

AYDI EST.

Open Learning & Translation

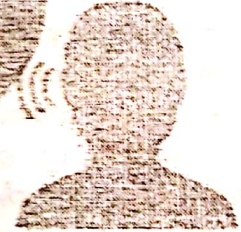
2021-2022

Third Year

First Term



1-8



# Listening & Speaking

All Lectures  
1-8

أ. زينب حباب



Listening Speaking 3.1-8 All

AYDI 2022/ T1



**HELLO EVERYONE!**

## **GOOD SPEAKERS**

A speaker's skills and speech habits have an impact on the success of any exchange. Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting.

For example, a learner involved in the exchange with a salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learners must also choose the correct vocabulary to describe the item sought, rephrase or emphasise words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service.

Other skills and knowledge that instruction might address include the following:

*- producing the sounds, stress patterns, rhythmic structures, and intonations of the language;*

*- using grammar structures accurately;*

*- assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;*

*- selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;*

*- applying strategies to enhance comprehensibility, such as emphasising key words, rephrasing, or checking for listener comprehension;*

*- using gestures or body language; and*

*- paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximise listener comprehension and involvement.*

To conclude this idea about good speakers we can safely say that speakers are supposed to keep their hearers in mind and watch their reactions.

A speaker cannot be considered good if he/she is unable to use the correct vocabulary and to use the suitable form of formality or informality as required by the situation. Speakers are supposed to behave in a way that reflects their understanding of their hearer's reactions.

Speakers in order to be correctly understood, are expected to avoid ambiguity and to be direct and up to the point unless there is a reason for ambiguity.

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# UNIT I

## FORMS OF ADDRESS

Forms of address play an important role in determining the type of relationship between the addressor and the addressee. Consequently, unawareness of their correct use creates problems in communication.

The influence of forms of address on language is so immense to the degree that they can make the simplest conversation look like a great ceremony. Every form of address has a certain place to occupy; when this place is changed, and consequently a deviation from the norm takes place, a message is there in the mind of the speaker.

Speaking to others needs thinking of the beginning of the conversation for a while. The beginning is usually a "word" to draw the attention of the person spoken to i.e. the addressee. This word is never chosen at random but is dependent, to a large extent, on the conversing people i.e. the addressor and the addressee.

Addressing the public in the street differs completely from addressing a teacher in a school for example. A good illustration of the former case is found in T. Mc. Arthur's dictionary (1985:80) where he states the following example: "Hey, you fellows, what are you doing?". Using "Hey" here signifies that the relationship between the addressor and the addressee is informal. It also means that the persons spoken to belong either to the same or a lower social class of that of the addressor. In addition, the form "fellow" itself is not a form of respect most of the time. It is usually used to address someone who is important. The two words "hey", "fellow" can never be used by a student to address his teacher in a school. Instead of that, the former will address the latter by the something like "sir" which is a formal form of respect.

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### Telephoning

Telephoning is a language which is not your own is not easy. You should be aware that the person you are speaking to may have difficulties too. Therefore keep the following points in mind:

- 1- Speak clearly
- 2- Do not speak too fast
- 3- Confirm what you have understood
- 4- Be polite
- 5- Be efficient
- 6- Know frequently-used expressions
- 7- Listen carefully

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### Greeting



Note: Informal learning should no longer be regarded as an inferior form of learning whose main purpose is to act as the precursor of formal learning;

There is a misconception about formal and informal language. People think that they have to stop using informal language after they learn formal language, this is not true because we need them both.

It needs to be seen as fundamental, necessary and valuable in its own right, at times directly relevant to employment and at other times not relevant at all.

Even at work, when your boss starts using informal language with you after long time of working, it is not wrong to use informal language with him but not too much.

