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имени Александра Григорьевича и Николая Григорьевича Столетовых»

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КУЛЬТУРА РЕЧЕВОГО ОБЩЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ

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ПРЕДИСЛОВИЕ

Данное издание предназначается для студентов II – IV курсов, обучающихся по направлению 035700 – Лингвистика (бакалавр). Кроме того, оно может быть использовано в рамках программы получения дополнительной квалификации «Переводчик в сфере профессиональной коммуникации» и слушателями различных курсов английского языка.

Цель пособия – научить слушателей курса, с одной стороны, пониманию специфики речевого поведения англичан в различных ситуациях общения, а с другой стороны, обеспечить обучаемых речевыми формулами, позволяющими более полно осуществлять общение на английском языке.

Пособие включает в себя 14 уроков, каждый из которых посвящен определенной теме. Содержание темы раскрывается в тексте, включающем определенные сведения о национальной специфике речевого поведения англичан в конкретной ситуации общения. Упражнения, следующие после текста, нацелены на проверку понимания прочитанного, а также формирование коммуникативной компетенции на материале текста.

В систему упражнений каждого урока включены микродиалоги, отражающие практическую реализацию в речи информации, изло-

женной в тексте. Задача вопросно-ответных упражнений – обратить внимание студентов на специфику ситуативно-адекватного использования речевых формул общения для выражения определенных коммуникативных намерений. Ситуативные и ролевые упражнения направлены на развитие у обучаемых умений адекватного использования английского языка в жизненно важных ситуациях.

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INTRODUCTION

Cross-öCultural Communication Strategies

The key to effective cross-cultural communication is knowledge. First, it is essential that people understand the potential problems of cross-cultural communication, and make a conscious effort to overcome these problems. Second, it is important to assume that one's efforts will not always be successful, and adjust one's behavior appropriately.

For example, one should always assume that there is a significant possibility that cultural difficulties are causing communication problems, and be willing to be patient and forgiving rather than hostile and aggressive, if problems develop. One should respond slowly and carefully in cross-cultural exchanges, not jumping to the conclusion that you know what is being taught and said.

Often intermediaries who are familiar with both cultures can be helpful in cross-cultural communication situations. They can translate both the substance and the manner of what is said. For instance, they can tone down strong statements that would be considered appropriate in one culture but not in another, before they are given to people from a culture that does not talk together in such a strong way. They can also adjust the timing of what is said and done. Some cultures move quickly to the point, others talk about things long enough to establish rapport or a relationship with the other person.

Effective communication with people of different cultures is especially challenging. Cultures provide people with ways of thinking – ways of seeing, hearing and interpreting the world. Thus the same words can mean different things to people from different cultures, even when they talk the “same” language. When the languages are different and translation has to be used to communicate, the potential for misunderstanding increas-

es. Stella Ting-Toomey describes three ways in which culture interferes with effective cross-cultural understanding. First is what she calls “cognitive constraints” These are the frames of reference or world views that provide a backdrop that all new information is compared to or inserted into.

Second are “behavior constraints”. Each culture has its own rules about proper behavior which affect verbal and nonverbal communication. Whether one looks the other person in the eye – or not, whether one says what one means overtly or talks around the issue; how close the people stand to each other when they are talking – all of these and many more are rules of politeness which differ from culture to culture.

Ting-Toomey’s third factor is “emotional constraints”. Different cultures regulate the display of emotion differently. Some cultures get very emotional when they are debating an issue. They yell, they cry, they exhibit their anger, fear, frustration, and other feelings openly. Other cultures try to keep their emotions hidden, exhibiting or sharing only the “rational” or factual aspects of the situation.

All of these differences tend to lead to communication problems. If the people involved are not aware of the potential for such problems, they are even more likely to fall victim to them, although it takes more than awareness to overcome these problems and communicate effectively across cultures.

How to speak your mind

It’s hard to overcome the fear of speaking freely for what you believe. But speaking your mind is a skill that is used in many areas of life. Here’s how to conquer that shy, sinking feeling.

Don’t worry about how people might react to you speaking your mind. Understand that you have the right to say what you want to say. You have the freedom of speech, and nobody can take that away from you.

Don't let aggressive people intimidate you. When somebody glares at you, glare right back at him and say what you have on your mind. Nobody owns you or your right to express yourself, so don't let anyone force you into silence. Bullies rely on the expectation that others will be intimidated by their aggressive attitudes, but it is almost always a bluff that can be easily reversed; standing your ground against them throws them off guard.

Remain calm. It is very important not to let your emotions take over entirely. Remember that this is just a conversation, and people will think better of you if you speak calmly and slowly. Acting calm makes you seem collected and in control, especially if other people are freaking out around you.

Don't shout. Yelling don't make people hear you any better. In fact, it can cause them to tune you out.

Speak clearly and make yourself heard, without having to yell. Speak just loudly enough so that people can hear your voice, and your opinion.

Practice speaking your mind around your friends and family. They are the first people you should start openly speaking your mind to. Even for discussions that seem small or important, like where you and your friends should go to eat for lunch, let your opinion be heard. Be part of the group decision-making process.

Believe in yourself! If you believe what you have to say is important, others will too. Even when you are feeling confident, acting self-assured makes you appear cool and in control of things. Stick to your guns and express yourself in ways that let others get to know the real you – not the quiet, introverted person that anxiety makes you out to be.

UNIT 1

Words and Phrases Widely Used in Conversations



Read the text and do exercises given below.

There is a number of words and phrases in English which are widely used for governing conversation. They usually do not contain any information; they just show the speaker's attitude and the relationship to the other person. These words are used by the British not as a sign of politeness but also in normal situations: **"Thank you."** **"Sorry."** **"Excuse me ..."** **"I'm afraid ..."** **"Thanks."** **"That's all right."** **"Oh!"** **"Really?"** **"Please."** **"Certainly."**

In formal situations you should use **"Thank you very much"**. **"Thanks"** and **"Thanks a lot"** are said to a friend and people you know well. In Britain we can hear two other even shorter words which are used in the same way: **"Ta"** (often used by children and in combinations like **"Ta, love"** by shopkeepers and so on) and **"Kyou"** (mostly used by people who have to say **"Thank you"** time and time again every day in their jobs, e.g. bus conductors, ticket collectors and so on). If someone does something important for you may add **"That is/was kind of you"** and stress on **"was"** or **"is"**.

"Sorry!" is used after you have slightly inconvenienced somebody. If you really regret something, then you should use a stronger form **"I'm terribly sorry"**. Often if somebody says **"Oh, sorry!"** you reply **"Oh, sorry!"** (for example, if two people run into each other).

"Sorry?" is used to ask a person to repeat what they said. It can be used: 1) because you didn't hear them; 2) because you didn't understand them; 3) because you didn't believe what they said. In the same situation you can use **"Pardon or I beg your pardon?"** The last expression sounds very formal and old-fashioned. Some people in Britain use **"What?"** instead of **"Sorry?"** But it sounds a bit familiar.

“**Excuse me.**” is the normal expression if you want to pass somebody in a crowd, or a bus, and so on. It’s used after sneezing, coughing, yawning, belching, etc. “**Excuse me**” is also used if you address a stranger in order to attract his attention, e.g. when telling people that they have forgotten something or not noticed something. It’s very common, even when the situation is obvious, to add “**I think**”.

e.g. Excuse me, I think you’ve left your bag.

Excuse me, I think you’ve dropped this.

“**I’m afraid...**” is used to apologize for something you aren’t able to do. On the whole it is used in two main ways:

1) to say “No” when someone asks you something and show that it is not your fault:

e.g. - Could you tell me the time, please?

- I’m afraid not. I’m afraid my watch is broken.

2) to introduce a piece of information which you think the other person will see as bad news.

e.g. - Excuse me. Is there a post-office anywhere here?

- Oh, yes. It’s just round the corner but I’m afraid it is closed at the moment.

“**That’s quite all right**” means something like “I’m not disturbed or upset by what you have done or what you are going to do”. It’s mainly used in two situations: as a reply to an apology (for something not important). E.g.: You knock into a passer-by in the street and say: “Oh, I’m awfully sorry!” The passer-by accepts your apology with “That’s quite all right”. In case you say “Sorry!” the other one should reply “Sorry!” too.

