are | Student |
| Beneficial  | ?   | ?       |

-٤-

|        |      |         |
|--------|------|---------|
| Stress | ,+or | Tension |
|--------|------|---------|

اشياء ماخذينها في القراءات والمطالعات (استخراج المعنى من سياغ الجملة)

Getting Meaning from Context

راح اعيد عليها ع السريع:

التعريفات:

لها كلمات مفاتيح وهي موجوده بالصوره

طريقتها

.....is known as -----  
 is known as الدليل ..... معناها -----

### 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

is/are called

is/are known as

is/are defined as

is/are described as

means/mean

what this means is

consist of

refer to

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*



٢-إعاده الصياغة:

لها كلمات مفاتيح في الجدول. طريقته

....1..... ----- or ...2...

----- معناها ...2.... الدليل or

### 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*

**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.

٣-علامات الترقيم

موجوده في الجدول ، الطريقه

.....1..... ---- ( ...2...)

----- معناها ...2.... الدليل ( )

### 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 = ( )
- meaning : cyan = *a light blue* and magenta = *a light purple*

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

- 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*

٤-مثال:

المفاتيح في الجدول، الطريقة

....1..... ----- such as ...2...

----- معناها ...2.... الدليل such as

### 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".

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

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*

signal word = *such as*

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



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

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

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

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

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

### Quick Quiz: Some Customs In the United States

1. Someone tells you, "That's a nice sweater." You say:  
  - a. Thank you.
  - b. Oh, not really. It's very old.
  - c. Would you like it?
2. Your teacher sometimes sits on her desk. You think:  
  - a. She's not polite.
  - b. She's not very serious about teaching.
  - c. It's not strange.
3. Someone has invited you to a party at 8:00. It's probably best to arrive:  
  - a. a few minutes before 8:00
  - b. at 8:00 exactly
  - c. a few minutes after 8:00
4. You have a business appointment for 10:30. It's probably best to arrive:  
  - a. at 10:25 to 10:30.
  - b. at 10:35 to 10:45.
  - c. at 11:00.
5. You go out to lunch with an American friend. Who pays?  
  - a. Your friend pays because lunch was his suggestion.
  - b. You both pay.
  - c. You pay because you're a little older than your friend.
6. Your American friend comes to your house for dinner. She has already eaten one serving of food. You say, "Would you like some more?" She says, "No, thank you. It was really delicious, but I'm so full!" What do you do?  
  - a. Ask her two or three more times.
  - b. Say, "Are you sure? Well, if you change your mind, please help yourself."
  - c. Put some more food on her plate.

### 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."

هذي قطعه او معلومات عن الفرق بين المراه والرجل في التحدث، راح يجيب عليها اسئله

### ACADEMIC POWER STRATEGY



**B**ecome 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?

المطلوب من ذا الفقرة انكم تعرفون معنى كلمة Stereotypes وهي ان اول فكره تاخذها عن ناس او عن حضاره غالياً تكون خاطئه، ف لازم تكون صاحب تفكير هاذي تبدا بـ ...all...منفتح بشأن تتقبل افكار الحضارات سلبياتها وإيجابياتها. كما ان الفكره أي كل : كل النساء ، كل الرجال، كل الشوارع انت هنا تعم والمفروض انك تخصص.

### Expressing emotion التعبير عن العواطف:

مش بإستخدام الكلمات ، بإستخدام نبره الصوت، المتحمس يختلف عن الغير متحمس  
أ-:- نفس الجمله بنطبقها ع كل النقاط :

It's really wonderful

- ١- اذا كان الشخص متحمس، متفاعل بتلاحظ ان نبره صوته ترتفع وتنزل  
ان بداية الجمله الصوت نازل والكلمات المهمه الصوت مرتفع
- ٢- اذا كان الشخص مش متحمس والوضع عنده عادي الصوت يكون عادي  
ف نقول - ١ - متحمس الصوت عالي - ٢ - مش متحمس الصوت عادي
- ٣- اذا كنت معجب بشخص او هو صديقك وانت متحمس انك تتكلم معه بدويه الصوت يكون عالي
- ٤- اذا جايبك شخص غثيث دم وانت مو بالعه تتكلم معه بصوت عادي (بدون نفس)