Formal	Informal	Greeting Forms
/	Yes	What's wrong with you?
/	Yes	Look who is here!
/	Yes	How's going?
/	Yes	Look who is here!
/	Yes	Make yourself at home
Yes	Yes	At your service
Yes	Yes	Welcome
Yes	Yes	Well met
Yes	Yes	Good evening
Yes	Yes	Good morning
Yes	Yes	What happened?
Yes	Yes	What's the matter?
Yes	Yes	What happened to you?
Yes	Yes	How nice to see you again!
Yes	Yes	How nice to see you!
Yes	Yes	What brings you here?
Yes	Yes	How do you feel?
Yes	Yes	How do you do? How are you?
Yes	Yes	After you
Yes	Yes	Please come in
Yes	Yes	Make yourself at home
Yes	Yes	Please ... ("come in" or "help yourself")
Yes	Yes	Nice to meet you
Yes	Yes	Don't stand on ceremony
Yes	Yes	Go ahead
Yes	Yes	May I help you
Yes	Yes	Please, come in/sit down
Yes	Yes	Make yourself comfortable
Yes	Yes	Come in

• Answers



Formal	Informal	Answers
/	Yes	Not too bad
Yes	Yes	Very well, thank you. And you?
/	Yes	I manage
/	Yes	So so
Yes	Yes	So so
/	Yes	Not well
Yes	Yes	Not too bad
/	Yes	We get by, we manage
/	Yes	We get by
/	Yes	We get by

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A child cannot address his or her uncle by his first name because there are social limitations which restrict us when we speak to others.

Forms of address then have a great impact, the case is not the same when somebody is addressed by 'sir', or by the personal pronoun 'you' in contexts like 'sir, come here!' OR 'you, come here!'

The former is polite and is used to respect the addressee whereas the latter is impolite because saying 'you, come here!' to someone may be considered as an insult most of the time. It is similar to saying 'you stupid creature! Come here!'

Forms of address are most of the time cultural-specific, therefore they are considered a problematic area in translation.

In Arabic, the term 'owl' suggests that the addressee is ominous and not welcome as his presence causes pessimism. In English, however, it carries a positive meaning.

Thus one cannot translate without understanding the two cultures, and consequently, we, as non-native speakers of English, are supposed to understand the contentions of the forms of address before we use them in English. Just imagine the consequence of an English person trying to praise an Arab by using the term 'owl'.

Below are examples containing the use of different forms of address in English:

Addressee	Address	Salutation
Academics, college or university		
Dean	Dean FULL NAME	Dear Dean LAST NAME
President	President FULL NAME	Dear President LAST NAME
Professor	Professor FULL NAME	Dear Professor LAST NAME

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## UNIT II

# CHALLENGES OF THE AUDIENCE

People may be afraid of speaking for an audience. Fears can be of two main types: fears about the audience and fears about themselves.

Some Examples:

### FEARS ABOUT THE AUDIENCE:

- They will interrupt me, which will confuse me
- They will ask difficult questions
- They will see that I am fearful
- They will hear my mistakes
- They will not understand what I mean
- They will dislike me

### FEARS ABOUT THEMSELVES:

- I failed before and will probably fail again
- I do not have the necessary skills
- I will make mistakes
- I will forget what I wanted to say
- I will not be able to bring out a single word
- I will be very nervous

The following points may help you to overcome your fears:

#### War!

Many speakers feel that the audience is the enemy and doing a presentation is like going to war. You should be aware that nearly always the audience is friendly and wants to help you rather than condemn you. They want you to succeed because they are aware of the difficulties of speaking in public.

#### Stress

To some extent, *[not extend]*, stress is good. Stress guarantees that you are alert. That is why you feel stressed when you play complex computer games or drive fast. If a Formula 1 driver were not stressed he would never win. The trick is to control stress.

Some advice:

- Accept your body's reaction as normal
- Try to relax your body; take some deep breathes
- Move hands, arms, feet
- If you feel extreme stress; realise that this must be what great people felt when they had to admit publicly that they had done something wrong. Still,



they looked calm and confident.

### **Rational**

Be aware that many fears are not rational. An irrational fear is often a fear for fear itself. Try to break the vicious circle by rationalising your emotions.

### **Black out**

Many speakers have experienced a blackout to some extent.

● Stop and admit you have a blackout. Pause. Then think back to the point you discussed before the blackout and start again from there.

If that does not work:

● Look at material that you have; cue-cards, transparencies, notes.

If that does not work:

● Ask the audience where you were.

If that does not work:

● Skip the point you were going to discuss and continue with the next point.

