

An Introduction
to Speaking & Listening


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An Introduction to Speaking & Listening

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Introduction

This book is intended for learners of English at the University of Damascus, the Open-Learning Center/third year, the first term. It introduces speaking and listening in a simple way and exercises are provided.

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Part I

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Introduction

• Introduction to pronunciation

Distinguishing words which sound similar but not the same is important for correct comprehension. The dictionary helps you find out how words are pronounced. In the second year, you have studied in detail the different kinds of dictionaries you can consult and you have studied phonetics as well. Consequently, here is only a brief idea about pronunciation as it is relevant to speaking and listening.

* Sounds of speech

When one listens to what others say, what is heard is a continuous sequencing chain of sounds. The division between one word and the other is not indicated and cannot usually be noticed. Suppose you were asked to listen to a speech in a language you have no idea about such as Chinese, Japanese or Turkish and then someone asked you to write down the

separate words, would you be able to do that? What if you are listening to someone speaking English fluently? Can you pinpoint the exact words? Can you break down the chain into the separate words which make that speech? If you are familiar with the sounds you can do that. English has basically three kinds of sounds.

Vowels, for example a, e, o, i, u.

Consonants, for example p, b, t, d, k, g

Consonants can be either voiced or voiceless. The former are produced with no vibration in the vocal cords such as s, f, k, p, t, whereas the latter are produced with vibration in the vocal cords such as b, d, l, m, n, v,...

Diphthongs, being a slide from one vowel position to another or a combination of two vowels, for example oi, ue, ai ;

(when there are three vowels, this is called a triphthong.)
(Remember that all vowels and diphthong sounds are voiced)

A good dictionary, mono- or bilingual, is expected to provide a guide for pronouncing words in addition to a

phonemic or even phonetic transcription of the entries included. The transcription is usually provided for the base or root of an entry not for the derived items unless a change in spelling or stress placement takes place: appear/ apparent, example/ exemplify. Such information is essential with regard to knowledge of words and the way they are spoken in a language, especially for those who are learning it as a second language.

* Stress

If separate sounds are recorded and then pasted one after the other, the words and the sentences will be difficult to understand. This is because not only the sounds are important, but also stress (=emphasis). For example, there is a clear difference in meaning between present(=gift) and present (=to show). Many dictionaries indicate not only the pronunciation of a word, but also the stress pattern. It is mostly indicated by underlining the stressed part of the word (e.g. /likwid/ for liquid) or by putting an apostrophe-like symbol before the stressed part (/ ˈlikwid/)

Long words often have one rather heavily stressed part (primary stress, often indicated with an apostrophe at the top of the line) and a part that is also stressed, but with less intensity (secondary stress, often indicated with an apostrophe at the bottom of the line).

Assignment:

Following are some words, find out how stress is indicated in your dictionary:

- pronunciation
- dictation
- personal
- syllable
- comfortable
- simultaneously
- telephonist
- orthography
- dictionary
- philosophy
- boring
- fascinating.
- Advantageous

- Laborious

Assignment :

Find out how the following pairs are stressed.

Noun:	Verb:
(the) contract	(to) contract
(the) desert	(to) desert
(the) export	(to) export
(the) import	(to) import
(the) insult	(to) insult
(the) object	(to) object
(the) permit	(to) permit
(the) protest	(to) protest
(the) record	(to) record

Adjective	Verb
Separate	Separate

Try to find other examples.

Assignment:

1. Have a look at your English language dictionary and find out how the pronunciation of words is indicated. Also look at the key to the phonetic symbols that are used.

2. Find out how the following words should be pronounced (i.e. write down the sounds and the stress pattern). Also pronounce the words yourself.

- elucidate
- simultaneously
- miscellaneous
- gaol
- goal
- advantageous
- courageous
- gauge
- recipe
- event

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Oral communication skills

Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing. Inside the classroom, speaking and listening are the most often used skills. They are recognized as critical for functioning in an English language context, both by teachers and by learners.

"What is speaking?"

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work) can

be identified and charted. For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

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 the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize 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 emphasizing 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 maximize 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 tp the point unless there is a reason for ambiguity.

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Unit One

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 not 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 something like "sir" which is a formal form of respect.

* Telephoning

Telephoning in 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:

- **Speak clearly.** Use clear articulation and try to avoid difficult words and long sentences if it is not necessary to use them.

- **Do not speak too fast.** Keep in mind that many people tend to speak to fast when they are nervous. Hardly anyone ever speaks too slowly.
- **Confirm** what you have understood. This is especially important if the other person gives addresses or dates.
- **Be pollte.** Start and end the conversation politely. Try to avoid being too direct. In English this is often done by using would. Compare: I want some more information - I would like to have some more information.
- **Be efficient.** Make sure that you have prepared the call and know **what** you want to say and **how** you want to say it in

advance.

- **Know frequently used expressions.**
- **Listen carefully**, so that you do not need to ask the other person to repeat information.

* Greetings

The following list includes greeting forms of everyday usage, as well as some forms found in literature. Most expressions can be used in both formal and informal settings by changing the verb form.

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; 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.

Formal	Informal	
/	Informal	What's wrong with you?

/	Informal	Look who is here!
/	Informal	How's going?
/	Informal	How's going?
/	Informal	Look who is here!
/	Informal	Look who is here!
/	Informal	Make yourself at home
formal	Informal	At your service
Formal	Informal	Welcome
Formal	Informal	Well met
Formal	Informal	Welcome
Formal	Informal	Good evening
Formal	Informal	Good morning
Formal	Informal	What happened?
Formal	Informal	What's the matter?
Formal	Informal	What happened to you?
Formal	Informal	How nice to see you again!
Formal	Informal	How nice to see you!
Formal	Informal	What brings you here?
Formal	Informal	How do you feel?

Formal	Informal	How do you do? How are you?
Formal	Informal	After you
Formal	Informal	Please come in
Formal	Informal	Make yourself at home
Formal	Informal	Please... ("come in" or "help yourself")
Formal	Informal	Nice to meet you
Formal	Informal	Don't stand on ceremony
Formal	Informal	Go ahead
Formal	Informal	Nice to meet you
Formal	Informal	May I help you?
Formal	Informal	Please, come in/sit down
Formal	-	Don't stand on ceremony
Formal	Informal	Make yourself comfortable
Formal	Informal	Come in

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***Answers:**

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

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A child cannot address his/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 culture-specific; therefore, they are considered a problematic area in translation. A good illustration of this is seen when Arabs use a certain term to insult the address like the term "owl". The term suggests that the addressee is ominous and not welcome as his presence causes pessimism. The same term, however, if translated as is into English carries, most of the time, exactly the opposite meaning. The term "owl" especially in modern English stands for positive qualities. Ilyas (1989: 124) explains this idea and argues that:

Suppose one comes across the occurrence of the English term ((owl)) in a modern literary text which is to be translated into Arabic. The fact that the term "owl" refers to a universal creature (or semiuniversal creature), i.e. bird does not necessarily mean that it is less difficult for translation. In English, it stands for or carries positive connotations (wisdom, and grace), but in Arabic it is a symbol of pessimism and other negative associations.