طريقة السؤال: اذا كان هناك شخص إنجليزي متحمس او سعيد كيف تكون نبره صوته: ١-عالي ٢-مرتفع ٣-منخفض ٤-عادي  
اذا كان هناك شخص غير مهتم وغير متحمس كيف تكون نبره صوته:  
١-عالي ٢-مرتفع ٣-منخفض ٤-عادي

ب-:- في الصدق، كيف تعرف الصادق من الكاذب؟

١-الصادق تحس ان في فراغات بالجمله اللي يقولها He ..... is a great....frind

٢-الكاذب تحس انك مافهمت وش يقول الجمله كلها مشبوكة Heisagreatfrind

### making an appointment حجز موعد:

في حجز الموعد لابد ان الطرفين اتنينهم يتفقون ع الوقت ( لا تخل في طلب تغير وقت الموعد)  
في كذا طريقه او كذا جملته تقدر تحجز فيها الموعد لآكن لابد انك تحدد (سبب الموعد، وقت الموعد  
واذا مايناسبك تطلب تغييره وتذكر سبب ليه تبني تغييره)

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.

Yes I في السؤال المنفي (عندنا بالعربيه اذا جاء احد سألك [عندك قلم؟] تقول [نعم ما عندي] طبعاً خطأ) بالإنجليزية لازم تقول ( بيقول وش فيه! No'I don't have) لو قلت له (don't have) لأن الإجابة ذي مش منطقيه عندهم.

ف اذا صار السائل يعرف انك بتجاوب بـ No بتشوف ان صوته ارتفع في اخر السؤال

بس لازم تذكر السبب بعد No

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)

إذا كان السائل شك أنك بتقول له Yes بتشوف ان صوته ينخفض بعدين

يرتفع في اخر السؤال

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: \_\_\_\_\_

أحيانا ونلاحظ ذا الشيء ف النقاشات يجي واحد يسأل سؤال ويرد عليه الثاني بـ No

وانت عارف ان الإجابة خطأ كيف تصلح ؟

تجاوب ع طول Yes وتعطي السبب

(طبق النقطة ذي ع الأسئلة اللي فوق)

-

النقطة هاذي انا واثقه ومتأكد ٢٠٠% انها بتروح معنا وين مانروح لأن للحين احس اني شايفتها ٣ مرات خلال دراستي بالجامعة. ف اتمنى انك تفهموها وتحفظوها..

## Prefixes \ اللواحق Suffixes البادئات

البادئات Prefixes: نعرف انها حروف لها معاني خاصه، تضاف في بدايه الكلمه

لنعطي معنى جديد. ٩٧% من الكلمات عباره عن البادئات Prefixes

| Prefixes | meaning  | e.g      |
|----------|----------|----------|
| Anti     | against  | anti-war |
| De       | opposite | Destroy  |

|                |                  |                                                      |
|----------------|------------------|------------------------------------------------------|
| Dis            | not, opposite of | Disagree                                             |
| En\m           | cause to         | Encode\ embrace                                      |
| Fore           | before           | Forecast                                             |
| In\m           | in               | intake\ implant                                      |
| Inter          | between          | Interact                                             |
| Mid            | Middle           | Midway                                               |
| Mis            | Wrongly          | Mistake                                              |
| Non            | Not              | Nonsense                                             |
| Over           | Over             | Overlook                                             |
| Pre            | Before           | Preview                                              |
| Re             | Again            | Return                                               |
| Semi           | Half\cenetr      | Semicircle                                           |
| Sub            | Under\below      | Submarine                                            |
| Super          | Above            | Superstar                                            |
| Trans          | Across           | Transport                                            |
| Un             | Not              | Unfriendly                                           |
| Under          | Under\below      | Undersea                                             |
| In, Im, Il, Ir | Not              | Injustice,<br>Impossible, Illiterate,<br>Irreligious |

طريقة السؤال: معروف. بعطيك كلمه ويقول لك حدد البادئه او اللاحقه اللي فيها متعودين يعني

اللواحق Suffixes : هي حروف لها معنى خاص تضاف في نهايه الكلمه لتعطي معنى جديد. %  
من الكلمات عبارة عن اللواحق Suffixes

