



3
السنة



Speaking & Listening

1ST Semester– 10th Lecture

د. مايا عايد

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Political Terms Reading & comprehension
Consecutive Translation phonetics
Culture Scientific Texts & Idioms Essay
Contrastive Analysis Dictionaries عربي
GRAMMAR Semantics & Syntax Translation
Speaking & Listening
Literary Texts Interpretation
Science of Translation Discourse Analysis

HELLO EVERYBODY:

So, next week, probably it would be like an overview of everything.

Don't be afraid about the exam. It's not going to be hard.

And it's typically from the book, everything that is going to be from the book. So we'll talk about this more. next lecture.

Reported speech

Instructor: I need the easiest sentences cam to your mind?!

Student: He goes to school.

Instructor: So, If I want to say what she said right now .. how would this sentence become?

Student: She said that he went to school.

Instructor: You know that in reported speech, what do we exactly do? We take the verb of the sentence, and we change to the past.

So,

- a **simple present** turning into **simple past**.
- **past** turning **past perfect**.
- **present perfect** turning into **past perfect**.
- **Perfect continuous** turning into **past continuous**.

Can → could

Will → would

Instructor: If I have something, I want to report that is going to happen in the future.

Do I have to change the tense of the verb?

Student: No.

Instructor: For example, if I say your exams are going to be next month, or the exam is next month, and you want to report what I have just said, what do you say?

The teacher said that "The exam would be"

This is the reported speech, what's about the direct speech?

Just like your friend said he goes to school, I say: she said "he goes to school"

you use quotation marks. This is the **direct way of speech** or of writing this certain dialogue between two people.

Questions

Give me an easy question

Student: Do you have children?

Instructor: When I want to report the question, I use: **she asked me, she inquired, she wondered, she wanted to know.** Every single verb that's can give me the intention or the prospect of a question it might be used.

*When we have yes, no question, I put "if" or "whether".

If we have "Wh" question give me a sentence.

Student: What is the time?

Instructor: She wanted to know what the time was?

Instructor: For example, can I see you tomorrow?

Student: He asked me if he could see me the next day.

Instructor: So, we have to change the pronouns and the phrases of the time.

Instructor: Wash your hands!

We have a **command** here, so when we report this sentence, we use she **told me.**

Student: She told me to wash my hands.

Student: if I have a **request.** for example. Can I see you tomorrow?

She asked me if she could see me the following day.

Instructor: we also have promises. For example: I will help you.

She promised to help.

Instructor: if I am talking about an advice. >>> She suggested to.

Now page 95

We have an exercise: **this exercise is a homework for the exam:**

II. Report the following short dialogues using ask if, ask to, or tell to.

For example:

'Please sit down.' He asked me to sit down.

'Can I sit down?' He asked if he could sit down.

'Sit down' He told me to sit down.

'Don't sit down.' He told me not to sit down.

Remember: there may be other changes you need to make in the sentence.

1. 'Would you mind if I opened the window? the boy said to the teacher.

2. 'Make sure that you look in the mirror before turning right', the driving instructor said to me
3. 'Please don't tell anyone the news, because I want to keep it secret' Janet said to her sister.
4. 'Don't drive so fast!' said Henry to his wife.
5. 'Would it be all right for me to come to work a little late tomorrow?' she asked her boss.
6. 'Is it OK if I borrow your tennis racket?' Michael asked Graham.
7. 'Do you think you could turn the music down a little?' Tim said to his son.
8. 'Would it be OK for me to use the phone to call my parents?' he said to Mrs. Robinson.

We will do just the easiest one number 4:

4. Don't drive so fast said Henry to his wife.

The type is: Order imperative command

➤ **Henry told his wife not to drive so fast.**

Always you have to pay close attention to the type that just happens. Like if for example, I tell you to do all of them at home. If your face any hard thing just tells me next time.

So, we have finished with reported speech, we said that we are going to be talking about command.

Page 139.

Everyday Short Dialogues

In the following short dialogues,

- *underline all contractions and write both words*
- *circle all positive commands*
- *put an "x" over all negative commands*

1.

Cindy: We're leaving. [**we are**]

Beth: Wait for me! **Positive commands**

Cindy: Hurry up! We'll be late! **Positive commands** / [**we will**]

Beth: Okay, okay. I'm ready. Let's go. [**I am**] [**let us**] / **Positive commands**

2.