If that does not work:

● Make a joke (which you prepared in advance). For example: *"If you don't know what's happening, don't worry. Neither do I"*

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## **TYPES OF PRESENTATION**

Presentations must have a clear and realistic purpose. The purpose of your presentation indicates how you want to achieve the aim of your presentation.

There are four types of presentation, and they are:

### **1. Describe**

In this type of presentation the aim is usually to give information or explain a situation. The content is often rather general or factual. When the speech is over the audience should have knowledge that they did not have before they started listening.

### **2. Instruct**

In this type of presentation the aim is to teach the audience knowledge and skills. After the presentation the listener should be able to do something he did not know how to do.

### **3. Persuade**

In this type of presentation the aim is to stimulate people to do something. After the presentation you want the listener to believe something he did not believe before he started listening.

### **4. Entertain**

In this type of presentation the aim is to entertain people. The aim of this type of presentation is mostly to make the audience feel happy, but there may be hidden goals. For example to reveal important truths or move ideas forward. Crucial element in this type is humour. For most people it is very difficult to



give a humorous presentation because the humour is not spontaneous.

## THE STRUCTURE OF THE PRESENTATION

### The Introduction

In the introduction you should make clear to the audience what you are going to talk about and why your presentation is worth listening to. Therefore, the introduction should:

- Introduce yourself (if the audience does not know you)
- Provide impact; catch the attention of the audience. Sometimes, it is a good idea to start with analysis anecdote, an illustration, a question, a quotation or a humorous remark. You can also have a look at opening sentences of newspaper articles; they are also written to provide impact.
- Indicate the aim of the presentation. By explaining the aim of the presentation you also indicate the relevance of it for the audience.
- Indicate the main topics of the presentation. Using a transparency with the structure of your presentation will help the audience to get a clear picture of what you are going to discuss.

### The Body

In the body you discuss the main ideas of your presentation. The ideas should be supported by facts, illustrations and/or claims. The topic discussed in the body should be organized in a logical way.

Some examples:

- Chronological order. Starting with the oldest event and ending with the most recent.
- Spatial order. Discussing the topic in different places. For example: unemployment in the East and the West.
- Cause and effect. Describe cause and effect of something. Especially suitable when you want to explain why something happened. For example: the causes of a disaster, the effects of a measure.
- Problem and solution. Offers a solution for a problem. For example: how a new product solves the problem of unremovable stains.
- Sequential order (step by step). This order is related to chronological order. It explains the step in the process.
- General to specific. Starts with a general picture and then moves on to a detail. For example: a general overview of the company structure followed by an explanation of the function of Sales Department.
- Specific to general. Starts with a detail and puts it in a more general context.
- Magnitude. Starts with something small and familiar then moves on to something larger and less familiar.



After you have decided on the order of the topics you should make a framework in which you order the topics into main points and minor points.

### The conclusion

In the conclusion you should either summarize the main points of your presentation or put what you have said in a certain perspective.

For example, you can let the audience choose between two options for the future, you can end with your own opinion or somebody else's opinion (quotation). You should not add new facts to your presentation in the conclusion. After the summary or interpretation you should thank the audience and close the presentation. If there is a question-answer session, you should open the question and answer session.

A common mistake with the conclusion is that the speaker gives a brief summary and then walks away saying "that's it" or something similar. You should take time to round off your presentation. Use a phrase like "with this I would like to conclude my presentation."

## UNIT III DRILLS ON SPEAKING AND LISTENING

In this section some passages are presented. Students are advised to read them and understand the general idea; it is not necessary to look up every word they do not know in a dictionary. After understanding the general meaning, the teacher will ask a student to tell the story to others. During this latter process, students can write notes which include the mistakes the student has made.

Alternatively, the teacher may ask students to close their books and he or a student who is proficient in English (to a certain extent) will read a part of the story aloud; students will be asked to take notes and to talk about what they have heard.

### (I)

Last night Susan had a long talk with her husband John, she told him that she was unhappy with the amount of time he was spending away from her and the children he looked guilty and agreed that it was excessive when she asked him why he was away so often he explained that he often



found the house noisy and untidy and said he often felt like escaping for some peace.