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

Below are some 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
Clerical and religious orders		
Archbishop, Eastern Orthodox	The Most Reverend First name, Archbishop of Place name	Your Eminence
Archbishop, Roman Catholic	The Most Reverend Full name, Archbishop of Place name	Your Excellency

Archdeacon, Episcopal	The Venerable Full name, Archdeacon of Place name	Dear Archdeacon Last name
Bishop, Episcopal	The Right Reverend Full name, Bishop of Place name	Right Reverend Sir or Dear Bishop Last name
Bishop, other Protestant	The Reverend Full name	Dear Bishop Last name
Bishop, Roman Catholic	The Most Reverend Full name, Bishop of Place name	Your Excellency or Dear Bishop Last name
Cardinal	His Eminence First name Cardinal Last name	Your Eminence
Clergyman/woman, Protestant	The Reverend Full name or The Reverend Full name, D.D.	Dear Mr./Ms. Last name or Dear Dr. Last name
Dean of a Cathedral, Episcopal	The Very Reverend Full name, Dean of Place name	Dear Dean Last name
Monsignor	The Right Reverend Monsignor Full name	Dear Monsignor

Patriarch, Greek Orthodox	His All Holiness the Patriarch of Place name	Your All Holiness
Patriarch, Russian Orthodox	His Holiness the Patriarch of Place name	Your Holiness
Pope	His Holiness The Pope	Your Holiness or Most Holy Father

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Unit Two

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

If your fears are in this list you should feel relieved already. It means that your fears are very common and that most speakers share your fears. The audience will not notice your fears better than you were able to notice them in speakers you have listened to. 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 then condemn you. They want you to succeed because they are aware of the difficulties of speaking in public.

Stress

To some 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 breaths
- 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 black out to

some extent. Some strategies to fight black out:

- Stop and admit you have a black out. Pause. Then think back to the point you discussed before the black out 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"

6-step method

If, after reading the remarks above, you still have fears for speaking in public try the 6 steps method below.

1. face your fear and investigate the nature of it; is it realistic?; what is the cause?
2. remove fear and increase confidence
3. take a positive attitude; consider errors as learning

experiences

4. prepare thoroughly
5. imagine yourself succeeding
6. do not have the 'wait and see' attitude; take control over the situation by anticipating things that may go wrong.

Assignment:

Fears

Write down at least 3 fears that you have about speaking in public. Analyse your fears by answering the following questions:

a. What is the nature of the fear?

b. Is it a realistic fear? Why (not)?

c. What is the cause of the fear?

d. How can you remove the cause of the fear?

e. What will you do to remove that fear? (be as explicit as possible)

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Types of presentations

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

The purpose can be: to describe, to instruct, to persuade or to entertain.

Describe

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

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.

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.

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.

Assignment:

Types of presentations

Imagine you are a committee investigating the consequences of the privatisation of a healthcare clinic. You

have to do four presentations for the following audiences:

- a group of doctors who work in the clinic
- a group of worried patients
- a group of information technology experts who have to adapt the computer network
- a group of students who do a project on privatisation

Indicate which type of presentation should be used and why.

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The structure of the presentation

The elements of a good presentation are: introduction, body and conclusion.

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 an 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 often 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 topics discussed in the body should be organised in a logical way. Some examples:

- Chronological order. Starting with the oldest event and ending with the most recent.
- Spatial order. Discussing one 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 steps in a 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 the 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 summarise 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 conclusions 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."

Assignment:

Introduction

Write an introduction in which you:

- introduce yourself
- provide impact
- explain the aim
- indicate the main topics

Assignment:

Conclusion

Imagine you have to hold a presentation on the pros and cons of the European Union for an audience of fellow students.

Part II

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Unit Three

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.

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(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. Susan 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 Susan to sit down while he went and tidied the living room and made her a drink.

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Comprehension questions:

- Why was Suzan unhappy?
- Why did her husband often run away?
- Was John an expert in tidiness?
- What was the answer that Suzan suggested?
- Do you think that husbands are supposed to share the housework with their wives? Why? Why not?
- Are children always noisy and untidy? What can the parents do about that?
- Who is more important for bringing up children, the father or the mother? Why?

Now write the dialogue between Susan and John.

Susan: John, I'm unhappy.

John: .....

Susan:.....

John: .....

Susan:.....

John: .....

Susan:.....

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 is nothing to worry about.

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

So, why worry.

Comprehension questions:

- What is the thing that is the most important for you? Is it always the same?
- Do you agree with the ideas mentioned in the above text?
- Is money more important than your health?

- What about the last statement?
- Do you believe that you will go to Heaven or to Hell?

III.

A man entered a restaurant. He ordered a chicken.

Man: I do not 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?

Comprehension questions

- Do you like eating out? Why? Why not? What places do you usually go to?
- Do you usually tip waiters? When and Why?
- Do you think the waiter was clever in his answer?
- Imagine that you are the customer, what will you reply in this case?
- Do you usually criticize the food in a restaurant or do you accept things as are?

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Unit Four

What is "Informal English"?

No living language is simply one set of words which can be used the same way in all situations. The nature of 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 Situations"?

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 a 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 situations 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 keep 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 tested 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 using traditional language, and a majority of people accept them, then these words and expressions join their regular language.

Damascus University

Unit Five

Situational Dialogues

At a clothes shop

A: May I help you?

C: Yes, I'm looking for a pair of trousers.

A: What colour 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. Have you got anything shorter?

A: These are shorter.

C: I'll take them.

Practice:

You are the one working at the till in a store and another student is a customer. Act out conversation. You want to buy the following items:

- A t-shirt- but they have not got the right size for you.
- A pair of jeans- but they are too expensive.
- A top- but the colour does not suit you.
- A sweater- it is suitable but you have not got enough money.
- The shop is not nice and you want to leave. The clerk will try to convince the customer not to leave the shop.

Damascus University

Flying

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 to 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 vegetarian meals?

B: Certainly, there's no extra charge.

At the check-in desk

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

D: Certainly. Can I take this as 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.

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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.

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At customs

G: Do you have anything to declare, sir?

H: Just some wine and cigarettes.

G: How much wine do you have?

H: 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.

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Speak out!

- Work with a partner. One of you is a travel agent and the other is the customer. The travel agent helps the customer make travel plans. Take notes. What does the customer like to do? Where does the customer want to go? What things does the customer have to do before he or she goes? What will the customer be able to do after he or she gets to the vacation place?

- Use these expressions to construct a conversation:
  - Departure and arrival
  - Economy class
  - First class
  - Syrian air
  - Return ticket
  - Single ticket
  - Arrival time

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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

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Practice:

- Have you ever been to a police station? Why?
- How do the police treat citizens in your country?
- Do you feel safe when you see a policeman?
- Is there an emergency phone number for the police in your country? What about other countries?
- Do the police usually come soon once you give them a ring?

Damascus University

Bank

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's 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:

I'm sorry, I don't have any of those on me. I'll come back tomorrow.

Practice:

- Use these expressions to construct a conversation:
  - The bank is across from Dixons
  - The bank will close in 15 minutes.
  - Hurry up.
  - Change Sterling pounds
  - Cash a check
  - Have you got change for a dollar?
  - I am closing my account.
  - Do you change Syrian pounds?
  - Can I have a mini-statement, please?
  - How many cash points can I use?

- How much money I am allowed to withdraw each day?
- What if I want extra money?
- Do you provide loans?
- What about the interest?
- Do you offer visa cards?

Damascus University

Would you do me a favour?

- What's 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.

Practice

- Do you usually ask your friends to do you a favour? When? Do they usually help?

- What do you do if a close friend refuses to help you although he or she has enough time?

- Do you have "real" friends?
- Do you agree with the proverb which says "a friend in need is a friend indeed" Why? Why not?
- A fried asks you to do him or her a favour, but you have no time. Apologize.
- Do you believe that real friendship exists? What is friendship? Do you believe that good friends have to be real altruists?

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 an 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.....

Practice

i. You want to open a current (cheque) account

ii. You want to apply for a loan to buy a car.

Make conversations.

- You can ask about the documents required.
- You can ask about the advantages you will get.
- You can ask about the amount of money you are allowed to withdraw per day.
- You can ask about interest.

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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.

Damascus University

Complaining

A faulty TV

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 is 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 an outside aerial?

B:

Yes, I do.

A:

Have you tried adjusting the aerial?

B:

Several times.

A:

Hmmmmm. 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.

Damascus University

A bad holiday

A:

Good morning, can I help you?

B:

I'd like to make a complaint about my holiday in Portugal 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 meals 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.