“**Really?**” is used on its own to encourage the other person to say something more about what he has already said. It’s in a way similar to “Sorry?” But still there is a difference between “**Really?**” and “**Sorry?**” “**Sorry?**” means “Can you say the same thing again?” “**Really?**” means “I understood what you said, but I am not sure how to react yet.” “**Really?**” may be used before the words you want to make stronger:

e.g. I'm really very tired. He is really a good specialist. She is really going to become a doctor.

“**Please**” is used at the end of a polite request:

e.g. Two tickets to London, please.

Could you pass me the salt, please?

If you want to make a suggestion or invitation warmer you can put “Please” at the beginning of a sentence.

e.g. Please, come here whenever you like.

Please, help yourself.

If “please” is put in the middle of a request, it usually means that they are annoyed or that they are asking for the second time. “Please” is not used if the request ends with “if you don't mind”.

“**Certainly!**” is used to agree to a request for permission or help. It gives the effect of warm and ready agreement. Its meaning is like that “Yes, of course, and I'm so ready to agree it was hardly worth your asking”. It is very important to use High Fall tone here or this can sound rude. “**Certainly not!**” means “I do not agree and my disagreement is so obvious that you should not even have asked”.

“**Yes./No.**” on their own are used when the speaker is annoyed and it will be rude if you don't add anything else.

e.g. – Are you really against giving him this job.

-Yes, that's right. I suppose he is not the right man for this position.

EXERCISES

I. What should be corrected in the dialogue? What words do you think should be added to make it natural?

Charles: The Daily Telegraph”.

Assistant: We haven't got any left.

Charles: Have you got the “Guardian”?

Assistant: Yes.

Charles: I'll have that then.

Assistant: 15p.

Charles: Can you change a five pound note?

Assistant: No.

Charles: Where can I get it changed?

Assistant: I don't know.

Customer: There's a bank on the corner, fifty yards down the street.

Charles: I'll go and get some change then.

II. Look through the following sentences and recognize English which is unnatural in some way. Make the necessary corrections.

1. Could you please open the window? 2. Have you got the time, please? 3. Could I have one of these? 4. Excuse me, where's the bank, please? 5. Please I don't understand. 6. I'm afraid I don't know. 7. Excuse me for being late. 8. Where's the nearest bank? – I don't know, I don't live near here.

III. Choose the most suitable replies to the following:

1. Excuse me, could you tell me the time, please? (Sorry? What?) 2. Would you like a sandwich? 2. (No. No, thank you.) 3. Do you mind if I close this door? (No. No, that's quite all right, please do.) 4. Excuse me, do you know where the public telephone is? (No, I don't. No' I'm afraid I don't know.) 5. Did you find a book for Kate? (No, I'm afraid not, I couldn't find one anywhere.) 6. Oh, I'm sorry, that was silly of me. (Sorry. That's quite all right). 7. Did you say you come from Russia? (Yes. Yes, that's right, I'm Russian.)

IV. Fill in the blanks to make a conversation natural?

A: ...

B: Yes?

A: ... to bother you, but could you tell me the way to Trafalgar Square.

B: ... I'm a stranger here myself.

A: ... I see. Well, anyway.

B: ... I couldn't help.

V. What will you say in the following situations?

1. You are going to attract somebody's attention. 2. You want to call out to somebody but you don't know their names. 3. You are going to disturb somebody. 4. You'd like to introduce something you think the other person will see as "bad news". 5. You are not quite sure how to react to a piece of news introduced by the other speaker. 6. Your friend suggests you to go to the cinema but you don't particularly like the idea. 7. You bump into each other in a crowd. 8. You want to ask your friend to lend you some money. 9. A friend of yours invites you to a café and you agree willingly. 10 You ask the person you are talking to say the same thing again.

VI. Make up a dialogue on the following situation:

Mike meets his friend, Mary, at the bus stop. They greet one another. It is very cold. Mike asks after Mary's boyfriend Allan. Mary says that Allan has just been offered a good job with a joint venture. Mike tells her to give Allan his congratulations.



UNIT 2

How to Start a Conversation

Read the text and do exercises given after it.

How many times have you found yourself in a situation where you wanted to start a conversation but couldn't think of anything to say. So, for many people, starting a conversation with a stranger is an intimidating task. But for you, after reading this article, it will be a breeze.

A usual way of beginning a conversation with a strangers is to discuss the weather. Foreigners are often amused that the British spend so much time talking about the weather. The reason for this is not simply that the weather in Britain is interesting and variable, but the British are reluctant to speak about personal matters with people, who are not friends. So when they meet they nearly always make some comments about the weather to be sociable. Often strangers talk about the weather in bus queues or in shops. You should always agree with the person if he/she makes a comment about the weather. So, mentioning the weather can be a useful and inoffensive way of starting a conversation with a stranger.

Phrases that can be used when speaking about the weather:

Good weather (opening remarks): “(Very) nice, isn’t it?” “Nice and warm (sunny), isn’t it?” “Quite mild, isn’t it?” “Lovely day, isn’t it?” “Beautiful, isn’t it?”

Possible replies: “Yes, beautiful. And they say it’s going to stay warm for the next couple of days.” “Yes, very nice. We could do with some nice weather for a change.” “Yes, wonderful. It’s about time we had some sun.” “Yes, lovely. Let’s hope it keeps like this.” “Yes, marvelous. Makes a change from all the rain we’ve had lately.”

Bad weather (opening remarks): “A bit cold (windy), isn’t it?” “Rather wet, isn’t it?” “Very cloudy, isn’t it?” “Shocking day, isn’t it?” “Terrible weather, isn’t it?” “Not very promising, is it?” “Looks like rain, doesn’t it?” “Shocking day/Terrible weather today, isn’t it?” “Not very nice/promising, isn’t it?” “Looks like rain, doesn’t it.”

Possible replies: “Yes, horrible. And they say it’s going to stay like this until the week-end.” “Yes, terrible. Good for the garden, though.” “Yes, awful (shocking). I’ll be glad when the summer comes.” “No, terrible. It’s about time we had some sun.” “Yes, it does. No sign of it changing.”

The best beginning for the conversation is **“Hi”**. The second step is to introduce yourself, **“Hi, I am Jim.”** Then it goes depending on circumstances. The three most popular and foolproof conversation-starters are:

- Make a comment about the surroundings;
- Enquire about something unusual in their appearance;
- Ask for a comment from a woman’s/man’s point of view.

Making a comment about the surroundings:

This is the safest and universal conversation-starter. Wherever you are, something is always happening around you. Even when there is nothing happening, you can make a comment about that. Use a bit of humour in your comment and most of the time you will get a favourable answer.

For example:

“Hi, what a chilly (when it’s really hot)/ hot (when it’s really chilly) day today. I see you are also shivering/sweating. By the way, my name is Jim. What is your name?”

“Hi, you know, you look pretty with these awesome roses as the backdrop. By the way, my name is Jim. What is your name?”

“Hey, this queue doesn’t seem to be moving, does it? Since we are going to spend the next few hours here together, I guess I should introduce myself. I am Jim. What is your name?”

Enquiring About Something unusual in Their Appearance:

This requires some skill but after a while you will be able to pick up something in an instant. It can be a tattoo, a piece of jewelry, a handbag, or even an unusual color. People don’t buy things at random. They buy them and wear them because they mean something to them. They have some pleasant emotion attached to it. If you mention this thing, you can tap in this pleasant emotion and they will consider your advances more favorably.

For example:

“Hi! I could not help but noticed this interesting ring. It isn’t an engagement ring, is it? If it is, I will have to end my life in a monastery. And by the way, my name is Jim.”

“Hi, I was looking at your earrings; they are exactly what I was looking for, as a present for my sister. Where did you get them? And by the way, my name is Jim.”

Asking For a Comment From a Woman’s/man’s point of view:

For some mysterious reason, we just love rendering our opinion as a woman/man. This is such a successful conversation-starter; you can use it anywhere, on anyone. Even 90-year-old grannies will be happy to answer your enquiries.

For example:

“Hi! I am Jim. My friend and I were talking about what women value the most in men that date and could not agree. Could you please help us out with a woman’s opinion.”

It doesn’t matter what you are asking about. The point is, we all understand that men and women think differently and we appreciate a thoughtful stranger who makes an effort to learn from the source. Men and women alike generally respond very positively to a friendly stranger.

Once you learn the skill of starting a conversation with strangers you will be able to feel at home wherever you go – simply because you know how to talk to people you never met.