Suzanne asked him how he expected children to be quiet and tidy all the time

He had to admit that it was almost asking for a miracle. when she suggested that the answer was actually to become more involved with them and take some responsibility for keeping the place tidy. John smiled and said he knew he was no angel as far as tidiness was concerned he promised to spend more time with them and told Suzanne to sit down while he went and tidied living room and made her a drink

## II

Why worry

There are two things to worry about in this life

Either you are well or you are ill

If you are well there is nothing to worry about

If you are ill there are two things to worry about

Either you will live or you will die

If you live there's nothing to worry about

If you die there is there are two things to worry about

Either you will go to heaven or you will go to Hell

If you go to heaven there is nothing to worry about

If you go to Hell you would be busy shaking hands with old friends, teachers, and bosses and there will be no time to worry.

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## III

A man entered a restaurant he ordered a chicken.

Man: I don't want this chicken because one leg is longer than the other.

Waiter: Have you come here to eat the chicken or to dance with it?

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# UNIT IV

## WHAT IS "INFORMAL ENGLISH"?

### Introduction:

No living language is simply one set of words which can be used the same way in all situations. The nature of the language is such that there are in infinite variety 'of different ways to arrange its elements. What this means is that there are many ways to say the same thing, depending on where you are, who you are talking to, and how you feel. It is easy to realize that you do not talk to a roommate the same way you would talk to your roommate's mother. You do not talk to a bartender the same way you would talk to a judge. You do not refuse a panhandler with the same words you would use to refuse a second helping of mashed potatoes at a formal dinner.

One of the main factors which determine which words and structures are appropriate is the degree of formality of the situation in which you are using the language. In academic situations, we use a relatively formal set of words and structures.

### What are "informal situation"?

When and where is informal English appropriate? There are many situations in everyday life where informal English is allowed, even preferred. Some examples include:

- While playing sports
- While studying with friends
- At the bar or informal restaurant
- At a party or reunion
- While watching a sporting event
- With close family members
- With friends while shopping, studying or hanging out.
- At work (depending on your job)
- On a date, at the movies
- While listening to popular music
- On public transportation



- When accosted on the street by people you do not know.
- In e-mails
- In notes
- On the telephone with friends

### What is slang?

Slang is a subset of a language used by one particular group. It consists of words and expressions which will not be found in the dictionary, and can be distortions of existing words or entirely invented terms. It is used in informal situations. It is not appropriate in formal situations.

### Who Uses Slang?

Slang is used by all kinds of groups of people who share situation or interests. The group which uses these words is always in the minority, and often use slang to set themselves apart or make it difficult for ordinary people to understand them. When a particular new expression is known and used by a large majority of the population, it is no longer slang, but part of the regular language or usage.

*Note: Slang and Informal English are NOT the same. Some slang can be used in formal situations, and some of the words that can only be used in informal situations are not slang.*

### Why Does Slang Exist?

Slang fulfils at least two different functions, depending on whose point of view you take. For the groups that use slang, it is a way to set themselves apart, to express themselves in a distinct and individual way, and sometimes to secrets from being known by others. But for the society in general and the development of the language, slang performs another role. For the language, slang is like a linguistic laboratory, where new words and forms can be tasted out, applied to a variety of situations, and then either abandoned or incorporated into the regular language. It is like a trial period for new words. If they allow people to say something that cannot be said by using traditional language, and a majority of people accept them, then these words and expressions join their regular language.

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# UNIT V

## SITUATIONAL DIALOGUES

### AT A CLOTHES SHOP

- A: May I help you?  
C: Yes, I'm looking for a pair of trousers.  
A: What color would you like?  
C: Black  
A: And what size are you?  
C: I'm not sure. Can you measure me?  
A: [measures customer] You're 34" waist. How about these?  
C: What material are they?  
A: Wool.  
C: Have you got anything in cotton?  
A: Yes, these.  
C: Can I try them on?  
A: Of course. The fitting room's over there.  
C: [tries trousers] They're a little long. Got anything shorter?  
A: There are shorter.  
C: I'll take them.