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Practice:

i) You had beef curry at the Grand Hotel a couple of evenings ago. That night you had stomach ache sickness and diarrhoea. The doctor said you had food poisoning.

You're feeling better now and have gone back to the hotel to complain.

Make the conversation.

ii) You bought a used car from Micky's Motors three months ago. Since then your car has needed a new exhaust and gearbox. Both these were fitted by Micky's under the car's guarantee. Yesterday the brakes failed and you almost had an accident. You want a refund.

Act out the conversation

iii) You recently moved to a new home. Ron's removals moved your furniture. The removal men smashed an antique vase. You can't find your family photo album though you're sure you packed it.

Make the conversation.

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 an hour. Please don't touch anything.

Damascus University

Practice

i) Your car has been stolen. Report it to the police.

ii) You were waiting in the bank when there was a robbery, Tell the police what you saw.

iii. In pairs, discuss the following ideas:

- Organized crime cannot be defeated.
- Organized crime has to be seen as an international problem.

* What do you think should be done to fight organized crime worldwide? Make suggestions.

Damascus University

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 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 space?

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.

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 629 3478

C: 629 3478, right?

B: That's right.

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

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Susan: How is your new boyfriend? What's 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.

Practice:

Do you think these statements are true (T) or false (F)? Explain.

1. Kim is hardworking.
2. Kim likes going to parties.
3. Kim is a good athlete.
4. Kim is shy.
5. Kim is a little lazy.
6. Kim likes going to museums.
7. Jack is hardworking.
8. Jack likes going to parties.
9. Jack is a good athlete.

10. _____ Jack is shy.

11. Jack is a little lazy.

Speaking:

Work with a partner. Ask your partner what he or she thinks about each activity below.

Your partner will answer using it's + infinitive. You can use the list of adjectives below.

Boring

Exciting

Hard

Interesting

Easy

Fun

Important

Terrible.

A. What do you think about going to a museum?

B. I think it's interesting to go to a museum.

A. Not, me. I think it's boring. What do you think about doing exercises?

B. I really hate doing exercises.

A. Me, too.

B. What do you think about ….?

Go/ museum

Do/ exercises

Learn/ English

Go/ movies

Travel/ other places

Meet/ new people

Watch/ sports on TV

Read/ newspapers in English

Dance/ club.

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What do you want to be?

What kind of job do you want? What kind of personality do people with these jobs need? Work with a partner. Ask and answer.

Example:

- What do you want to be?
- I want to be a pilot. I think it is exciting to be a pilot.
- Oh, but that can be dangerous. I want a safe job. I want to be a teacher. Teachers are creative.
- Do you think pilots need to be nice?
- That is not so important. I think they need to be careful.
- Of course! How about teachers? Do they need to be nice?

Damascus University

وقل رب زدني علما
جامعة دمشق
Damascus University

Part III

Damascus University


وقل رب زدني علما
جامعة دمشق
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Unit Six

Practices on speaking and listening

I. Put the following words in the gaps:

in, from, at, on, to

A: Excuse me can you tell me where the hospital is?

B: Yes, go to the next street and … the traffic lights turn right. It is the first white building …your left.

A: Thank you.

A: How can I help you sir?

B: I need to know where the manager's office is?

A: His office is …the second floor. Take the elevator … the second floor and you will see it.

B: Thanks.

A: Okay, where can I meet you?

B: I will wait for you … the door to Ikea in City Centre.

A: Great, I'll see you … 5:00.

B: Okay.

A: Where's Maha today?

B: She's … her sister's house … Hamriya.

A: Okay, I'll call her later.

A: Excuse me, teacher. I need to go … the hospital tomorrow?

B: Okay, Ahmed, but you need to read pages 56-57 in your book because you will miss class.

A: Where are you from?

B: I am … Syria?

A: Oh, really. My uncle has a flat … Damascus.

A: What are the names of the bridges … Dubai?

B: There are two bridges: the Garhoud Bridge and the Maktoum Bridge.

A: What time do you usually go … work?

B: I leave home … 8:00 a.m.

A: When were you born?

B: I was born … November 2, 1988.

A: What month were you born?

B: I was born … November.

A: What is your favorite season?

B: I love the weather … the winter the best.

A: What do you usually eat … the mornings?

B: Well, I usually have an egg and bread.

A: What time do you finish work … the afternoons?

B: I finish … 5:00 every day.

A: What do you do … the evenings?

B: In the evenings I like to go for a walk … my neighborhood.

A: What do you do during the day?

B: I like to stay … home and relax.

A: Can I speak to Mahmoud?

B: I'm sorry he's … work right now. Can I take a message?

A: No thanks. I'll call back later.

A: Do you know who I saw last night … the football match?

B: No, who?

A: I saw your brother.

A: Okay, make sure you write your name … the top of the page.

B: Here, teacher (points to the top of the page)?

A: Yes, that's right.

A: When I'm … college, I don't eat anything.

B: You don't go … the canteen?

A: No, I like to eat … home.

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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.
(From: Success at First Certificate - Workbook)

Damascus University

Making Friends

(By Brad Boeckmann)

When making new friends, there are usually three parts to the conversation you will have with your new friend. The first is the greeting. In this part, you and your new friend will greet each other and tell each other your names. The second part is the conversation. Sometimes the conversation is small talk and some times the conversation is about important matters, such as business. "Small talk" is an American slang term. It means that the conversation is about matters that are not very important. When conversing with your new friend, it is customary to give information about your family, your work, or you will talk about any matter that is important to you and your new friend. The third part of the conversation is the leave-taking. In this part, you tell your new friend that you are happy to meet him and that you must end the conversation.

In this conversation, Sam will introduce himself and his wife to Jim, their new neighbor.

Sam: Hello.

Jim: Oh, hi there!

Sam: Please allow me to introduce myself. My name is Sam Nguyen and this is my wife, Lan Quong.

Jim: Pleased to meet you. My name is Jim Peters. Did you just move in next door?

Lan: Yes, we did. Have you lived here long?

Jim: Me? I guess so. I've lived here for about 6 years now. Have you lived in America very long?

Sam: No. Not really. When we left Vietnam and came to America we lived with a cousin in Dallas for 2 years. Where do you work, Jim?

Jim: I teach mathematics at Willow Springs community college. What do you do?

Sam: I am a mechanic at Allied Diesel. I repair truck engines.

Jim: What about you, Lan?

Lan: I am a nurse's assistant at Whitfield County hospital.

Jim: Well, Sam and Lan, it was good to meet you. I have to go now. I'm teaching a class this evening and I need to get to the college.

Sam: It was good to meet you, too, Jim.

Lan: Yes, it was good to meet you.

Jim: See you around!

Sam and Lan: Good-bye, Jim!

Apartment Hunting

(By Leslie Hammersmith)

Bill is looking for a new apartment. He just moved to a new city in order to start studying at a university. He is at a Rental Agency in the new city.

Agent: Hi! Welcome to Rental Property Management. How may I help you?

Bill: Hi, yes. I'm interested in renting a two-bedroom apartment.

Agent: Okay. If you have a seat, one of our rental agents will be with you in a moment.

Bill: Thank you.

Associate: Hi, my name is Ann Smith.

Bill: Hi, I'm Bill Harrington.

Ann: Hi, Mr. Harrington. So that we will be able to match your needs better, I would like to ask you a few questions before I show you what we have available. First, what price range were you interested in?

Bill: Somewhere between $400-$450 a month.

Ann: Okay. Did you have a specific location in mind?

Bill: Well, I would like to live somewhere near the university.

Or at least on a bus line.

Ann: And when would you like to move in?

Bill: On the first of the month.

Ann: Okay. Are there any other amenities which you would like to have? For example, a dishwasher, a balcony, a swimming pool or central air conditioning?

Bill: I would definitely like to have a dishwasher, and with summers like these, central air! A balcony is not that important. Oh, yes, and two bathrooms would be nice.

Ann: Okay. Here are photos of the apartments we have available which fit your preferences.