وهي،

| Suffixes   | meaning                       | e.g                |
|------------|-------------------------------|--------------------|
| able, ible | can be done\can               | Doable             |
| al, ial    | has property of\have          | Personal           |
| ed         | past verb\past                | Turned             |
| en         | made of                       | Golden             |
| er         | comparative                   | Higher             |
| er         | one who                       | doer, actor        |
| est        | superlative                   | best, biggest      |
| ful        | full of                       | careful, joyful    |
| ic         | having property of\<br>having | Linguistic         |
| ing        | present participle            | Running            |
| (t)ion     | Act\process                   | Action             |
| (i)ty      | state of                      | infinity, sanity   |
| (t)ive     | adjective                     | motive, votive     |
| less       | without                       | fearless, careless |
| ly         | Action\ process               | quickly, quietly   |
| ment       | having                        | enjoyment          |
| ness       | state of                      | Kindness           |

|     |                      |                   |
|-----|----------------------|-------------------|
| ous | having               | joyous, religious |
| s   | more than one\plural | Books             |
| y   | having               | happy, windy      |

### Can you use common affixes?

1-I have a different idea; I \_dis\_agree.

2-That can't be; it's just \_im\_possible.

3-Say that again; please \_re\_peat it.

4-Aliens look bad; they are \_in\_friendly.

5-Tina took the car since she want\_ed\_it.

6-Now the car is run\_ing\_ down the road.

موجود Now يعني الآن

7-Tina is in a hurry; she's driving quick\_ly\_.

8-Do you think that she has any ticket\_s\_?

عند اضافته (بإدائه) لاحقه) تغيير نوع الكلمه :

عند اضافته Y تصبح علم

عند اضافته ing تصبح صيغة فعل

عند اضافته al تصبح صفه

عند اضافته able تصبح صفه

عند اضافته ze تصبح فعل

عند اضافته tion تصبح علم

تدريب مفيد ويمكن يجي الله اعلم:

معطيك الكلمات بالإضافات ع اليسار، طالب منك بالوسط تعطيه معنى الحروف الإضافه  
(باده\لاحقه)، وطالب منك ع اليمين تعطيني كلمه عكس اللي ع اليسار تكون بنفس  
الإضافه(باده\لاحقه)

## 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   |                       |                           |

تدريب ثاني: عندك الكلمات مضاف لها الإضافات (لواحق\بوادي) عليك تحط باليسار اللي بالبادئه والوسط الكلمه الاصليه بدون اضافات واليمين تحط الكلمه معها بلاحقه

### 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 programm - - - 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 computer - - - 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.

كمان

المقارنه والتفضيل ماخذينها من قبل وشكلها ماشيه معنا طول ماحنا ندرس ☺

-Comparatives and Superlatives

الصفه تتكون من مقاطع صوتيه

مقطع صوتي واحد: fast \ big صفه قصيره

مقطعين صوتيين: hap – py \ cra- zy صفه منهيه بـ y

ثلاث مقاطع صوتيه: im-por-tant \ won-der-ful \ صفه طويله

راح اشرحها بطريقه مبسطه وبجدول:

| شكل الصفه \ شكل الحال<br>adv | Comparatives:مقارنه بين<br>اثنين | Superlatives:مقارنه بين<br>اكثر من اثنين |
|------------------------------|----------------------------------|------------------------------------------|
| قصيره                        | Long + er =longer                | Long + est = longest                     |
| قصيره منتهيه بـ y            | Funny→ier= funnier               | Funny→iest = funni est                   |
| طويله                        | More modern                      | Most modern                              |
| شاذه                         | Good = Better<br>Bad = worse     | Good = Bast<br>Bad = worst               |

قواعد اساسيه: ١- اذا انتهت الصفه بـ e نضيف r\st

٢- اذا انتهت الصفه بحرف ساكن مسبق بحرف عله يدبل الحرف الساكن ونضيف

الباقي sad – sadder \ saddest

٣- اذا انتهت الصفه بـ y نحوله الى i ونضيف er\est

٤- مش مهمه لآكن مطلوبه : اذا انتهت الصفه بصوت العله ow – le نضيف

er\est عادي

## قائمه بالأحول الشاذه

### Irregular Adverbs

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

## قائمه بالصفات الشاذه

### Irregular Adjectives

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

يمكن استخدام **than** في المقارنه، ميزتها انها تعطي تضخيم للمقارن فيه.