**Keywords:** "color, size, measure, material, how can we try clothes in the fitting room, a pair of trousers"

### BOOKING A FLIGHT

- A: I'd like to book a flight to Tokyo please.  
B: Which airline would you like to use?  
A: Which is the cheapest?  
B: When do you want to travel?  
A: Next week, the 15th.  
B: Would you like a return ticket?  
A: Yes, I'm coming back on the 30th.  
B: Let me see... ABC costs \$299.00, but you have a transfer at Hong Kong. XYZ is the cheapest direct flight at \$349.00, both tourist class of course.  
A: How long does the ABC flight take?  
B: Total time is 15 hours, XYZ takes 11 hours.  
A: I may as well go with XYZ then.  
B: How many seats would you like?  
A: Just the one, and could I have a vegetarian meal?  
B: Certainly, there's no extra charge.

- to book a flight: to buy a ticket
- which airline: which company خطوط جوية



الخطوط الجوية السورية / السورية للطيران  
Example: Syrian Airline: - return ticket: go-and-come-back ticket

Concerning tickets, there are two kinds of tickets:

British English:

1. Single Ticket: بطاقة ذهاب
2. Return ticket: بطاقة ذهاب مع إياب

American English:

1. One-way Ticket: بطاقة ذهاب
  2. Round-trip ticket: بطاقة ذهاب مع إياب
- Check-in desk: 'مكتب تأكيد الحجز'

### AT THE CHECK-IN DESK

C: Good morning, may I have your ticket please?

D: Certainly. Can I take this as a hand luggage?

C: Yes, that'll be fine.

D: And can I have an aisle seat in the smoking section?

C: I'm afraid this is a non-smoking flight sir. But you can have an aisle seat.

Here's your boarding pass. Have a nice flight.

D: Thank you.

1. Single seat. المقعد المفرد
  2. Aisle seat. المقعد المزدوج باتجاه الممر
  3. Window seat. المقعد المزدوج باتجاه الشباك
- Boarding pass: بطاقة الركوب

### AT PASSPORT CONTROL

E: May I see your passport please?

F: Here you are.

E: What is the purpose of your visit?

F: I'm on business.

E: How long will you be staying?

F: Fifteen days.

E: Thank you very much. Enjoy your stay.

Terms: 'I'm on business'. Not 'in business'.

Passport control: مكتب الجوازات

At customs: في الجمارك

### AT CUSTOMS

G: Do you have anything to declare, sir?

H: Just some wine and cigarettes.

G: How much wine do you have?

F: Four bottles.

G: That's fine, and how many cigarettes?

H: I have 20 packets.

G: I'm afraid you're only allowed 280 cigarettes. You'll have to pay duty on the rest.



H: Oh! How much is it?

G: It's \$12.00 plus V.A.T.A total of \$14.10.

H: Here you are.

### THE POLICE ARE INTERVIEWING A SUSPECT.

P: Where were you last Tuesday evening?

S: I was staying in a hotel in Brighton.

P: Who were you with?

S: I was with my girlfriend, Joan.

P: What was the name of the hotel?

S: The George and Dragon.

P: What was your room number?

S: It was 213.

P: Did you speak to anyone?

S: Yes. I spoke to the waitress and the barman.

P: What was the barman's name?

S: His name was Colin.

- suspect: (المشتبه به)

### OPENING AN ACCOUNT

A: Good morning, can I help you?

B: Yes, I'd like to open a deposit account.

A: Certainly Sir. Would you like a Silver or a Gold account?

B: What is the difference?

A: You can open a Silver account with just \$5. The account comes with a cash card so you can withdraw your money at any time. The Silver account currently pays 5% interest. For the Gold account you need a minimum of \$500, and you have to give 14 days' notice to withdraw money. The interest rate is 6.5%.

B: I'll go for the Silver account.

A: How much would you like to deposit?

B: £500

A: And we'll need two proofs of ID; telephone bill, driving license, credit card statement etc.

B: Sorry, I don't have any of those on me. I'll come back tomorrow.

- interest = الفائدة

- I'll go for ... = I will choose...

*I will go for the silver account.*

- cash a check = صرف شك

- deposit account: وديعة/ حساب ودائع

- current account: الحساب الجاري

- silver account: الحساب الفضي

- gold account: الحساب الذهبي

- notice: اشعار

- two proofs of ID: اثباتين شخصيين



-ID: identity.