Bill: Thank you. This one on Broadway Avenue looks nice. I would like to see that one. And the one on Main Street.

Ann: Sure. Let me get the keys and we will go look at them. If you choose to rent one of them, we will need a damage deposit of $250. You will be responsible for all the utilities. You can sign a lease today, if you like.

Bill: Great! Thank you.

At the Library

(By Lynne Ronesi)

Librarian: Can I help you?

Natalie: Yes. I am a bit confused. My sociology class is supposed to read a chapter in a book called **Sociology and the Modern Age.** According to the syllabus, the book is in the library, but I haven't been able to find it.

Librarian: Do you have your syllabus with you? May I see it?

Natalie: Yes, uh....I put it in the front of my sociology notebook. Oh, here it is.

Librarian: Let me see. Oh yes. Your professor has placed this book on reserve. That means you cannot find it on the shelves in its usual place. You need to go to a special room called the reserve room. It's down the hall and to the right.

Natalie: I'm sorry - I still don't understand what you mean by on reserve.

Librarian: You see, your professor wants every one in the class to read the chapter. If one student removes the book from the library, it is likely that none of the other students will have the opportunity to read it. So, your professor has insured

that all students have the opportunity to read it by placing it on reserve.

Natalie: So, will I be able to find this book?

Librarian: Yes, when a book is on reserve, a student can go to the reserve room and ask the reserve librarian for the book. The student can have the book for a few hours, and he or she MUST read it in the library during that time. That way, the book stays in the library, and all students have a chance to read it.

Natalie: Okay. Thank you. I understand now.

Librarian: Will there be anything else?

Natalie: No! I am on my way to the reserve room. Thanks again!

Damascus University

Asking for the Way

(By Seamus Lankford)

Visitor: Can you tell me how to reach the bank please?

Policeman: Which bank? There are two: the Allied Irish Bank and the Bank of Ireland.

Visitor: I have an AIB pass card and I want to withdraw money from the bank.

Policeman: You need to go to the Allied Irish Bank which is near the local shopping centre, Dunnes Stores.

Visitor: How do I get there. I have no knowledge of this area.

Policeman: Cross the road and turn left at the other side. Walk along the footpath until you reach the traffic lights. You will see a shopping centre on the right hand side. Walk across the road and turn right after the shopping centre. Keep going straight for about 100m and the bank is to your left.

Visitor: It sounds very complicated. How far is it from here?

Policeman: It's not so complicated. It's about five minutes walk from here. I can draw a map for you if you wish.

Visitor: Oh, I would really appreciate that . By the way will I be going North or South ?

Policeman: You will be going northwards. You are now in

the Western part of the city and the Allied Irish Bank is situated in the North East. Here's a rough sketch of the area.

Damascus University

A VISIT TO THE ADVISOR

(By Dennis Oliver)

In this conversation, an international student has been asked to see her advisor. The advisor has something very important to discuss with the student.

Student: You wanted to see me?

Advisor: That's right. We need to have a serious talk.

Student: About what?

Advisor: Your attendance--or rather, lack of it.

Student: OK, so I've ditched class a few times . . .

Advisor: A few times? I've been told you've missed six out of eight times in two different classes! That's really setting yourself up to fail.

Student: Oh, come on. Those classes are really boring!

Advisor: But they're also required, so that doesn't matter. You're about to be in big trouble.

Student: What's the big deal about missing some classes?

Advisor: The big deal is that you're here on a student visa.

Student: So?

Advisor: So if you don't attend class regularly, you won't be a full-time student--which your visa requires. You'll be out of

status.

Student: What are you gonna do? Turn me in to the Immigration Police?

Advisor: Oh, of course I'll have to report you if you continue missing your class, but I'm going to do something else first.

Student: Like what?

Advisor: Like faxing your father.

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Dating

(By John Liang)

Dialogue 1

John likes Jenny, but he's afraid to ask her out. His friend Jack is trying to encourage him.

John: Hey, Jack, is Jenny coming with us?

Jack: Yes. Why?

John: Nothing. I'm just asking.

Jack: Just asking? But why is your face burning like mad? Ah-huh, someone has a crush on Jenny, doesn't he?

John: Who has a crush?!

Jack: Come on, John, don't be such a chicken. If you like her, you've got to tell her. Maybe she likes you.

John: But I don't have the guts to ask her out.

Jack: What're you so afraid of?

John: I'd totally die if she turned me down.

Jack: But that's better than keeping everything to yourself. You've got to let her know. Come on! You've got to take a chance!

John: I don't know....Well, maybe, you're right, but how am I going to tell her?

Dialogue 2

John has a new girlfriend. His friend Jack is envious....

John: Hi, Jack, long time, no see!

Jack: Yeah! How's everything going?

John: Not bad! At least I'm still alive.

Jack: Just alive? I heard you're going out with Jane.

John: Where did you get that idea?

Jack: Oh, come on. Jane is a very nice girl, someone you meet only once in a lifetime.

John: Yeah, you're right. I'm not boasting, but she's really as beautiful as she is intelligent.

Jack: Well, I really envy you for finding such a girl.

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Dialogue 3

Jane's friend Michelle tells Jane that she's lucky to have Jack as her boyfriend because....

Michelle: I heard you're going out with Jack.

Jane: Yes. To be frank, I really love him to death.

Michelle: You're so lucky!

Jane: Why do you say that?

Michelle: Why? Are you kidding me? A boy like him is so hard to find. So caring, so patient, and, did I mention, so handsome?

Jane: It's very nice of you to say so.

Michelle: Well, it's not a compliment. I'm saying it from the bottom of my heart! It's obvious that he's head over heels in love with you.

Jane: I sure hope so.

Dialogue 4

Jenny's boyfriend is a very nice person, but her friend Katie is concerned about his age....

Katie: Jenny, I know you like John a lot, but what do you like about him?

Jenny: Well, there's just something about him. Don't you

think so?

Katie: Really? What's this something?

Jenny: Well, he's mature, handsome, gentle, and successful. I think he's my Mr. Right!

Katie: He's certainly mature, but don't you think he's a little old for you? He's almost twice as old as you are!

Jenny: Well, age shouldn't be something that comes in the way of a person's marriage. As long as we love each other, age is not an issue. It never has been!

Katie: But what will others think about it?

Jenny: I don't care what others will think about us. I just know I love him and he loves me. And that's all that matters.

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Dialogue 5

Tom wants to settle down and start a family, but his girlfriend Monica is not ready yet. Therefore, they have to break up....

Jack: Hi, Tom, how have you been?

Tom: Not very well.

Jack: Why? What happened? You look so down!

Tom: Nothing.

Jack: Come on. For a man who's so down, there're usually two reasons. Either his career is going downhill, or he has a broken heart. You're so successful, so....

Tom: Well, you're right. I just broke up with Monica.

Jack: Oh, I'm sorry. I thought you two were made for each other.

Tom: Well, you never know. I'm ready for a commitment and want to settle down, but she says she wants to pursue her career while she's still young.

Jack: Well, it's always difficult to choose between career and family.

Tom: Maybe you're right.

Jack: John, I don't know what to say to comfort you, but cheer up! There's plenty of fish out there and you'll find your perfect match!

Tom: Yeah, but it's hard to forget her at the moment. You know, we were together for almost five years. It's really hard....

Dialogue 6

Mike has recently broken up with his girlfriend because....

John: Hi, Mike, we're having a party tonight, wanna come join us? You can bring your girlfriend.

Mike: Well...er...I'm breaking up with Cathy.

John: What happened? Did you have a big fight?

Mike: No. She's really a very nice girl....

John: Yeah, she's pretty and caring.

Mike: Well, she's really caring, but sometimes it's too much...and uh...I kind of want a break, you know...some room for myself.

John: Did you talk with her about it?

Mike: I've tried, but...it didn't work.

John: Oh, I'm really sorry to hear that. When are you going to tell her?