مميزات للمقارنه او طرق اخرى للمقارنه:

- في كلمات تعطينا معنا المقارنه وهي ( much , a lot of , a bit , a little , slightly ) و يجي بعدها الصفه باداه المقارنه
- عشان تكون المقارنه اكثر تحديد نط قبلها the قبل القصيره وقبل more الطويله
- نقدر نستخدم and بتكرار الصفه مرتين دليل على قيمه المقارنه مثل sadder and sadder

مميزات للتفضيل او طرق اخرى للتفضيل:

- عشان يكون التفضيل اكثر تحديد نط قبله the قبل القصيره وقبل most الطويله
- في التفضيل نقدر نبرز شي ويكون مختلف عن الباقي بأن الصفه تسبقها the ويجي بعدها علم مثل Amal was the youngest child

Amal was the youngest of the children

لأعطاء العكس في المقارنه والتفضيل عكس بشكل اسوء

- في المقارنه نقول less يعني اقل (للشكل الطويل)

Less comfortable

- في التفضيل the least

the least comfortable

## Let's Start Exercising

1. The weather in winter is \_\_\_\_\_ than it is in summer.

- A. colder   
C. coldest

- B. cold  
D. the coldest

2. I have \_\_\_\_\_ money than you do.

- A. much  
C. most

- B. more   
D. least

3. Abdullah is \_\_\_\_\_ of all boys.

- A. the fastest   
C. fast

- B. the most fastest  
D. faster

### Do More Exercises

1. What is the comparative of "sad"?

1. sader
2. sadder ←
3. sadier
4. saddier

2. What is the comparative of "destructive"?

1. destructiver
2. more destructive ←
3. destructivier
4. 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. hotest
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) more painful than    c) painfuller than    d) the painfullest
11. If you suffer asthma, don't go to Mexico City. It is one of the \_\_\_\_\_ cities in the world  
a) pollutest    b) more polluted    c) polluter than    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) easver than

Write the following sentences using the correct form of the adjective  
(comparative or superlative)

Clare is \_\_\_older than\_ Mike. (old)

Jane is \_most healthy\_ of the four. She eats very well and does a lot of sports, (healthy)

The coach thinks that Peter is the \_fastest\_ player of the team, (fast)

The Sahara desert is one of the \_hottest\_ deserts in the world. (hot)

The climate in the North of Chile is \_drier\_ in the South, (dry)

Asia is \_bigger than\_ Europe. (big)

A Rolls-Royce is one of \_most expensive\_ cars in the world. (expensive)

\_the more violent\_ hurricanes are developed over México, (violent)

Diamonds are \_the most precious\_ jewels in the world. (precious)

History classes are \_more interesting\_ chemistry classes. (interesting)

## Agreement & Disagreement الموافقة والرفض (للأفكار وليست للأشخاص)

معظمنا لم يتعلم كيفية التعبير عن موافقته ورفضه. فهو تحدي كيف نقول ما نريد بدون صراخ أو اذيه للآخرين وعدم رسم مشاعر أو فكره سيئه عند الغير.  
هناك ٣ مستويات للحوار.

الهدف من البيئه الأكاديميه هو تحفيز الحوار في أي مكان جيد ويكون الحوار في المستوى ٣.

### المستوى الثالث: الحوار: (Level 3 (Dialogue)

الهدف منه هو محاوله فهم الشخص وماذا يفكر وكيف يفكر. يبذل المتحدث هنا جهد كبير للإستماع وفهم الآخرين ثم الرد عليهم.