One of the possible ways to start a conversation with a friend is to use the greetings and polite enquiries. You may also continue the conversation by asking: **“How are you getting on?” “How are things?” “How are you feeling today? I hope you are well.”** and the answer may be: **“Fine, thanks, pretty well.” “Thanks, life is fine with me...” “Not too good, I’m afraid. There’s much to be done.”**

Another way is to use some information you have about the other person in the form of a tag remark. The British also use tag questions in a conversation with someone they don’t know while they are trying to find a subject the other person is interested in. If they expect a “Yes answer” you should say: **“You’re a student, are you?”** When you expect a “No answer” you should say: **“You are a student, aren’t you?”** In fact tag-questions are invitations to the other person to talk about the subject.

Another way of starting a conversation is to give some detail about yourself:” **I’m from Russia. What about you?”** Another tactic is to use the sentences which look like negative questions, but in fact they aren’t: **“Aren’t you a student?” “Didn’t I see you at the disco?” “Weren’t you in the students’ café last night?”**

It’s not normal in English to ask someone: **“What’s your name?”** It’s considered rather rude. If you want to know somebody’s name you can say: **“I’m afraid, I don’t know your name.” “I didn’t quite catch your name.”**

EXERCISES

I. Read the conversation and answer the questions given below.

Jane: Hi. How are things?

Mary: Fine, how about you?

Jane: I’m O.K. What did you do over the weekend?

Mary: You went skiing. Did you have a good time?

Jane: Oh, yes. It was great.

Questions:

1. What greetings has Jane used to start a conversation? 2. What did Mary reply? 3. How did they both sound: formal or informal? 4. What other greetings might have been used in this situation?

II. What comments about the weather would you make in each of these cases?

1. The temperature is low and there is a bitterly cold wind. 2. The temperature is high and the sun is shining in a blue sky. 3. Dark clouds are gathering. 4. It is raining hard. 5. It is raining but the sky is getting brighter. 6. It is miserable and windy out.

III. Take it in turns to greet someone and make a comment about the weather, using the situations below. The other person returns the greeting and also replies to the comment about the weather:

1. You meet your friend Kate in the park. It's very hot.
2. You meet your friend at the bus stop. It's raining.
3. You meet a visiting lecturer Mr. Brown outside the University. You are both wearing thick coats, gloves and scarves. It's winter.
4. You meet a friend of yours on the way to the University. He is wearing a T-shirt and dark glasses.
5. You meet Harry, a British student, near the University. It's a cold winter day. The weather is miserable. But the outlook for tomorrow is rather favourable. Harry is glad to meet you. He says he hopes that the cold weather won't stay for too long.

UNIT 3

The ways to develop a conversation

Read the text and do exercises given after it.

A conversation often depends on questions. The person who asks questions in a conversation usually controls it. Personal questions should be expressed tactfully, otherwise you may appear to be rude. When asking questions of this kind the British generally use: "**Excuse me for asking.**" "**Excuse me asking/my asking.**" Other expressions are: "**I wonder if you could** tell me your address?" "**Excuse me, do you happen to know** how often buses run here?"

"**Would you mind telling** me about the structure of the University?" "**I hope you don't mind my asking,** but I'd like to know more about your research."

English-speaking people do not usually ask or give exact information about their age. It is usual to say that "**someone is in his/her early twenties/thirties,** etc."



To make a general enquiry about somebody's job the British use: **“What do you do? What do you do for a living?”** The British never say: **“What's your profession/work?”**

Here're some useful phrases for describing somebody's job in more details:

“He's/I'm in advertising/banking, etc.” “He's/I'm responsible for recruiting the staff.” “He's/I'm an English lecturer at Moscow University.” “I/ He deal/deals with the finance.” “I'm/He's qualified as a program designer.”

In order to get more information you can use the following techniques:

“Can you tell me a bit more about the history of your company?”

“Sorry, but I'd like to know some more about your trip to Britain.”

“Sorry, that's not quite what I meant.” “What I really wanted to know was when exactly you'd be back.” “Sorry, I don't quite understand.”

If you want to get some explanations during the conversation you can do it like that: **“What do you mean?” “What exactly do you mean?” “Can you explain it in more detail, please?”**

If you want to interrupt when another person is speaking, you should do it politely: **“Excuse me, can I interrupt you for a moment?” “Sorry to interrupt but I've got a question for you.” “I'd just like to say that my friend has got a promotion.” “By the way (to change the subject) I've decided to give up teaching.” “That reminds me of the meeting we had last time.” “Hold on, please.” “Just a moment, please.”**

If you want to prevent interruptions and make sure you continue to hold the floor, you can use the following techniques:

1. **“There are two points I'd like to make.”** You can't be easily interrupted until you have made them both.

2. You may also pause in the middle of a sentence. In this case you can't be easily interrupted until you've completed your sentence.

You may probably want to hear other people's views and make sure everyone gets a chance to speak in a conversation. The following phrases may

be helpful: **Don't you agree, Jane, that English is a beautiful language?"**
"What do you think, Nick, about Spanish painting?" **"I expect you will agree with me** when I say that we can master English only if we study much."
"I don't know what Mary thinks but I'm sure she knows more about the problem than I do."

Sometimes people speak indistinctly, so you may need to ask them to repeat what they have said. Here're the most common ways: **"Sorry, could you say that again, (please)?"** **"Sorry, could you repeat that?"** **"Sorry, would you mind repeating that."** **"Sorry, I didn't hear what you said."** **"Sorry, I didn't (quite) catch what you said."**

When you are at a loss for words, the following sentences may be helpful: **"I can't think of the right word, but you know what I mean."** **"A sort of thing/food, etc. you know."** **"You know the sort/kind of thing I mean."** **"I don't quite know what you call it."** **"One of those things, you know."** **"I can't remember what it's called."**

Possible answers may be: **"Yes, I know what you mean."** **"No, I'm afraid I don't remember what you mean."** **"You mean your business trip?"** **"Are you thinking of your colleagues?"**

British people usually use tags to make sure their listeners are keeping up with them. Another good way to check if you are properly understood is to use different little phrases as: **"...if you see what I mean"** **"I don't know if you can see that..."** **"And you know what I said?"** **"Can you guess what I did/said, etc?"** **"See what I mean, etc."**

In more formal situations you might say: **"Do you follow me?"** **"Are you with me on that?"** **"All right so far?"** **"Is everything clear?"** **"Got that?"**

The importance of these little phrases cannot be overemphasized. In fact they ask for a tacit agreement from listeners and seek their encouragement or approval to continue a conversation. And what is more important they make speakers sound less abrupt and bring listeners into the talk. On the other hand listeners are also expected either to encourage

speakers or merely to show they are listening to be polite. Facial expressions, gestures and so on are very important indicators of attention and interest. So are certain words and intonation that can be used in uttering them. Here are some useful words you might use to show you are involved and share the speaker's feelings: **“Ah. Yes. Gosh. Sure. Yeah. Wow. Oh. Really? Lovely. Mmm...right. Fancy that! I know. Fine. Well. I see. OK. Exactly so.**

These brief utterances point to the level of agreement and comprehension as well as reveal the listener's emotional involvement. At the same time you should not put too many of these utterances in, because in this case the expression may be one of overbearing pugnacity or embarrassing friendliness.

If you need to delay answering a question while you think for a moment or check on your facts you may use some delaying expressions: **“Well, let me see ...” “Oh, let me think for a moment.” “I’m not sure, I’ll just have to find it out.” “That’s a very interesting question.” “That’s a difficult question to answer.” “It’s difficult to say.” “Let me put it this way.” “What do you mean?”**

These delaying expressions give people time to think about their replies.

If you want to avoid answering questions altogether you may use expressions like these: **“I’m not really sure.” “I can’t tell you off-hand, I’m afraid.” “I’m terribly sorry, I really don’t know.” “I’ve no idea, I’m afraid.” “I can’t answer that one, but I’ll tell you where you can find it out.” “I’d rather not answer that one, if you don’t mind.”**

If you don't want to discuss something, use the following phrases: **“Well, I’d rather leave individuals out of this.” “Well, I’d rather not discuss it at the moment.” Well, I’d rather not talk about it if you don’t mind.” “Well, I’d rather wait till I know more about it before I say.” “Well, I’d rather wait before I commit myself.”**

If the British want to terminate a conversation generally end a conversation with people or a person they know by an excuse and saying something nice after the topics of common interest have been discussed, e.g. “ **Excuse me, I’m afraid I have to be going now. It was really a pleasure to talk to you.**” Some other ways may be: summing up a conversation by using “**OK**”, “**Well**”, etc. or/and making arrangements to speak to the person at a later time. In a business conversation where there is a specific point to be discussed the British come to the point quickly. In this case the conversation winds down after the point has been discussed and an excuse is not necessary.