Mike: Maybe tonight, I don't know. I don't know how to tell her.

John: I know she's head over heels in love with you and she'll really be hurt. **Mike:** I know....

GOING TO A MOVIE

(By Arif Siswanto, Michele Moreno)

Part One

(I)

George: Hi, Heather, I was wondering if you're free tomorrow night.

Heather: Well, George, I guess I am. Why do you ask?

George: I have just gotten a pair of pre-sale "Star Wars" movie tickets from a friend and was thinking of inviting you along for the opening premier. Are you interested?

Heather: Yeah, definitely! Thanks for inviting me!

George: No problem.

Heather: I really wanted to watch "Star wars" on the opening day but the pre-sale tickets were sold out. How did you manage to get hold of 'em?

George: A friend of mine works at the corporate headquarters of "Pepsi", which is a major sponsor of the movie. He was able to get the tickets for free, and then he sold 2 to me for $50 a piece.

Heather: You paid $50 for each ticket? That's a huge premium

over the regular price!

George: Not really, considering the fact that other people are paying as high as $200 each on the "black market". Besides, I knew you were really looking forward to watching "Star Wars" on the opening day.

Heather: Wow, I'm really honored you went through all this trouble just for my sake. I really appreciate that. So, what time are we going?

George: Well, let's see. The movie starts at 10 PM. We should get there at least 1 hour earlier because there'll be a big line. I could pick you up at your house at 8, if that's OK with you.

Heather: 8 o'clock? That's fine with me.

George: Okay good.

Heather: So I'll see you tomorrow at 8 then?

George: Yeah. That's great. I'll see you tomorrow night, Heather.

Heather: Okay, George. Bye!

George: Bye, Heather.

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Part Two

(II)

George: Wow, look at the line! It's worse than I expected. We're lucky we got here an hour early. Or else we would definitely have had problems getting good seats. I'm glad we made the effort to come early.

Heather: Me too. I learned my lesson the last time I went to a premier opening. I didn't arrive early enough and ended up with a terrible seat all the way in the front row! Believe me, it was one of the worst movie experiences ever.

George: Yeah! I hate sitting in the first row.

Heather: By the way, it was really thoughtful of you to get this ticket for me. Why don't I show you a bit of appreciation by getting you some popcorn and a drink?

George: That would be great!

Heather: OK. What kind of soda do you want?

George: Let me see... I'll take a large Coke. As for the popcorn, medium size will do. Thanks a lot.

Heather: I better get going. You hold my place and I'll be back real quick. Oh... I almost forgot. I better hold on to my ticket stub in case you get let in before I get back. If that happens, just save me a seat and I'll meet you inside.

George: Okay. It's a plan.

(Ten minutes later... inside the theater.)

George: Over here Heather, on your left!

Heather: There you are!

George: Here you go! I saved this seat just for you.

Heather: Thanks. Here's your popcorn and Coke. Sorry it took me so long. There was a huge line at the counter.

George: That's OK. Thank you so much. I love popcorn. Did you add butter?

Heather: Yes I did. I thought you might like butter on your popcorn. I'm glad I made it back before the trailers started. I like trailers. They're part of the whole movie-going experience.

George: I think so too. Even though they're just previews, they tend to be quite entertaining. You know movie trailers are a fundamental marketing tool for production companies. They greatly affect the initial appeal and overall gross profits of a film.

Heather: Speaking of which, I think the trailers are about to begin. Let's sit back and enjoy.

Part Three

(III)

George: So... what did you think about the movie?

Heather: Well... I think this "Star Wars" episode is an excellent piece of work. But not as good as the previous ones.

George: Really? I don't agree. This "Star Wars" episode was incredible!

Heather: Why do you think so?

George: Well, one of the most spectacular things about it are the special effects. State of the art special effects are the main reason for the success of the previous episodes, so audiences bear high expectations on this one. And I don't think they'll be disappointed.

Heather: You're right. The special effects were amazing! And I like that fact that they created so many fantastic settings and other-worldly costumes, weapons and creatures.

George: It's kind of cool that they still use the same "Star Wars" theme song for this movie.

Heather: Yeah! It reminds me of the previous "Star Wars" scenes.

George: I know exactly what you mean! Hearing that song gives me a nostalgic feeling.

Heather: I thought the overall plot of the movie was very interesting. But I don't think the character development was that strong.

George: Do you think that had anything to do with the casting of the movie?

Heather: No, the casting is great, the actors were excellent. They just didn't have a lot of funny or meaningful dialogue. The writing was a little weak.

George: Well, maybe, but I like the little kid who played young "Anakin Skywalker". I can't imagine anyone else playing that role.

Heather: I liked him too. He's soooo cute! You know, even though I was slightly disappointed, I can't wait for the next episode. I wonder when they're going to start making it and when it's scheduled for release?

George: I have no idea. But looking at the success of this "Star Wars" episode, I have a strong feeling production for the following episode will begin pretty soon. I hope it'll be even better than this one.

Heather: I hope so, too.

George: Well, I think we should go now. It's getting pretty late.

Heather: OK. Let's go.

Ordering Lunch

(By Barbara Stapp-Hlouas)

Karl: Do you have time to stop for lunch?

Ann: Yes, I'm hungry. This restaurant has a good selection and the prices are moderate.

Karl: That sounds fine with me. Let's try it.

Ann: Where do you want to sit, the smoking or the nonsmoking section?

Karl: I prefer nonsmoking, but the sign says to wait to be seated.

Hostess: Good afternoon. How many are in your party?

Ann: Just two and we'd like a booth in the nonsmoking section, if you have one.

Hostess: Right this way. Follow me. Will this booth be all right?

Karl: The one by the window would be better, thanks.

Ann: No problem. Here are your menus. Your server will be right with you.

Server: Hello, my name is Chris, and I'm your server today.

May I bring you something to begin with, a drink or some appetizers perhaps?

Karl: No appetizer for me. I'll have a glass of water for now.

Ann: I'd like an iced tea, decaffeinated or herbal. What flavors do you have?

Server: We have mint, peach, or raspberry.

Ann: Bring me a large mint, please.

Server: Will that be all, or are you ready to order?

Karl: I'm ready. I'll have the veggie sandwich on whole wheat. Hold the mayonnaise, please.

Server: That comes with your choice of soup or a salad.

Karl: What soups do you have?

Server: We have potato, bean, vegetable beef, or cream of broccoli.

Karl: Does the potato soup have pork in it?

Server: Yes, it has pieces of ham.

Karl: Well, then I'll have the cream of broccoli.

Ann: I'd like a hamburger on a sour dough bun with plenty of onions, please.

Sever: How do you want your burger cooked, medium, or well done?

Ann: Medium will be fine, thanks.

Server: The burger comes with your choice of cole slaw or fries.

Ann: Make it fries, and please bring ketchup with them.

Server: Will that be all?

Karl: I think so. Please bring us the check when you return with our food. We're pressed for time.

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Going to a Party

(By Karen Wilson)

When planning to go to a party, we need to consider two things. 1) Who will we be talking to, and 2) What are some likely topics. In this lesson you will see three sample conversations. Conversation A , **Dan** is calling **Kay** to confirm the party's information and accept the invitation. In Conversation B, **Dan** arrives at the party, greets **Kay**, the hostess, and offers her some wine he brought. Finally in Conversation C, Dan meets the other guests, then makes "small talk" and future plans with them. Requests are also made and received. Remember, any conversation needs to incorporate clarification strategies to be sure of the information. Many miscommunications have not only resulted in embarrassment, but even disaster. Various clarification strategies are used throughout the three conversations. Please read the notes, which will help you understand the text.

Conversation A

(Dan calls Kay)

Dan Hello Kay. It's Dan. I just received the invitation to your party.

Kay Can you make it?

Dan Well, let's see. It's next Saturday night, 7:00 pm, at 201 Liberty Lane, Champaign. Right?