### المستوى الثاني: المناقشه: (Level 2 (Discussion)

الهدف منه هو الوصول الى " قل مالديك" هنا ينتظر المتحدث دوره ليقول مالدیه. وهنا المتحدث يبحث عن فرصه للتحدث اولا ثم للإستماع

### المستوى الأول: النقاش: (Level 1 (Debate)

الهدف هنا هو التحدث اولا ثم سماع الآخرين ثم التفكير بما قلته انت وبما قالوا ( يعني تكلم اول بعدين خل غيرك يتكلم بعدين فكر باللي قلته واللي قالوه) طبعا هذه الطريقه غير صالحه بتاتا لأنها تعتمد على الأنانيه  
طرق أو جمل لأبداء الموافقه:

## 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...

طرق او جمل لأبداء الموافقه مع التشكيك:

### **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....

طرق او جمل لأبداء الرفض:

### **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....

هناك امور يجب تجنبها:

#### ***1. Avoid using words like never and always.***

تجنب استخدام ابداء و دائما في الحديث لأنك تعلم وهذا خطأ

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

عند الرفض يجب عليك ان تعلق رفضك بذكر سبب ولا تتركه مبهم

#### ***3. Avoid criticizing the person who made the comment.***

تجنب تقليل من احترام الشخص الذي ترفض فكرته فأنت ترفض فكرته وليس هو شخصياً

## تعليمات:

### ١-الموافقة:

\*يمكنك استخدام إمائة الرأس في قول نعم او قول امممممم لتبين للمتكلم انك توافقه

\*انتظر حتى يأتي دورك في الكلام واستخدم تعبيرات مثل "I think. . .", "I agree with. . .", ". is a good idea," and "I think you're right."

\*ابدا موافقتك بعد انتهاء المتحدث من الكلام ولا تقاطعه اذا كنت موافقه تماما واستخدم

"I completely agree," or "You're totally correct/right."

اما اذا كنت توافقه في جزء وتختلف معه في جزء اخر استخدم "I agree with you, but. . ."; "That makes sense; however. . ."; or "It's a good idea, but. . ."

### ٢-الرفض:

\*كن لطيف، احبس الغضب وقلة الأدب في داخلك ولا تظهرها للمتحدث ابدا.

\*استخدم عبارات مهذبه مثل "The problem with. . ."; "I disagree because. . ."; "The way I see it. . ."; "I'm against it because. . ."; "Instead, I think that. . ."

\* قل "I'm afraid. . ." قبل ان تنتهي من اعتراضك (يعني قبل ماتقول انك معترض  
تأسف) لو كنت توافق جزء وتعارض جزء "I'm afraid I don't agree with you,"  
"I am afraid I can't agree." او اذا كنت تعارضه على كل شي "I am afraid I completely disagree with you."

\* (لاحظوا اذا اختلفتوا مع احد لازم تعلل سبب اختلافك معه وتبين وجهة نظرك مو تخليه  
معلق)

\*قدم حلول او اقتراحات لتحسين وجهة نظر الآخر "I think we should. . ."

"We could. . ."; "One solution may be. . ."

\*لاحظ ان عبارات should, could تشير الى ان في امكانيه لحل المشكله

### طرق الاتفاق:

لازم تعلل سبب موافقتك

A- His speech was boring

B- Yes, I am afraid it was.

I have to agree that it was.

I must say I found it so.

يمكن استخدام الحماس والأنفعال في الموافقة بالكلمات ونبرة الصوت

*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.*

يمكن تكرار الصفه عند موافقه احد مع وضع very قبلها او indeed بعدها

*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.*

### طرق اخرى:

*That's just what I was thinking.*

*You know, that's exactly what I think.*

*That's a good point.*

### طرق الرفض:

عليك ان تكون مهذب جدا واكثر مع من تعارضه حتى ان كان شخص تعرفه وتمون عليه ف من الممكن ان تطلع منك ردة فعل تضايقه وهذا غير مطلوب ابدا.

ولابد من تعليل رفضك لفكره المتحدث

*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.*

طرق أخرى:

*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*

المحاضره ١٤ اعاده للمحاضرات السابقه وما فيها أي شي جديد...