EXERCISES

I. Read the conversation and answer the questions given after the text.

A: Can I help you?

B: Yes, I’d like one of those things, oh, you know.

A: No, I’m afraid, I don’t.

B: You know the sort of thing I mean for holding papers together, I’ve forgotten what they are called.

A: Ah, you mean paper clips, don’t you?

B: No, not exactly. A sort of paper clip. Well, you know what I mean.

A: Sorry, I don’t.

B: They are little wire things you put in a machine and then press.

A: Ah, you mean staples, I think?

B: Yes, that’s right. I couldn’t remember what they were called. Thank you.

Questions:

1. Does the first speaker try to be helpful? What language shows he does?
2. What other language could the first speaker have used with the same meaning?
3. Do you think both speakers are polite and patient with each other?

III. Look through the lines and:

a) rearrange them to produce a natural dialogue:

1. Yes, please. Do you mind if I open the window?
2. No, I don't think so. Would you like to look at my timetable?
3. No, I don't think so. Shall I move my bag?
4. No, that's quite all right. The train's rather crowded, isn't it?
5. Yes, I suppose so. By the way, it does stop at Brighton, doesn't it?
6. Shall I look after your bag for you?
7. Yes, please.
8. Excuse me, is this seat taken?
9. No, that's quite all right. I think, I'll just go for a cup of coffee.
10. Yes, it is, isn't it? I suppose it's because it's Friday.

b) read the dialogue you have made up and answer the following questions:

1. Do the speakers know each other?
2. How did the speakers develop the conversation after answering?
3. Do the two speakers sound friendly and polite? If so, what language shows they are?
4. What sorts of developments did the first speaker use?
5. What other sorts of developments do you think might have been used in this situation?

IV. Make a natural response to the following remarks, remembering that you should both answer and develop the conversation:

1. You've been to London, haven't you?
2. Have you seen the paper today?
3. You're not English, are you?
4. You work a lot, don't you?
5. You haven't got minute to spare, have you?

V. Make short conversations in the following situations.

1. Ask the person sitting next to some personal questions politely. Try to sound interested when listening to her/him.
2. You meet a nice girl/boy outside your University. Strike up a conversation with her/him to find out whether: 1) she's/he's a student of your University; 2) she's/he's fond of history.

3. Your teacher has explained something, but you still don't understand it very well. Politely ask for clarification.
4. It's your first day in a new group and you don't know where to sit. Ask one of the other students politely about the seating arrangements.
5. Some students come to your door to talk to you about a New-Year party. You are not well. You have a lot of work. Get rid of them politely.
6. Someone who has started work in your organization asks you what the boss is like. You don't want to discuss him/her.

UNIT 4

Requests and Permission

Read the text and do exercises given after it.

Requests in English are usually made in the form of general questions with the help of the modal verbs **May, Can, Could, Will, Would**. Requests are pronounced with rising intonation at the end of the question. Adding “please” to a request makes it more polite. As a rule, polite requests are not asked in the form of negative questions.



The modal verbs **May, Could, Will, Would** are used in making polite requests in speech and writing, in communications with strangers and with people you know. **Can** in requests is considered to be less polite than the other modals in this group. **Can** is generally used in informal requests mostly in conversation with friends and family. Note the use of the pronouns “**I, you**”. In requests, **May** is used in the form “**May I**”; “**Will** and **Would** are used in the forms “**Will you**” and “**Would you**”; **Could** and **Can** are used in both variants.

e.g. “May I speak to Tom Lee, please?” “May I borrow your pen, please?”
 “Could I speak to Tom, please?” “Could you lend me thirty dollars till Wednesday, please?” “Can I borrow your pen, please?” “Can you tell me where the bank is, please?” “Will you please be quiet?” “Would you please ask her to call me?”

Note: The modal verb **Might** can be used in making polite requests in the same way as **May**, but is rarely used in this function and is not discussed here.

Typical responses to requests

If you want to respond to a request positively, use the following typical responses to requests.

Formal style: I'd be glad to. / I'd be happy to.

Less formal: Yes, of course.

Informal: Sure. / No problem. / Uh-huh.

Examples:

1. Could you tell her that Roy James called? – I'd be glad to.
2. Could you help me with this report? – Yes, of course. / Certainly.
3. Could you tell me where the bank is, please? – Sure. It's right around the corner on Fifth Street, next to the post office.
4. Could I borrow your calculator for a minute? – Sure, here it is.

If for some reason you want to respond to a request negatively, use the following typical responses.

Formal style: I'm afraid it's not possible. / I'm very sorry, but ... / I'd like to, but ... / I wish I could (help), but ...

Less formal: Sorry. / Sorry, I can't.

Examples:

1. Could you lend me a hundred dollars? – I'm afraid it's not possible. / I'm sorry, but I can't lend you a hundred dollars now. / I wish I could help you, but I'm afraid I can't.
2. Could I use your phone? – I'm sorry. I'm waiting for a phone call.
3. May I speak to Mr. Brown, please? – Sorry, he is not in.
4. Would you please ask him to call me at seven o'clock? – I'd like to, but I won't see him.
5. Can I borrow your CD player? – Sorry, I need it today.

Note: It is often incorrect to respond to requests using the same modal verb in short answers. Modal verbs form requests in the form of questions, and the meaning of the same modal verbs in statements is often different and

might not be logically. Compare the meanings of modal verbs in the following requests and incorrect responses to them.

Examples:

Could I borrow your pen? (request) – Yes, you could. (possibility)

Could you open the window, please? (request) – Yes, I could. (possibility)

May I speak to Mr. Brown, please? (request) – Yes, you may. (permission)

Would you please pass the salt? (request) – Yes, I would. (supposition)

Requesting permission

The structures "**Could you, Can you, Will you, Would you**" are used in requests to do something, while "**May I, Could I, Can I**" are used in making a request and asking for permission.

Asking for permission to do something is also a request. Permission is asked in the form of affirmative questions with the help of MAY, COULD, CAN. MAY asks for formal permission, COULD is less formal, and CAN asks informal permission. MAY and COULD are more polite than CAN.

Permission is given with the help of typical responses to requests mentioned above or with the help of MAY (formal permission) and CAN (informal permission). If permission is not given, "can't" is generally used. "May not" is used in formal situations. Look at these examples:

Formal style: Mrs. Brown, may I stay at your house till Wednesday? –
1. Yes, you may. 2. No, you may not. / I'm afraid it's not possible.

Less formal: Could I stay here till Wednesday? – 1. Yes, of course. / Certainly. / Yes, you can. 2. I'm afraid it's not possible. / Sorry, you can't.

Informal: Can I stay here till Wednesday? – Sure.

More examples with "**can't**":

You can't do it!

Sorry, you can't park here.

Please tell him that he can't use my car without permission.

The phrase "**be allowed to**"

The substitute phrases "be allowed to do something, be not allowed to do something" can be used for describing permission in the present, future, and past.

Examples:

I am not allowed to leave the house.

You will be allowed to see the patient soon.

We were allowed to take his car.

They weren't allowed to stay there.

She wasn't allowed to go there alone.

Note:

CAN and **MAY** are also used in polite offers, often in an offer of help. Examples: Can I help you? (less formal) – May I help you? (more formal). Can I help you with anything? Can I help you with your home assignment? Can I help you (to) wash the dishes? Can I help? Can I offer you a drink?

The phrase "Would you mind"

The phrase "Would you mind" is widely used in making requests and asking for permission.

Request to do something: Would you mind + gerund

Would you mind opening the window? (Meaning: You ask someone to open the window.) – Of course not. / Not at all.

Would you mind repeating what you said? (Meaning: You ask someone to repeat what he said.) – Of course not. I said...

Would you mind not smoking here? (Meaning: You ask someone not to smoke here.) – Oh, I'm sorry.

Would you mind not using my CD player without permission? – Oh, I'm sorry.