Kay That's right. I hope you can come?

Dan It would be my pleasure. Can I bring anything?

Kay Just yourself.

Dan Ok, I'll be there with bells on. I'm looking forward to it. Thanks.

Kay Bye.

Dan See you then.

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Conversation B

(Dan and Kay upon arrival.)

Dan: Hello.

Kay: Hi, come in. Glad to see you.

Dan: (inside) Thanks for inviting me. I brought some wine.

Kay: Oh, how nice. Let me take it to the kitchen. Go on into the living room. I think you know most everyone.

Conversation C

(Dan and the other guests.)

Bill: Hi! How are you?

Dan: Fine. How about you?

Bill: Super! Let me introduce you to my niece, Claire.

Claire, this is Dan--he works with me at the office.

Claire: Hello, Dan.

Bill: Dan, this is my brother John's daughter, Claire.

Dan: Pleased to meet you. I didn't know John had a daughter? Where's he been hiding you?

Bill: She's been living out East with his wife's sister. She just moved back.

Dan: What part of the East, Claire?

Claire: Boston, near the harbor.

Dan: It must be quite a change--coming back here?

Claire: It is, but I'm glad to be back and see all my friends.

Bill: Hey, Dan. Do you still play golf?

Dan: Not as much as I would like.

Bill: Claire plays. Maybe we could all play sometime soon?

Dan: That sounds great. How about tomorrow morning?

B.&C.: Sure, say 7:00, out at Harrison Park?

Dan: Great, 7 A.M. at Harrison. I'll look forward to it.

Kay: (rejoining the group) I see you've met Elizabeth.

Dan: Elizabeth? I thought your name was Claire?

Claire: It is. My aunt just calls me by Elizabeth.

Dan: Well, I've not only met Elizabeth, but the three of us are off to the greens in the morning.

Kay: She'll probably whip the both of you! Ha Ha.

Bill: Dan, could you pass me that newspaper? Let's see what the weather's supposed to be.

Dan: Sure, here you go.

Bill: Thanks.

Claire: How often do you play, Dan?

Dan: Well, this year I've only played twice. How about you?

Claire: I was playing weekly in Boston-- with my aunt, but since I came home I haven't played once.

Bill: The report is a humdinger. I guess the leftovers from hurricane Opal are gone.

Dan: So are you saying it is supposed to be nice tomorrow?

Bill: I sure am. It says it will be sunny and dry--perfect weather.

Kay: Enough about golf. How's your dancing? Hey, Pete. Would you turn up the stereo? We've got a party going on!

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Shopping in America

(By Anita Pandey)

Conversation A:

INTRODUCTION

Conversation A is a typical conversation about shopping in the United States. Masahiro is an international student who has just arrived from Japan, and Anna and Will are introducing him to the shopping scenario in America.

Conversation A

Anna: As I was telling you, Masa, where you shop depends largely on what you need. So, if you want to buy an answering machine or a CD-player, your best bet would probably be an appliance store such as Radio Shack..

Will: Yup! Or Circuit City. I like Best Buy the best, though.

Masahiro: Why?

Will: Coz they usually have the best deals. They have sales on their TVs and CD-players every once in a while.

Anna: Hum. I'll bet they send you their glossy ads loaded with so-called "SALES"!

Masahiro: (laughs)

Anna: Well, I still think the CD-player I bought from them was a rip off.

Will: I'll admit some of their items are high-priced, but at least the shopper's guaranteed quality. There are very few places that have such a wide selection.

Masahiro: I need to buy disks, at least two disk holders, note cards, transparencies, and that kind of stuff.

Will: For office supplies, I suggest Office Max.

Anna: Or Comp USA. One good thing about living in a campus town, though, is that you can easily get that stuff at any of the bookstores. No doubt they do overcharge. I try to get around that by shopping around.

Masahiro: Shopping around?

Anna: Yes. That simply means you go to different stores, check out the prices of items you need and purchase them from the store(s) with the lowest price or prices.

Masahiro: I see. Sounds very practical.

Will: And time-consuming, too!

Masahiro: Where is Office Max located?

Anna: There's one in the mall, so we can stop by there this afternoon.

Masahiro: Great! Thanks.

Will: Hey, Masa. Just so you know, you can always run to the discount stores whenever you're out of something you need right away. There are several around campus.

Anna: That's right. And they carry pretty much everything a

student needs. Pop, pasta, eggs, hair spray ..., you name it!

Will: They don't usually carry milk, though, so you might want to walk down to White Hen (Pantry), Walgreens, or some other convenience stores close by.

Anna: I wouldn't advise you to buy things in bulk from such stores, though. I mean, do your major shopping at the specialized stores. It's much cheaper, and more convenient in the long run.

Masahiro: Good advice!

Will: Sort of like Mom's!

Anna: Hey, watch it!

Will: Just kiddin'!

Masahiro (laughs). Life sounds great in this town! Oh! Before I forget, guys, where can I rent movies? I love watching movies in my spare time.

Anna: Me too! Let's see. There are two video stores close to your apartment. Lucky you! One's Blockbuster, and the other's That's Rentertainment. I believe they both have specials on weekdays, right Will?

Will: Yup. But not for the new releases. It's usually a buck each for the older movies.

Anna: Are you guys ready to go to the mall?

Masahiro & Will: Sure.

Anna: Masa, don't forget to take your shopping list with you.

Masahiro: Thanks for reminding me.

Anna: You're welcome. What are we waiting for? Let's go.

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Shopping in America

Conversation B

(At the mall)

Conversation B

Anna: Here we are, guys, I'm going to stop by **Bergner's** first. I might just get lucky today. Who knows, some of their dresses might be on SALE.

Masahiro:Bergner's?

Will: It's a fairly well-known department store. Sort of like **Penny's**. They've got some quality stuff. Wanna check it out?

Masahiro: Why not.

Anna: I need to get something for Lisa's birthday. She's into name brands. Any suggestions?

Will: A Gucci handbag or Calvin Klein T-shirt might be nice... Designer perfume is another option. Which reminds me! I have a 15% discount coupon for **Lerner's** and **Penny's**. I hardly ever shop at **Lerner's**, as I'm not that big on women's clothing. And I rarely shop at **Penny's**, so go ahead and use

the coupons if you can. Here they are (handing them over).

Anna: Thanks a lot, Will. That's really very thoughtful of you.

Will: My pleasure, Ma'am!

Anna: Oh no! I was supposed to give Liz a buzz an hour ago! Hope I have a quarter (checks her purse).

Will: Need a nickel?

Anna: Actually, I don't have anything but pennies in change. Does any of you have a dollar in change?

Masahiro: Sorry, I don't, but I do have 35 cents on me. Will that be okay for the phone call?

Anna: Great! I really appreciate it. I'll make it quick. Do you guys want to go ahead?

Masahiro: We'll wait.

Will: Just don't forget us.

Anna: I won't. Why don't we just meet here in 30 minutes?

Will: Sounds good. I guess I'll just look around.

Salesperson: Can I help you, Sir?

Will: No thanks, I'm just looking. Well, just out of curiosity, how much is that necklace?

Salesperson: Twenty-nine, ninety nine.

Will: Really! My sister's birthday is tomorrow. She loves

jewelry. I just wasn't sure I could afford it.

Salesperson: You'll find that a lot of our stuff is amazingly affordable.

Will: Well, that's certainly nice to know. I'll take it.

Salesperson: It's a good choice. I'm sure she'll love it.

Will: Let's hope so.

Salesperson: Cash or charge, Sir?

Will: Charge, please. Do you accept **Discover**?

Salesperson: Yes, we do.

Will: Great.

Salesperson: That comes to thirty one, ninety-nine with tax (handing him the charge sheet). Please sign next to the "X."

[Meanwhile, in another section of the store]

Salesperson: Do you need some help, Sir?

Masahiro: Well, I'm looking for . . . let's see. I've forgotten the name again! It's used to make fresh coffee.