Mary: (Knock , knock) May I come in? **Positive commands**

Prof: Certainly. Come in. Please have a seat. **Positive commands**

Mary: Thanks.

Prof.: How can I help you?

Mary: I need to ask you a question about yesterday's lecture.

Prof.: Okay. What's the question? [**what is**]

3.

Sue: We need to leave soon.

Ivan: I'm ready. [**I am**]

Sue: Don't forget your house key. [**Do not**] / **negative commands "x"**

Ivan: I have it.

Sue: Okay. Don't forget your wallet, either. [**Do not**] / **negative commands "x"**

Ivan: I have it. Let's go [**let us**] / **Positive commands**

4.

Tom: What's the matter? [**what is**]

Jim: I have the hiccups.

Tom: Don't breathe. [**Do not**] / **negative commands "x"**

Bob: Drink some water. **Positive commands**

Joe: Breathe into a paper bag. **Positive commands**

Ken: Eat a piece of bread. **Positive commands**

Jim: It's okay. The hiccups are gone. [**It is**]

5.

Student: Do we have homework tomorrow?

Teacher: Yes. Read pages 24 through 36, and answer the questions on page 37, in writing. Don't do questions 9 and 11, we'll do those in class. [**Do not**] [**we will**] / **Positive commands**

Student: Is that all?

Teacher: Yes.

6.

Yuko: How do I get to the post office from here?

Eric: Walk two blocks to 16th Avenue. Then turn right on Forest Street. Go two more blocks to Market Street and turn left. The post office is halfway down the street on the right hand side. **Positive commands**

Yuko: Thanks.

7.

Andy: Bye, Mom. I'm going over to Billy's house. [**I am**]

Mom: Wait a minute. Did you clean up your room? **Positive commands**

Andy: I'll do it later. [**I will**]

Mom: No. Do it now, before you leave. **negative commands "x"**

Andy: Do I have to?

Mom: yes.

Andy: What do I have to do?

Mom: Hang up your clothes. Make your bed. Put your books back on the shelf. Empty the wastepaper basket. Okay? **Positive commands**

Page 145

Unite seven

Tongue twisters

Instructor: What is tongue twisters?

Student: it is something hard to utter.

Instructor: excellent! Tongue twisters are basically sentences or texts, pieces of poems, pieces of songs. They are words that when they are combined together.. Like how I am going to articulate This few months, maybe this. .."tricky works".. Because when a word when two words are after each other, and they are tricky, you might fall into this trap of not knowing how to articulate that one, and in the right way.

For example:

A box of biscuits, a batch of mixed biscuits.

If I mixed between these words.

We call these **spoonerisms**

Spoonerisms: are basically when you have two successive words, and you just take letters from this and you put them here and you take the letters from this and put them here. I might fall into the trap of pulling into a spoonerism which mixing the letters of two successive words.

like *ليرة ورا ليرة, ليرة ورا ليرة*

If I say **mixed** instead of **fixed**.

If I changed the whole words into something that has the similar sound but is not the same words. What do I call this?

Malapropism

This happens if I have two words, mixed, fixed, whatever the two words are and I just take one from its context and I put a similar one and the way we articulated this is called and **malapropism**.

Page 146

Alliteration: جناس

➤ Peter Piper picked a peck of pickled peppers.

It's alliteration.

I really advise you to read them at home. They're so fun.

Some of them are repeated but this last part **not required for the exam.**

In the exam for example: I may ask you:

☞ **Spoonerism is:**

1. **Tongue twisters**
2. simple sentences
3. proverb

These terms are important to me.

I might bring you a sentence and I say in reported speech, or I might for example, bring what does the mistake in this sentence.

and I put maybe the pronoun or preposition in wrong place !!and you have to discover what the wrong thing is.

Or for example, if I say you have these four, prepositions, which one do we use for this particular?

For example, I have covered all the texts that we have and we said that there are certain words that are linking to certain conversations or certain dialogues between people this is like an economic dialogue, this is a dialogue over the phone or whatever if I bring you for example, a certain word that has an economic context or it has an economic meaning, like tax for example, is the easiest thing you remember like this. But as an example, you have to know what tax means. And I mentioned to you what these words mean, in the class if you remember

That's all for today lecture!!

Thank you!!

The end ♥