Asking for permission: Would you mind + if I + simple past

Would you mind if I opened the window? (Meaning: You ask someone whether you could open the window.) – Of course not. / Not at all. / No, I wouldn't mind. Would you mind if I smoked? (Meaning: You ask someone whether you could smoke here.) – I'd rather you didn't. I'm allergic to smoke.

Would you mind if I didn't come to the meeting? I don't feel very well. (Meaning: You ask someone whether it will be all right if you don't come to the meeting.) – No, I wouldn't mind. / No, that would be all right.

Would you mind if I didn't go to the party with you? I'm really tired. A standard refusal covering formal and informal situations would be: **"I'm sorry, I'm afraid not. I don't allow other people to use my books."** **"Sorry, no chance of giving you a lift."** (a strong refusal and would only ever be used between close friend or equals) **"No, of course not."** **"Yes, I do/ would mind."** **"No, it's not all right."** **"I'd rather you didn't if you don't mind."** (These are strong and firm refusals used in informal situations) The phrase **"Well (I'm sorry, I'm afraid) I'd prefer you not, if you don't mind"** is considered to be polite.

Note: Sometimes in informal situations in spoken English, the simple present is used instead of the simple past in the second part after "if", e.g., "Would you mind if I open the window?" instead of "Would you mind if I opened the window?" It is advisable for language learners to use only the standard variants in formal and informal polite requests in speech and writing.

The phrase "Do you mind"

In everyday English, the structure **"Would you mind"** is sometimes changed to **"Do you mind"**. The structure "Do you mind" is a little less polite than "Would you mind".

Do you mind opening the window?

Do you mind if I open the window?

Do you mind if I don't go to the party with you?

Other phrases with WOULD

WOULD is also used in other structures in polite requests to do something and in requests for permission.

Examples:

Would it be OK if I returned your book tomorrow?

Would it be all right if I didn't go to the party with you?

Would you be so kind as to send me the list of recommended literature?

Note that the formal polite request "Would you be so kind as to" may be used sarcastically. Example: Would you be so kind as to remove your hand from my shoulder?

The phrase "I would like" expresses preference or desire to do or get something and is used in certain situations as a polite substitute for requests. In questions, "Would you like" is often used as a polite offer.

Examples:

I would like to speak to Mr. Smith, please.

I'd like to know the telephone number for ABC Electronics, please.

I'd like two tickets for tonight's concert, please.

I'd like a cup of coffee with cream and sugar, please.

Would you like to speak to Mr. James? Who would you like to speak to?

Would you like to go to a concert tonight? – 1. I'd like that very much.

2. I'd like to, but I have to study.

Would you like some more cake? – 1. Yes, please. 2. No, thank you.

Requests in the form of negative questions

As a rule, polite requests in English are not asked in the form of negative questions. Polite requests in Russian are usually in the form of negative questions. Russian students often make mistakes in requests in English because of this difference.

Generally, negative questions have some emotion in them, e.g., surprise, expecting yes for an answer, mockery, annoyance, complaint. Requests in the form of negative questions can often sound impolite. Learners of English should avoid making requests in the form of negative questions. Examples of impolite requests, with the meaning they convey and the reaction they might provoke:

Can't you get me a cup of coffee? (Meaning: I'm surprised that you haven't offered me a cup of coffee.) – Of course I can get you a cup of coffee! Why didn't you ask me about it?

Won't you help me? (Meaning: I see that you don't want to help me.) – Of course I will help you! Have I ever refused to help you?

There are just a couple of situations in which requests in the form of negative questions are acceptable.

For example, if a negative question is actually not a request but an offer, a negative question will sound more interested than an affirmative question. (There is some surprise in such negative questions too.)

Won't you sit down? – Thank you.

Won't you have some more potato salad? – 1. Yes, please. It's delicious.
2. No, thank you. I'm full.

But you just got here! Can't you stay a little longer? – I'd like to, but I really have to go.

Another possible case is when the speaker knows that there are reasons why a request can't be fulfilled or a permission given but still hopes that something can be done. Affirmative questions are also common in such cases.

Examples:

I'm extremely sorry, but couldn't I return the money that I owe you after the holiday?

I'm extremely sorry, but could I return the money that I owe you after the holiday?

I'm sorry to ask about it, but wouldn't it be possible to postpone my trip to Rome?

I'm sorry to ask about it, but would it be possible to postpone my trip to Rome?

You wouldn't have a larger room, would you?

Recommendations: Use "Could you" for making a request, and "Could I" for making a request or for asking for permission. COULD is used in both formal and informal speech and writing. The phrase "Would you mind" is also very common in making requests or asking for permission, though it is a little more difficult to use than "Could you, Could I". Use typical affirmative or negative responses to requests. Do not use negative questions to make a request or ask for permission.

When talking to close friends or people you're on first-name terms with, you may use *pseudo-statements*: “**Hey, I need** some change for the bus.” ”**Oh, dear, I haven't got** any change for the bus.” “**I don't seem to have** any change on me.”

You may also use tag-questions: “**You haven’t** got this book, **have you?**” “**You can** help him, **can’t you?**”

Another possibility is to use the please-form imperative: “**Please, give me this book.**” “**Give me this book, please.**”

You must remember that the imperative with “please” is not considered polite enough and may sound rude in particular situations. If the British want to be especially polite they generally avoid direct ways of asking for favors. Instead of saying “I want you to tell me whether Mrs. Brown has booked her room.” Or “I want to know exactly when Mrs. Brown booked her room” they prefer to use more polite forms and put them in the past: “**I wanted to know exactly** when Mrs. Brown booked her room.” “**I was wondering/thinking if** Mr. Brown had left.”

So British people use rather elaborate roundabout ways of asking for things, and some foreigners therefore may appear rude because they are more direct than the British tend to be.

The main idea about asking favors of people is how you ask and what intentions you have rather than the actual words you use. When it seems likely that the other person will refuse, the question can be phrased so that refusal doesn’t cause embarrassment.

So, when making a polite request, preference should be given to so-called *pseudo-interrogative* forms such as: “**Could/Would/Will you** open the door for me, please?” “**Do/Would you mind** opening the door for me, please?” “**I wonder if you could** be here early in the morning?” “**Do you think you could** translate this article for two days?” “**Won’t you** help me, please?”

DIALOGUES

Note the expressions used in the dialogues and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. Jill: Excuse me, can you do me a favor?
Shop-assistant: Sur. What can I do for you?
Jill: Can you show me the shelf with modern American literature?
Shop-assistant: Sure. It is right in front of you.
Jill: Thanks. Oh, really. Thanks.

2. (A foreigner is late for the plane and he wants somebody help him.)
 - I am awfully sorry, but I've missed my plane. What am I to do?
 - Go to the booking office and ask for the next flight to your country.
 - Could you please tell me where the booking office is.
 - It is just round the corner.
3. - Will you please see to it that everything is ready in time?
 - Certainly. You can rely on me.
4. - Can you help me with the translation.
 - Most willingly.
5. - I'm going to tell everything to your father.
 - Please don't. The old man will be upset.
6. - Please, don't forget that the train starts at 7.15. I'll be expecting you at six.
 - You needn't worry. I won't fail you.
7. *Jerry*: Can you loan me some money?

Cathy: I'm sorry. I've already gone through my paycheck for the week.

Jerry: You've gone through all your money so quickly? I thought you were well-off.

Cathy: Not me! You know money always burns a hole in my pocket.
8. - Do you happen to know what's on after the news?
 - I think it's a documentary.
 - Would you mind if I watched it?
 - Don't you want to see part two of the serial on BBC-2?
 - Do you remember what's on channel 2 at 9.30?
 - As far as I can remember, it's a play.
 - Do you mind if we switch over?
 - No, I've been looking forward to it all evening.

EXERCISES

I. Read these lines of conversation and answer the questions given below.

Jack: Is it OK if I borrow your dictionary?

Pete: Well actually I need it myself all this week ...

Jack: Oh, come on, just for the evening.

Pete: Look, the answer's "No". Anyway you had it most of last week

Jack: Do you think I could borrow your CD tomorrow? I've got a date with this girl, you see, and ...

Pete: I see. Well, you can have it now as long as you bring it back by 9.30.

Jack: 9.30. That's no good. Couldn't I keep it a bit longer?

Pete: I'm afraid not, Jack. That's the best I can do.