Salesperson: A coffee maker?

Masahiro: That's right.

Salesperson: Well, we have a few in kitchenware, which is upstairs.

Masahiro: Thank you.

Salesperson: You're welcome.

[minutes later]

Anna: Oh, there you are, Masa! What did you get?

Masahiro: Just a simple coffee maker.

Anna: Good choice. And you, Will? Find anything interesting?

Will: A necklace for Stephanie's birthday.

Anna: Lucky her!

Will: Did you get anything?

Anna: Just a couple of silly earrings that I liked. I hope I wear 'em! I did a lot of window shopping.

Will: That can't hurt.

Anna: True. Well, do you guys need anything else from this place?

Masa: One last thing. Oh no! I've forgotten what you call it?

Will: Just describe it and we'll probably figure out what it's called.

Masa: It's a crystal container for flowers with long stems. I need to get one for my Mom.

Anna: Oh! A VASE!

Masa: That's it!

Anna: They should have a bunch in giftware.

Will: Let's go get one.

Anna: I'm going to have to stop by Jewel on my way home. Is that okay with you guys? I'm almost completely out of groceries.

Will: No problems. I could pick up a couple of things, too.

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Shopping in America

Complaining about Some Purchases

Conversation C

[Three weeks after Anna, Will, and Masahiro went to the mall]

Anna: Hi Masahiro! How's it going?

Masahiro: Fine, I guess. How about you?

Anna: Busy. Guess who's coming our way?

Will: Hi guys! What's up?

Anna: Nothing much. We just ran into each other.

Will: That's nice. So Masahiro, how's the coffee maker working?

Masahiro: Actually, it doesn't work well. It was a waste of money. I guess I should have shopped around for a good one.

Anna: Why don't you take it back?

Masahiro: I'd like to, but I've misplaced the receipt.

Will: Well, if it's any consolation, my shopping wasn't all that great either. I wish I'd never bought Stephanie a necklace. Just last night she was telling me how she wished she had Liz Taylor's new perfume.

Anna: That makes three displeased shoppers. Guess what? The

camera I bought and shipped to Mike just this morning is now on sale! It's a pity that I bought it then. Then again, I guess I shouldn't complain. It was a good buy, even though I didn't get the best deal on it. Anyway, Masahiro, I suggest you look for that receipt and just go to the Complaints Department and say "I'd like to exchange this, please." It's as simple as that. And Will, it's not too late for you to ask for a refund.

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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.

Beth: Wait for me!

Cindy: Hurry up! We'll be late!

Beth: Okay, okay. I'm ready. Let's go.

2.

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

Prof: Certainly. Come in. Please have a seat.

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?

3.

Sue: We need to leave soon.

Ivan: I'm ready.

Sue: Don't forget your house key.

Ivan: I have it.

Sue: Okay. Don't forget your wallet, either.

Ivan: I have it. Let's go.

4.

Tom: What's the matter?

Jim: I have the hiccups.

Tom: Don't breathe.

Bob: Drink some water.

Joe: Breathe into a paper bag.

Ken: Eat a piece of bread.

Jim: It's okay. The hiccups are gone.

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.

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.

Yuko: Thanks.

7.

Andy: Bye, Mom. I'm going over to Billy's house.

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

Andy: I'll do it later.

Mom: No. Do it now, before you leave.

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?

Andy: Okay.

Mom: And don't forget about your appointment with the dentist

8.

Heidi: Please close the window, Mike. It's a little chilly in here.

Mike: Okay. Is there anything else I can do for you before I leave?

Heidi: Could you turn off the light in the kitchen?

Mike: No problem. Anything else?

Heidi: Ummm, please hand me the remote control for the TV. It's over there.

Mike: Sure. Here.

Heidi: Thanks.

Mike: I'll stop by again tomorrow. Take care of yourself. Take good care of that
broken leg. Don't trip over anything.

Heidi: Don't worry, I'll be careful. Thanks again.

Part IV

Damascus University


وقل رب زدني علما
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Unit Seven

Tongue Twisters

This unit aims to give a good group of tongue twisters to people who want to work on getting rid of an accent, or to people who just plain like tongue twisters. These tongue twisters are to be read by students at home; they help them improve fluency in English. There will be no harm done, if time allows, if the teacher chooses some of these tongue twisters and reads them in class. Students will be asked to say them aloud. It is to be noted that the meaning of these tongue twisters is not important. Students are not expected, nor asked, to know the meanings. The purpose is to practice speaking and to reach a certain level of fluency.

A box of biscuits, a batch of mixed biscuits

A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.

Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
where's the peck of pickled peppers Peter Piper picked?

Red lorry, yellow lorry, red lorry, yellow lorry.

Betty Botter had some butter,
"But," she said, "this butter's bitter.
If I bake this bitter butter,
it would make my batter bitter.
But a bit of better butter—
that would make my batter better."
So she bought a bit of butter,
better than her bitter butter,
and she baked it in her batter,
and the batter was not bitter.
So 'twas better Betty Botter
bought a bit of better butter.

Six thick thistle sticks. Six thick thistles stick.

Is this your sister's sixth zither, sir?

A big black bug bit a big black bear,
made the big black bear bleed blood.

The sixth sick sheik's sixth sheep's sick.

Toy boat. Toy boat. Toy boat.

One smart fellow, he felt smart.
Two smart fellows, they felt smart.
Three smart fellows, they all felt smart.

I slit the sheet, the sheet I slit, and on the slitted sheet I sit.

She sells sea shells by the sea shore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.

Mrs. Smith's Fish Sauce Shop.

"Surely Sylvia swims!" shrieked Sammy, surprised. "Someone should show Sylvia some strokes so she shall not sink."

A Tudor who tooted a flute
tried to tutor two tooters to toot.
Said the two to their tutor,
"Is it harder to toot
or to tutor two tooters to toot?"

Shy Shelly says she shall sew sheets.

Three free throws.

I am not the pheasant plucker,
I'm the pheasant plucker's mate.
I am only plucking pheasants
'cause the pheasant plucker's running late.

Sam's shop stocks short spotted socks.

A flea and a fly flew up in a flue.
Said the flea, "Let us fly!"

Said the fly, "Let us flee!"
So they flew through a flaw in the flue.

Knapsack straps.

Which wristwatches are Swiss wristwatches?

Lesser leather never weathered wetter weather better.

A bitter biting bittern
Bit a better brother bittern,
And the bitter better bittern
Bit the bitter biter back.
And the bitter bittern, bitten,
By the better bitten bittern,
Said: "I'm a bitter biter bit, alack!"

Inchworms itching.

A noisy noise annoys an oyster.

The myth of Miss Muffet.

Mr. See owned a saw.
And Mr. Soar owned a seesaw.
Now See's saw sawed Soar's seesaw
Before Soar saw See,
Which made Soar sore.
Had Soar seen See's saw
Before See sawed Soar's seesaw,
See's saw would not have sawed
Soar's seesaw.
So See's saw sawed Soar's seesaw.
But it was sad to see Soar so sore
Just because See's saw sawed
Soar's seesaw!

Friendly Frank flips fine flapjacks.

Vincent vowed vengeance very vehemently.

Cheap ship trip.

I cannot bear to see a bear

Bear down upon a hare.
When bare of hair he strips the hare,
Right there I cry, "Forbear!"
Lovely lemon liniment.

Gertie's great-grandma grew aghast at Gertie's grammar.

Tim, the thin twin tinsmith

Fat frogs flying past fast.

I need not your needles, they're needless to me;
For kneading of noodles, 'twere needless, you see;
But did my neat knickers but need to be kneed,
I then should have need of your needles indeed.

Flee from fog to fight flu fast!

Greek grapes.

The boot black bought the black boot back.

How much wood would a woodchuck chuck
if a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
and chuck as much wood as a woodchuck would
if a woodchuck could chuck wood.

We surely shall see the sun shine soon.

