

## Diagrams

Cylindrical

Like a bell jar

**At the top of the** container

**Attached to the** lever

Goes down into

**right in the center of the** extinguisher

**below** the lever = beneath = underneath = under

**on the other side from the** handle

**at the neck of the** container

it is connected to ...

**runs from the** spring **to the bottom of the** container

On the top

It is fitted with ....

Underneath

On the front

Which is on the left

Running along the bottom

Now we are standing at the entrance

Immediately to our right

**Just past it are the** toilets

In front of us

**To the left by the entry gate is the** gift shop

Beyond the car park

**Arranged in a half circle with a yard in the middle**

**That is where the** furnace is

In the top right-hand corner

**In the top left corner is the** grinding shop

On one side of that we can see ..

**On the other side is the** café

## **Lectures (section4)**

Today, in our series of lectures on ....

**We are going to be looking at the way in which** children acquire language

This area of study is **characterized by** three main features

Firstly,

**This stems from ...** ناشی می شود از ...

, particularly

Secondly,

**The third point is that**

**In today's lecture, we will cover** a number of topics

**We will start by talking about** research methods

**There are a number of ways that ...**

**These include** the use of ....

**Later in the course we will be looking at how** researchers make use of these

**We will then go on to examine the** actual process of language learning

**Starting with** the development of speech

**This is the time associated with the** emergence of the skills of speech perception

**In other words,**

**We will then move on to look at .....**

Language learning in the older child, **that is**, children under five

**And so in our analysis,**

**We will look at ....**

**In the second part of the talk I would like to review some ....**

**Put another way, طوری دیگر بگویم / به بیان دیگر**

**First, we will look at some issues related to ...**

**We will be looking at** spoken language

**We will then move on to that area which** causes children a lot more difficulty

**And review a number of approaches in relation to** teaching children to read

**For instance, issues such as ....**

**And finally we will conclude with an account of** current thinking of ....

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**In today's lecture I want to look at**

, **in particular** the kangaroo

**Here's a picture of one**

**As predicted,**

**It turned out that**

**The reason is quite simply that...**

**Meanwhile** در همین اوضاع احوال

**As ..... we have to ask ourselves:**

,i.e. = that is = that is to say یعنی / به بیان دیگر

**There are several hypotheses about** the origin of

**The evidence doesn't really add up** شواهد با عقل جور در نمی آید

**For one thing**

**Including**

**It is possible these could have been ....**

**It is usually suggested that ...**

**Let's turn our attention now to the farming industry**

**Now it is clear that these ....**

**In the course of time به مرور زمان**