Questions:

1. What terms are Jack and Pete on? Prove your opinion? 2. How does Pete refuse permission? 3. What language does Jack use to get Pete's permission? 4. What other expressions could Jack have used with the same meaning?

II. Read the conversation and answer the questions given below.

(Lucy works as a secretary in a large company. Her boss is John Brown.)

Lucy: May I come in?

Brown: I'd rather you didn't, Miss Smith. I'm very busy just now.

Lucy: Can I try later, then?

Brown: Yes, of course.

(An hour later.)

Lucy: Is it all right for me to come in now, Mr. Brown?

Brown: Well ... Mmm ... I'm still plenty busy, but ... all right, come in.

What can I do for you?

Lucy: Do you mind if I sit down?

Brown: Not at all. Take a seat. Now what can I do for you?

Lucy: I want to leave the department. Do you think I could put in for a transfer?

Brown: Yes, but why should you want to do that?

Lucy: Do you mind if I speak frankly?

Brown: Not at all. Go ahead.

Lucy: Well, you see, I don't like the office, I don't like the staff, and I'm afraid you and I don't get on. So, may I put in for a transfer?

Brown: Yes, I'd be delighted if you did.

Questions:

1. What terms are Mr. Brown and Lucy on? What language proves your opinion?
2. Are they polite to each other? What language shows they are?
3. What would you say to Mr. Brown if you were in Lucy's shoes?

III. Look through the conversation and answer the questions given after the text.

Tom: Hello, Dad. How did things go at the office today?

Mr. Bradford: Quite well. Nothing special happened. Is your mother in?

Tom: No, she went across the road half an hour ago to borrow some sugar from Mrs. Smith.

Mrs. Davies. Shall I go over to tell her you're at home?

Mr. Bradford: She'll be back soon, I expect. I wonder where she put my slippers.

Tom: She probably took them to the bedroom, Dad. Would you like me to fetch them for you?

Mr. Bradford: No, it's all right. Here they are.

Tom: Will you do me a favor, please?

Mr. Bradford: It depends on what it is.

Tom: May I borrow the car tomorrow night? I'm taking Janet to a party in Waterberry.

Mr. Bradford: Well, let me see ... All right, I'll lend you the car, Tom, if you don't drink too much. Then you can drive it home yourself.

Tom: Thanks, Dad. Can I call Janet and tell her it's all right?

Mr. Bradford: Yes, yes. But before you do, would you mind telling your mother I'm at home? I'm hungry.

Questions:

1. Do you think Tom is used to obeying his father? 2. Why do you think he is especially polite to his father? 3. What language does Tom use to ask his father for a favor? 4. Do you think Tom respects his father? If so, what language shows he does. 5. Is Mr. Bradford close to his son?

IV. Treat smb. as an acquaintance, not a close friend. With varying degrees of politeness ask him/her to:

1. help you with English grammar; 2. bring an interesting book for you to read; 3. show you the way to the nearest café; 4. give you a lift to the station; 5. help you with doing the shopping; 6. buy tickets for the cinema for you; 7. meet your friend at the airport.

*V. React to the requests using the following expressions: **Certainly! Of course! Most willingly. Yes, you can rely on me. I won't fail you. Here you are.***

1. Could you do it right away? 2. Will you please apologize to Michael for me? 3. Will you see to it that everything is done? 4. Could you prepare the report for next Tuesday? 5. Will you be able to meet them at the station? 6. Will you please call an ambulance? 7. Could you do me a favor? 8. Will you please pass me the book?

VI. a) Make a request asking to:

repeat what he said; get in touch with smb.; stop joking; put aside everything; rewrite the paper; let you know when everything is ready; speak to the point; see to it that everything is done; call an ambulance; have the prescription filled.

b) Begin your requests with the words:

Will you ...? Will you please ...? Could you ...? Could you do me a favor and ...?

VII. Respond to the following requests:

1. Could you do me a favor?
2. Will you put our names on the list?
3. Could you do it right away?
4. Will you do your best?
5. Will you please apologize to Michael for me?
6. Will you see to it that everything is done?
7. Will you please pass me the book?
8. Could you give me a form to fill in?
9. Could you prepare the report next month?
10. Will you be able to meet them at the station?

VIII. Make up short dialogues using the model. You should either grant or refuse permission.

Model: Bring my girl? Borrow your car?

A: Is it all right if I bring my girl?

B: Yes, of course.

A: And do you mind my borrowing your car to take her home after the party?

B: I'd rather you didn't. I'll need it myself.

- 1) Make a call from your mobile phone? Borrow your mobile phone?
- 2) Have a break for lunch? Have three days off?
- 3) Have a drink? Have a cup of strong coffee?
- 4) Go to the bank of the river? Have a swim?
- 5) Take a seat? Have a smoke?

IX. Refuse or give permission in accordance with the stimuli:

1. Can I borrow your book for a moment, please? – (Yes).
2. Is it OK if I take your car for the evening? – (No).
3. You don't mind if I come a bit later, do you? – (No).
4. (on the tube) May I sit there, please? – (No).
5. Do you mind if drop in on Sunday? – (Yes).
6. Do you mind if I bring a bottle of red wine? – (No).

X. You are at a friend's house. Ask for permission to do things like this:

Example: borrow your camera?

Do you mind / Is it all right if I borrow your camera?

1. smoke? 2. have a drink? 3. close the window? 4. turn on the TV? 5. use the bathroom? 6. borrow a few books? 7. take your umbrella? 8. open the door?

XI. Refuse permission and give explanation to be polite:

Example: open the window – get a cold

A: Do you mind if I open the window?

B: I'd rather you didn't if you don't mind. I'm afraid I've got a bad cold.

1. borrow your book – need it this evening; 2. come late to dinner – important we start on time; 3. invite guests to dinner – want to spend a peaceful evening at home; 4. visit you on Sunday – want to relax; 5. call you tonight – my friend and I go out;

XII. Ask a person you don't know very well for permission.

1. make a phone call; 2. buy tickets to the cinema; 3. borrow a video camera for two days; 4. work in the lab; 5. make some coffee.

XIII. Fill in the missing words.

1. Will you see to ... that everything is ready in time? 2. Could you help me ... the translation. 3. Could you do me a ...? 4. Will you do ... best?

5. I'd ... you didn't. 6. Do you ... opening the window? 7. I don't ... to have any chance on me. 8. ... you mind if I smoke? 9. Will you help me? – Most

XIV. Make short conversations in the following situations:

1. You are traveling by train on a hot day with all the windows shut. Ask politely if you can open one.
2. Ask your Dean for permission to take an examination in theoretical grammar over again.
3. You are having a birthday party. Suddenly one of your friends says that he / she is feeling bad. Ask your father's permission to use his car to take your friend home.
4. You have been invited to your cousin's wedding party. You think it will be more fun if a friend of yours joins you. Ask your cousin's permission to bring your friend.
5. Before taking an examination in phraseology you were to write an essay. It must be given in by April 30th but you didn't do it because of illness. Ask politely for your teacher's permission to give your essay in next week.
6. A friend of yours borrowed your book and hasn't given it back to you. Ask him/her politely to give it back to you this week.

UNIT 5

How to Apologize

Read the text and do exercises given after it.

An apology is an expression of remorse or guilt over having said or done something that is acknowledged to be hurtful or damaging, and a request for forgiveness. However, it can be difficult to swallow our pride and say "I'm sorry." First of all you should determine what went wrong. Did you say something insensitive (whether your comment was accurate or not is irrelevant)? Did you fail to come through on a promise? Was the offense recent or long ago? You can't apologize effectively if you don't know what you are apologizing for. If you don't think you did anything wrong, then express regret or sadness for the feeling that someone is experiencing as a result of what you did. Presum-



ing the effect was unintended, the basis of the apology often lies in not having foreseen how your actions would affect this person, realizing that the benefits of the action did not outweigh the unforeseen consequences, and wanting to compensate for your oversight. However, if the other person does think you did something wrong, just apologizing for the effect, and not acknowledging that you did something wrong, may mean the two of you can't reach understanding.