[ في الصفحات الجايه جدولين، الأول لـ اللغة العاميه (الشكل الطويل والشكل القصير)  
الثاني لـ الكلمات ومعانيها ( الموجودين بالمحتوى) ]

اللغة العامية ، Reduction:

| Long form \ بالفصحى | Short form \ بالعامية | نقطتها بالعربي |
|---------------------|-----------------------|----------------|
| You                 | Ya                    | يا             |
| Go to               | Goda                  | قُدا           |
| Want to             | Wanna                 | وانا           |
| Have to             | Hafta                 | هفتا           |
| What do you         | Whadya                | واديا          |
| What are you        | Whasha                | واتشيا         |
| Kind of             | Kinda                 | كايندا         |
| Did you             | Didja                 | دديا           |
| Did he              | Didee                 | ددبي           |
| used to             | Yoosta                | يوزتا          |
| Going to            | Ganna                 | قَنَا          |
| Lot of              | Latta                 | لاتا           |
| Lots of             | Latsa                 | لَتسه          |
| To                  | Ta                    | تا             |
| Could you           | Cudja                 | كدجيا          |
| Her                 | Er                    | إر             |
| Him                 | Im                    | أم             |
| And                 | 'n                    | أن             |
| Out of              | Autta                 | اتا            |

|            |         |          |
|------------|---------|----------|
| Give me    | Gimme   | قَمِي    |
| Let me     | Lemme   | لَمِي    |
| Don't know | Dunno   | دَنُو    |
| Don't you  | Doncha  | دَنشِيَا |
| Didn't you | Didncha | دَنشِيُو |

### الكلمات ومعانيها

| word                     | Meaning                              |
|--------------------------|--------------------------------------|
| Excuse me                | Pardon me                            |
| To transfer              | To change                            |
| Dollar bills             | Paper money                          |
| Exact change             | Correct amount of coin               |
| Opportunities            | Possibilities chance to do something |
| To look down on some one | To think badly of some one           |
| Respected                | Admired                              |
| Youngster                | Child                                |
| Monotony                 | Sameness, unchanging, boring time    |
| Omnipresent              | Always present                       |

|               |                                                                      |
|---------------|----------------------------------------------------------------------|
|               |                                                                      |
| Envy          | The feeling of wanting something that another person had             |
| Chum          | Friend                                                               |
| Obscurity     | A situation in which a person is not well-known, not famous          |
| Sequel        | A book or movie that continues a story from a previous book or movie |
| slum          | A very poor neighborhood                                             |
| To hang on    | To wait ; to not give up                                             |
| Adventure     | Trip or experience. Usually exciting                                 |
| Mobile        | Moving or able to move                                               |
| Residence     | The place or house where one lives                                   |
| Population    | Official count of how many people there are in a certain region      |
| Suburbs       | Area surrounding a city                                              |
| Misconception | Mistaken idea                                                        |
| Homesickness  | Feeling of sadness, of missing a place                               |
| Transition    | Change                                                               |

| Stage          | Step; period of time                                      |
|----------------|-----------------------------------------------------------|
| Expert         | Person who knows a lot about a subject                    |
| Similar        | Not different; almost the same                            |
| Depressed      | Very sad                                                  |
| Weep           | Cry                                                       |
| Mutating       | Changing                                                  |
| Reserved       | Not showing emotions                                      |
| To loosen up   | To relax, be natural, show emotions                       |
| Outdoing       | Doing something in s "bigger" way than other people do it |
| Egalitarian    | Equal                                                     |
| Quivering      | Shaking                                                   |
| Climate        | Atmosphere                                                |
| Renowned       | Famous                                                    |
| Extraordinary  | Not ordinary, amazing                                     |
| Grieving       | Suffering sadness                                         |
| To dictate     | To tell someone what to do or how to feel                 |
| Anthropologist | Person who studies human culture                          |
| Research       | Studies (noun)                                            |

|                  |                                              |
|------------------|----------------------------------------------|
| Tend to          | Be likely (probable) to                      |
| Argue            | Fight with words                             |
| Turn             | Chance to do something                       |
| Upper management | Higher-ups; bosses                           |
| Firm(noun)       | Corporation                                  |
| Issue            | A point to consider                          |
| Seminar          | Class to study a specific subject            |
| Blunt            | Pushy; ready to attack                       |
| To buffer        | To make something less shocking<br>or unkind |
| To jibe          | To match; agree with                         |
| Assertive        | Very confident about one's own<br>opinions   |
| aggressive       | Not trying to be polite or nice              |

- بالتوفيق للجميع.. دعواتكم ~ حلم مستحيل