Moose noshing much mush.

Ruby Rugby's brother bought and brought her back some rubber baby-buggy bumpers.

Sly Sam slurps Sally's soup.

My dame hath a lame tame crane,
My dame hath a crane that is lame.

Six short slow shepherds.

A tree toad loved a she-toad
Who lived up in a tree.

He was a two-toed tree toad
But a three-toed toad was she.
The two-toed tree toad tried to win
The three-toed she-toad's heart,
For the two-toed tree toad loved the ground
That the three-toed tree toad trod.
But the two-toed tree toad tried in vain.
He couldn't please her whim.
From her tree toad bower
With her three-toed power
The she-toad vetoed him.

Which witch wished which wicked wish?

Old oily Ollie oils old oily autos.

The two-twenty-two train tore through the tunnel.

Silly Sally swiftly shooed seven silly sheep.
The seven silly sheep Silly Sally shooed
shilly-shallied south.
These sheep shouldn't sleep in a shack;

sheep should sleep in a shed.

Twelve twins twirled twelve twigs.

Three gray geese in the green grass grazing.

Gray were the geese and green was the grass.

Many an anemone sees an [illegible]anemone.

Nine nice night nurses nursing nicely.

Peggy Babcock.

You've no need to light a night-light
On a light night like tonight,
For a night-light's light's a slight light,
And tonight's a night that's light.
When a night's light, like tonight's light,
It is really not quite right
To light night-lights with their slight lights
On a light night like tonight.

Black bug's blood.

Flash message!

Say this sharply, say this sweetly,
Say this shortly, say this softly.
Say this sixteen times in succession.

Six sticky sucker sticks.

If Stu chews shoes, should Stu
choose the shoes he chews?

Crisp crusts crackle crunchily.

Give papa a cup of proper coffee in a copper coffee cup.

Six sharp smart sharks.

What a shame such a shapely sash
should such shabby stitches show.

Sure the ship's shipshape, sir.

Betty better butter Brad's bread.

Of all the felt I ever felt,
I never felt a piece of felt
which felt as fine as that felt felt,
when first I felt that felt hat's felt.

Sixish.

Don't pamper damp scamp tramps that camp under ramp lamps.

Swan swam over the sea,
Swim, swan, swim!
Swan swam back again
Well swum, swan!

Six shimmering sharks sharply striking shins.

I thought a thought.
But the thought I thought wasn't the thought

I thought I thought.

Brad's big black bath brush broke.

Thieves seize skis.

Chop shops stock chops.

Sarah saw a shot-silk sash shop full of shot-silk sashes
as the sunshine shone on the side of the shot-silk sash shop.

Strict strong stringy Stephen Stretch
slickly snared six sickly silky snakes.

Susan shineth shoes and socks;
socks and shoes shines Susan.
She ceased shining shoes and socks,
for shoes and socks shock Susan.

Truly rural.

The blue bluebird blinks.

Betty and Bob brought back blue balloons from the big bazaar.

When a twister a-twisting will twist him a twist,
For the twisting of his twist, he three twines doth intwist;
But if one of the twines of the twist do untwist,
The twine that untwisteth untwisteth the twist.
Untwirling the twine that untwisteth between,
He twirls, with his twister, the two in a twine;
Then twice having twisted the twines of the twine,
He twitcheth the twice he had twined in twain.
The twain that in twining before in the twine,
As twines were intwisted he now doth untwine;
Twist the twain inter-twisting a twine more between,
He, twirling his twister, makes a twist of the twine.

The Leith police dismisseth us.

The seething seas ceaseth
and twiceth the seething seas sufficeth us.

If one doctor doctors another doctor, does the doctor
who doctors the doctor doctor the doctor the way the
doctor he is doctoring doctors? Or does he doctor
the doctor the way the doctor who doctors doctors?

Two Truckee truckers truculently truckling
to have truck to truck two trucks of truck.

Plague-bearing prairie dogs.

Ed had edited it.

She sifted thistles through her thistle-sifter.

Give me the gift of a grip top sock:
a drip-drape, ship-shape, tip-top sock.

While we were walking, we were watching window washers
wash Washington's windows with warm washing water.

Freshly fried fresh flesh.

Pacific Lithograph.

Six twin screwed steel steam cruisers.

The crow flew over the river
with a lump of raw liver.

Preshrunk silk shirts

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A bloke's back bike brake block broke.

A pleasant place to place a plaice is a place
where a plaice is pleased to be placed.

I correctly recollect Rebecca MacGregor's reckoning.

Good blood, bad blood.

Quick kiss. Quicker kiss.

I saw Esau kissing Kate. I saw Esau,

he saw me, and she saw I saw Esau.

Cedar shingles should be shaved and saved.

Lily ladles little Letty's lentil soup.

Amidst the mists and coldest frosts,
with stoutest wrists and loudest boasts,
he thrusts his fist against the posts
and still insists he sees the ghosts.

Shelter for six sick scenic sightseers.

Listen to the local yokel yodel.

Give Mr. Snipe's wife's knife a swipe.

Whereat with blade,
with bloody, blameful blade,
he bravely broached his boiling bloody breast.

Are our oars oak?

Can you imagine an imaginary menagerie manager
imagining managing an imaginary menagerie?

A lusty lady loved a lawyer
and longed to lure him from his laboratory.
The epitome of femininity.

She stood on the balcony
inexplicably mimicing him hiccupping,
and amicably welcoming him home.

Kris Kringle carefully crunched on candy canes.

Please pay promptly.

On mules we find two legs behind
and two we find before.
We stand behind before we find
what those behind be for.

What time does the wristwatch strap shop shut?

was the saw I saw saw in Arkansas.

Just think, that sphinx has a sphincter that stinks!

Strange strategic statistics.

Sarah sitting in her Chevrolet,
All she does is sits and shifts.
All she does is sits and shifts.

Hi-Tech Traveling Tractor Trailor Truck Tracker

Ned Nott was shot
and Sam Shott was not.
So it is better to be Shott
than Nott.
Some say Nott
was not shot.
But Shott says
he shot Nott.
Either the shot Shott shot at Nott
was not shot,

or

Nott was shot.

If the shot Shott shot shot Nott,

Nott was shot.

But if the shot Shott shot shot Shott,

then Shott was shot,

not Nott.

However,

the shot Shott shot shot not Shott --

but Nott.

Six slippery snails, slid slowly seaward.

Three twigs twined tightly.

There was a young fisher named Fischer

Who fished for a fish in a fissure.

The fish with a grin,

Pulled the fisherman in;

Now they're fishing the fissure for Fischer.

Pretty Kitty Creighton had a cotton batten cat.

The cotton batten cat was bitten by a rat.
The kitten that was bitten had a button for an eye,
And biting off the button made the cotton batten fly.

Suddenly swerving, seven small swans
Swam silently southward,
Seeing six swift sailboats
Sailing sedately seaward.

The ochre ogre ogled the poker.

If you stick a stock of liquor in your locker,
It's slick to stick a lock upon your stock,
Or some stickler who is slicker
Will stick you of your liquor
If you fail to lock your liquor
With a lock!

Shredded Swiss cheese.

The soldiers shouldered shooters on their shoulders.

Theophiles Thistle, the successful thistle-sifter,
in sifting a sieve full of un-sifted thistles,
thrust three thousand thistles through the thick of his thumb.
Now.....if Theophiles Thistle, the successful thistle-sifter,
in sifting a sieve full of un-sifted thistles,
thrust three thousand thistles through the thick of his thumb,
see that thou, in sifting a sieve full of un-sifted thistles,
thrust not three thousand thistles through the thick of thy thumb.
Success to the successful thistle-sifter!

Thank the other three brothers of their father's mother's brother's side.

They both, though, have thirty-three thick thimbles to thaw.

Fred fed Ted bread, and Ted fed Fred bread.

Cows graze in groves on grass which grows in grooves in roves.


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