Begin the apology by specifying your offenses and the feelings your actions may have caused. Be detailed about the incident so that they know exactly what you're apologizing for. Make it a point to avoid using the words **"but"** or **"if"**. (**"I am sorry, but..."** means **"I am not sorry"**) Also, do not say **"I'm sorry you feel that way"** or **"I'm sorry if you were offended."** Be sorry for what you did! **"I'm sorry you feel that way"** makes it seem like you are blaming the other person, and is not a real apology. Validate their feelings or discomfort by acknowledging your transgression's (potential) effects, while taking responsibility. Use direct, declarative statements. Look at the next few statements below. There is a huge difference between them. The first one acknowledges that you recognize you did something wrong, and takes ownership and responsibility for that action. The next few do not take responsibility. They don't say that you believe you did anything wrong. They can imply you aren't even aware of what you actually did wrong, and can seem like you're shifting blame to the other person for being easily offended:

Good: **"I'm sorry I was offensive."**

Bad: **"I'm sorry if I was offensive."**

Bad: **"I'm sorry you were offended."**

Bad: **"I'm sorry for anything that was offensive [to you]."**

Good example: **"Boss, I'm sorry I'm late again, I know my shift started 10 minutes ago. I hope this doesn't complicate your day."**

Good example: **"Dear, I'm sorry I forgot your birthday - there's no excuse. I hope you don't feel neglected. Please, let me set this right."**

Bad example: **"I'm sorry I broke your vase, but I was mad and I needed to take my anger out on something."**

Make amends. Think about what caused you to make the offense. Is it because you're a little too laid back about being on time, or remembering important dates? Is it because you tend to react instantly to certain comments, without pausing to consider an alternative point of view? Is it because you are unhappy with your life, and you unknowingly take it out on others? Find the underlying problem, describe it to the person (as an *explanation*, not an *excuse*), and tell them what you intend to do to rectify that problem so that you can avoid this mistake in the future:

"I snapped at you because I've been so stressed out with work lately, and it's selfish of me to take it out on you. Starting tomorrow, I'm going to cut down my hours to X per week. I really think it'll help me unwind, and help us spend more quality time together."

"I've been distant and cold because I get paranoid that you're going to walk out on me because I don't have a job. But that's a terrible thing to do. Look, here's a list of things I'm going to do to find a job ASAP..."

Be patent. If an apology is not accepted, thank them for hearing you out and leave the door open for if they wish to reconcile later. (E.g. **"I understand you're still upset about it, but thanks for giving me the chance to apologize. If you ever change your mind, please give me a call."**) Sometimes people want to forgive you, but they still need a little time to cool off. If you are lucky enough for your apology to be accepted:

Avoid the temptation to throw in a few excuses at the end. Instead, have a transition planned out beforehand for what you can do to solidify the clean slate (e.g. **"Let's go get some coffee and catch up. It'll be my treat. I miss knowing what you're up to."**).

Remember, just because someone accepts your apology doesn't mean they've fully forgiven you. It can take time, maybe a long time, before the injured party can completely let go and fully trust you again. There is little you can do to speed this process up, but there are endless ways to bog it down. If the person is truly important to you, it's worth it to give them the time and space they need to heal. Don't expect them to go right back to acting normally immediately. At the same time, don't let someone hang this over your head for the rest of your life. The same way you need to learn how to apologize, they need to learn how to forgive.

Stick to your word. A true apology entails a resolution, and you have to carry out your promise in order for the apology to be sincere and complete. Otherwise, your apologies will lose their meaning, and trust may disappear beyond the point of no return.

Here are some expressions used for apologizing:

I'm terribly/very/awfully sorry for being late/troubling you/disturbing you, etc. (slightly formal, emphatic).

I'm very sorry, I'm afraid I've lost your book/overslept this morning, etc. (polite)

Sorry for interrupting /coming so late/breaking your cup, etc. (informal)

Sorry, (I didn't mean to). Sorry, it was wrong of me. (direct, informal)

I apologize for splitting tea on the table-cloth/taking your book home, etc. (formal)

If you react to apologies unhappily, you can say like that:

Oh, dear (that's a pity). (quite polite)

Oh, no! (informal, very strong)

By means of the following expressions you can make an excuse:

I had no intention of hurting your feelings, really. I didn't mean to, really. (rather formal)

It really wasn't my fault, you see, I just couldn't help it. (informal)

Accepting apologies you can choose one of the following phrases:

That's quite all right. These things happen: it can't be helped. I quite understand. (Please, don't worry).

That's/It's OK. Never mind. That/ It doesn't matter. (informal)

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. - Oh, excuse me.
- It's all right."
2. - Must be awfully sorry, old boy.
- Oh, that's OK."

3. - Pardon me for calling you, up so late.
-That's all right."
4. - I'm awfully sorry. I've broken your cup."
- Oh, don't worry about that.
- I do apologize. I'll buy you a new one on Monday."
- No, I won't hear of it. That's out of the question."
5. - Excuse me, could you tell me the correct time, please?
- I beg your pardon. I didn't catch what you said.
- Sorry, so has mine.
- Never mind, the bus is coming anyway.
6. - I'm terribly sorry, I was thrown off balance.
- Oh, that's all right.
7. *Cynthia*: Hi, Victor, do you think it's possible for us to have a talk sometime today?

Victor: I'd love to, but I've got a pretty tight schedule today.

Cynthia: Oh, what have you got going on?

Victor: Well, I've got to finish a report by ten. Then I have to drive to the to pick up a client of mine at eleven. After that, I'll have a meeting with him over lunch. I guess I won't have a break until two o'clock.

Cynthia: Wow, that's cutting it close.

8. *Joe*: Sir, did I do anything wrong?

Officer: Yes, sir. You ran through the stop sign. May I see your driver license, please?

Joe: Oh, I'm sorry, I didn't see the stop sign at the corner. I didn't mean it.

Officer: That doesn't justify your violation. May I see your license, please?

Joe: Oh, sorry, sir, I don't have it on me. Honestly, I forgot it back at the house. But I have the insurance policy with me. Here it is.

Officer: Please wait here, sir. I'll come back in a moment.

EXERCISES

I. Discuss the following questions:

1. What does the language of apologies depend on? 2. Why do you have to avoid such words as “but” and “if” while apologizing? 3. Why is it important to make amends? 4. Which are the most polite ways of apologizing in English? 5. What language do the British use for making excuses in formal situations? 6. Is the language of apologies and excuses the same in both informal and formal situations?

II. Read the conversation and answer the questions given after the text.

Smith: Late again, Tom

Tom: I’m sorry, I’m late, Mr. Smith, but ...

Smith: Oh, don’t tell me your train was late.

Tom: No, it wasn’t but ...

Smith: What’s your excuse this time then, Tom?

Tom: The 8.00 train was cancelled so I had to wait for the next train.

Smith: Cancelled, was it?

Tom: Yes, just my luck.

Smith: Well, that’s rather strange. Your colleague got here all right. He doesn’t seem to have any problem with the trains.

Questions:

1. Do you think Mr. Smith believes Tom’s excuse? Explain your answer.
2. What could you correct in this dialogue.
3. What different excuses could Tom have given if he’d traveled by car?

III. Read the conversation and answer the questions given below.

Wife: you didn’t ring me last night. You said you would.

Husband: I’m sorry.

Wife: And why were so rude to me at lunch?

Husband: Was I? Sorry. I didn’t mean to be.

Wife: And why are you yawning now? Are you bored?

Husband: Forgive me, darling. I’m terribly tired.

Questions:

1. Do the speakers sound informal? If so, what language shows they do?
2. Does the husband talk apologetically? If so, what language shows he is?
3. What else could the husband have said with the same meaning?

IV. React to the questions, using one of the following expressions:

That's all right. Never mind. Forget it. Not at all. You needn't apologize. You are not to blame. It's my fault. No trouble at all.

1. Excuse my back.
2. Excuse my troubling you.
3. Excuse my being late.
4. Apologize to Henry for me.
5. I'm afraid I'm taking up too much of your time.
6. Excuse my disturbing you.
7. Sorry I've torn the magazine you gave me.
8. I must apologize for my behavior. I know I was rude.
9. I beg your pardon. Have I frightened you?
10. Don't speak all together. One at a time, please.

V. Fill in the missing words.

1. Excuse my going first
2. ... I meant well.
3. You needn't apologize
4. ... I didn't let you know in time.
5. I've kept the book so long. You probably needed it.
6. " ... " - "Forget it."
7. " ... " - "Never mind."
8. " ... " - "No trouble at all."
9. " ... " - "It was a slip of the pen."
10. " ... " - "I was a slip of the tongue."
11. "I know you hate it when people interrupt you. I'm sorry I did." - ""
12. "I've got to apologize. I wrote it in pencil." - ""

VI. What would you say in the following situations?

1. You've borrowed a book of mine and lost it.
2. We were to meet at 7 p.m. You were fifteen minutes late.
3. I was walking down the street when you bumped into me. You didn't see me.
4. You phoned me at night. I was trying to get to sleep after a long day and you disturbed me.