Useful words:

- ATM: Automated Teller Machine: الصراف الآلي = cash machine.  
(جنيه استرليني)  
- £: pound sterling

### WOULD YOU DO ME A FAVOUR?

- What is the matter? You look terrible.  
- I have a lot of errands to do, but I have to study all day for my science test.  
How am I going to do everything?  
- I'll help. What can I do for you?  
- Great! Thanks a lot. First, I need some money. Would you cash a check for me?  
- Sure. Anything else?  
- Well, after you cash the check, would you take the money to my neighbour, Anna Brown? She bought some paper plates and napkins for me at the supermarket. They are for my party. Do you remember? I'm having a party after my test. Could you thank her, too?  
- No problem. Is everything else ready for the party?  
- Not really. Could you call the restaurant for me? Order four large cheese pizzas. I'll pick them up after my test.  
- O.K. Anything else?  
- Just one more thing. Would you mind going to the post office and mailing this present to my mother? It's her birthday next week.  
- O.K., but remember this the next time I need a favour.

Errands: duties. A Short journey in order to do something for someone.

-cash a check: بصرف شيك

### APPLYING FOR A MORTGAGE

- C: Good morning, I'm the manager, how can I help you?  
D: We'd like to apply for a mortgage.  
C: Have you found a property you're interested in?  
D: Yes we have.  
C: How much would you like to borrow?  
D: Well, the property is \$75,000, but we have a deposit of \$25,000.  
C: So you need a \$50,000 loan. Do you have any account with this bank?  
D: Yes, we both have accounts here. I've had my account for over fifteen years.  
C: How much do you both earn?  
D: I earn \$15,000 pa and my wife earns \$12,500.  
C: That's fine. Now would you like to complete this form....

Pa: [p.a.] per annum: بالسنة

- 'applying for a mortgage' التقديم على قرض

-Form: استمارة

-Property: عقار

-Loan: قرض



## BORROWING

S: Dad. Can I borrow the car tomorrow?

F: Why do you want to borrow the car?

S: I'm going to the beach with Tony.

F: Last time you borrowed it you had an accident and dented the door.

S: I promise I'll drive carefully this time.

F: And the petrol tank was almost empty.

S: I'll fill it up before I get home.

F: Well, Ok then, provided you're home by 8. I'm going out tomorrow evening and I need the car.

S: Great. Thanks dad, I'll be home by 7:30.

↳ ...you had an accident and dented the door.

- dented: not completely damaged

↳ I promise I'll drive carefully this time.

↳ And the petrol tank was almost empty.

↳ I'll fill it up before I get home.

↳ ...provided you're home by 8. شريطة أن/ بشرط أن/ على أن تكون في المنزل بحلول الساعة ٨

## COMPLAINING

### A FAULTY T.V

A: Good afternoon, can I help you?

B: I hope so. I bought this television here about three months ago, but the sound and picture quality are awful. The picture always flickering and there's a dark line down the left-hand side of the screen. And there's an annoying hissing sound in the background.

A: Do you have any outside aerial?

B: Yes, I do.

A: Have you tried adjusting the aerial?

B: Several times.

A: Hmmmm. I'll get our engineers to have a look at it.

B: A friend of mine bought the same model here and had exactly the same problems. I want a refund.

A: I'm afraid it isn't our policy to give refunds, sir.

B: I want to see the manager.

↳ Do you have any outside aerial?

↳ Have you tried adjusting the aerial?

↳ A friend of mine bought the same model here and had exactly the same problems. I want a refund.

## A BAD HOLIDAY

A: Good morning, can I help you?

B: I'd like to make complaint about my holiday in Portual last week.



A: I'm sorry to hear that. What exactly was the problem?  
 B: First of all the coach taking us to the hotel broke down and we had to wait for over two hours in the sweltering heat before a replacement arrived. Then when we got to the hotel we found our room hadn't been cleaned.  
 A: Oh dear, did you complain to the hotel staff?  
 B: Of course, but we were told all the chambermaids were off duty. Anyway, that's not all. The people in the room above sounded like they were having all-night parties, every night. I demanded another room but the receptionist told me the hotel was full.  
 A: Oh, I see.  
 B: And to cap it all the food in the hotel restaurant was awful. It was so bad we had to eat out all the time despite having paid for meal in the price of our holiday.  
 A: I do apologise. I'd like to offer you a 20% discount on the price of one of our Autumn breaks as a gesture of goodwill.  
 B: A 20% discount, you must be joking. I want to see the manager.

### CRIME

O: Dartford Police Station. Can I help you?  
 W: I hope so. My house has been burgled.  
 O: Where do you live?  
 W: 2B Southbrook Road.  
 O: When did you discover the burglary?  
 W: When I got home from work. About 5 minutes ago.  
 O: Was anything stolen?  
 W: Yes. All my jewellery's gone, and my computer too. And they sprayed graffiti all over my walls.  
 O: How did they get in?  
 W: They forced the back door.  
 O: An officer will be round in about half analysis hour. Please don't touch anything.

- 'has been burgled' means that somebody broke in (or robbed) certain things from the house.

- 'When did you discover the burglary?' means "When did you discover that you have been robbed?"

- 'graffiti' is some kind of writing on walls using 'spray cans'. (الكتابة بالبخاخ على الجدران).

- 'forced the back door' means (خلعوا الباب الخلفي).

### FINDING A FLAT

A: Hi, what can I do for you?  
 M: I'm interested in the flat in Central Parade. What can you tell me about it?  
 A: It's a conversion on the second floor of a beautiful, four-storey Edwardian house. It has two bedrooms and a large living room overlooking the sea. The kitchen and the bathroom have recently been re-fitted.



M: Is it centrally heated?

A: Yes, it's centrally heated throughout, and double-glazed too.

M: Does it have a parking place?

A: No, but there's plenty of unrestricted parking in Central Parade and nearby.

M: How much is it?

A: It's \$39,995, but I believe the owner would be willing to accept an offer.

M: How long is the lease?

A: There's no lease. The price includes a share of the freehold.

- 're-fitted': 'built again'

- 'centrally-heated': فيها تدفئة مركزية

- 'double-glazed': having two sides of glasses to keep the room at the exact degree of heat which is desirable.

- 'unrestricted' = 'free'; i.e. you don't need to pay any money for it.

- 'lease': 'a renting contract' عقد إيجار

### TELEPHONE

A: Good afternoon, Fowler's, may I help you?

B: Extension 237 please.

A: I'm sorry, the line's busy, will you hold?

B: Yes, I'll hold.

.....  
A: I'm putting you through.

C: Marketing, Harry Webb speaking.

B: Could I speak to Maurice Caine please?

C: I'm sorry, he's in a meeting at the moment.

B: Do you know when he'll be back?

C: He should be back around four. Can I take a message?

B: Yes, please ask him to call David Jones on 6293478.

C: 6293478, right?

B: That's right.

C: Ok, I'll see he gets your message.

### Important words and terms.

- hold - putting through - take a message - get a message

Susan: How is your new boyfriend? What is his name?

Kim: Jack

Suzan: How well do you know each other? Do you two have anything in common?

Kim: Of course. You know it is important for people to have things in common.

Suzan: What kind of person is he?

Kim: Well, he's really nice and patient. He is also very hardworking and responsible.

Suzan: That's nice. But you know, Kim, sometimes you are a little lazy.

Kim: What are you talking about? I'm not lazy. I'm a responsible, hardworking



student when I want to be.

Suzan: O.K., O.K. What does Jack like to do in his spare time?

Kim: Well, he likes all sports. He's an excellent athlete. He enjoys baseball and football and he loves to play soccer. And you know I like playing tennis.

Suzan: No, I didn't know you like any sports at all. You think it's fun to go dancing and to parties. Is Jack outgoing? Does he like going to parties?

Kim: Well, actually, Jack prefers staying at home. He doesn't like going to clubs. He hates dancing. He thinks going to museums is exciting. And he prefers to go to the movies on the weekend, not to parties.

Suzan: But, Kim, you never go to museums. And you love going to parties. You probably aren't going to have anything to do together. You don't like the same things at all. I thought you said you had a lot in common.

Kim: Well, I thought we did.

# Wish you all the best

احذر المحاضرات المسروقة

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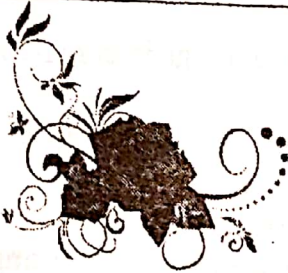


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