5. You and your friend discover that two men are sitting in the seats you've reserved in the lecture hall.
6. You're 5 minutes late for the lecture on philosophy. It's not the first time you've been late.
7. You're a salesgirl. You've given a customer the wrong change.
8. You've hurt your friend's feelings.
9. You've forgotten to telephone your friend.
10. You accidentally step on someone's foot.
11. You were rude to a friend and want to apologize.
12. Your colleague is asking you for the loan of some money. You are not able to help her. You are a bit hard up at the moment.

VII. Make short conversations in the following situations:

1. You're walking through the park when a small dog runs up to you and nips your ankle. The owner rushes up and apologizes profusely. Accept his/her apology and try to reassure him/her that you are not hurt.
2. You have to break a promise to go to a party because you have to complete an important work. Call your friend and apologize. Your friend accepts your apology.
3. At a party a few weeks ago you lost your temper with one of the guests. You've just met him/her again and are apologizing for your behaviour which you think was due to overtiredness. Your apology is generously accepted.
4. A letter sent to your neighbor was delivered to you and you opened it by mistake. Explain to him/her and apologize.
5. For the first time in your life you've arrived very late, and you see your boss is annoyed. How do you apologize?

UNIT 6

Making suggestions



Read the text and do exercises given after it.

The British (and English people, more specifically) are often stereotyped as being very indirect in their style—that is, implying their meanings rather than saying exactly what they mean. (The stereotypical British use of irony is a classic example of this—saying the opposite of what one means in order to implicate one's true meaning.) Americans, on the other hand, are often stereotyped as being very direct—brash or bossy, even.

What happens when people from these cultures make suggestions?

A speech act is understood as a suggestion when the following conditions apply:

- The speaker (S) wants the hearer (H) to consider the action proposed.
- S and H know that H is not obliged to carry out the action proposed by S.
- S believes that the suggestion is in the interest of H.
- S may or may not include herself/himself in the proposed action.

Unlike other speech acts, suggestions might not have a strong potential for intercultural misunderstanding. That is, on the whole, the British and Americans do not differ in whether they prefer direct or indirect strategies for suggestions. Still, there are some differences in how the indirect strategies are phrased, with the British modifying their requests more (using 'upgraders' and 'downtoners') and Americans relying more on the 'head' of the suggestion—the unadorned sentence and its verb phrase in particular.

One difference was in the modal verbs used in suggestions. British speakers use more modals of obligation (should, shall), while Americans tend toward(s) can, but Americans also use more **Why don't you...?** (Note: the fact that you say either is not counterevidence to this! Both cultures use all these strategies—but at different rates in the corpora.)

The British-preferred modals of obligation are considered by some linguists to be more direct. That is, they're communicating the directive meaning: 'I think you should do this'. **Can** on the other hand, is (arguably--depending on how you like your modal verb analysis) ambiguous between a weak obligatory meaning and a capability meaning: i.e. 'you are able to do this and therefore you have the option to do it'.

Note: **Why don't you...** might be perceived as bossy. It has no modal at all. It sounds like it's implying that the other person should have already thought of doing the suggested thing.

The British indirectness tends to come from the use of modifiers, such as with understaters like **a bit**, **to begin with**, **for the moment** and downgraders like **just**, **perhaps**, **at least**, **maybe**, **probably**. With these markers missing, no wonder British people find the foreigners bossy.

Americans are more likely to expect negotiation to follow suggestions, whereas the British are more likely to expect compliance.

Could is supposed to be more natural in suggestions than **can**, and it's a bit more indirect.

In case you want to know somebody better, the normal thing to do in English is to suggest doing something together. But the British don't say it directly: they don't, for example, say "Would you like to go to the cinema this evening?" without some preparation. A general question may be used as a form of such preparation: "**Are you doing something special this evening?**" "**Are you going to do anything special?**" "**Will you be busy on Saturday?**"

The normal ways of replying to the questions like these are:

1. **I don't really know** what I'm going to do. I haven't really thought about it.
2. **Well, well ... I ...** (then you should give an excuse, but the British understand that you mean "I don't want to come" because of the kind of excuse you give. In English a good excuse always involves someone else – either explicitly: "**I'm afraid I've promised to drop in and see John this evening,**" or implicitly: "**I'm afraid, I've got a lot of work to do before Monday**"

3. You show the other person you would like to get to know them better but you have a good reason that you can't accept the particular suggestion he has made.

In order to make suggestions you can use the following phrases: **“Let's have a snack?” “Why don't we go to a concert?” “Shall we listen to a new song?” “Why not see a new film?” “How does the idea of arranging a party appeal to you?”** All the above expressions are considered to be informal.

A tentative way of making a suggestion can be like this: **“I suggest/suppose we/they/you might/could discuss it later.”**

If you ask for a suggestion politely you can say like that: **“What would you like to do/say?” “What do you suggest we should do/write?” “Is there anything in particular you would like to do?”** But if you speak to your friend you can do it more directly: **“What do you fancy doing?”**

To express an alternative suggestion in a formal way, you may use one of the following phrases: **“Wouldn't you rather stay at home?” “Wouldn't it be better if you didn't go outside.” “Might I suggest that we go to another restaurant for a change?”**

If you want to agree to a suggestion formally, you can do it in the following way: **“That's a good idea.” “That sounds like a good idea.” “That's certainly a possibility/not a bad idea.”** If you tend to be informal, then you can reply: **“Yes, great/fine!”**

If you want to disagree with a suggestion the following formal phrases will be suitable: **“That's a good idea but I'd rather not. I've got a terrible headache.” “That's not a bad idea but I'm afraid I haven't got a minute to spare.”**

The informal expressions are: **“I don't think I can/could/would stay here for two days.” “I'd rather not discuss this matter at the moment.”**

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. *Robbie*: It's time since we've eaten. I'm quite hungry, what about you?

Gayle: I'm a bit peckish, too, but it's quite late and we don't anything too heavy before we go to bed.

Robbie: What do you suggest?

Gayle: Well, a little light supper wouldn't do us any harm!

Robbie: Such as?

Gayle: I could make a cheese and potato salad.

Robbie: That'll do nicely.

2. *Donald*: Let's eat out, shall we?

Debra: I'm broke. I've gone through my paycheck for the week already.

Donald: Don't worry about it. It's my treat.

Debra: Are you sure? You're so generous!

Donald: And nice, too.

Debra: So, where are you taking me?

Donald: Some place you've never been before. Donald's Kitchen.

3. *Kato*: How about having dinner together?

Mori: Fine.

Kato: Shall we have Japanese or American food?

Mori: Whatever you say!

Kato: There is a good steak house around the corner.

Mori: That's a good idea.

4. *Mary*: What a beautiful place! Just like in a fairy tale – nice and quiet, with the grass so green. Oh, look, there’s a stream running under those big trees. Why not stop here for a short rest?

Nick: OK. Some of us need a rest. Nina looks very tired. She’s been lagging behind us for the last kilometer or so. I think this place will do well.

John: I don’t know how it is with you, but I’m as hungry as a hunter.

Tom: I suggest we might have a bite and then go sunbathing.

Nick: I don’t mind taking something hot inside. I’ve been having stomach-ache for an hour or so. Who’ll make the fire?

John: I’ll make the fire. I can do it with one match. It won’t be difficult with all the dry sticks lying around.

Mary: Who’s got the kettle? I’ll run down to the stream and bring some water.

5. *Wayne*: Why don’t we eat out?

Lilia: I’m going to fix some pork chops.

Wayne: Not when you are hungry.

Lilia: Again? Weren’t you just complaining that it’s too expensive to eat out?

Wayne: I’m afraid the meat is rotten.

Lilia: That’s strange! I just bought it yesterday.

Wayne: Well, I forgot to put it in the refrigerator.

Lilia: Good for you! Now what should we eat?

6. *Donald*: Some place you’ve never been before. Donald’s Kitchen.

Debra: You are sure? You are so generous!

Donald: And nice, too.

Debra: I'm broke. I've gone through my paycheck for the week already.

Donald: Let's eat out, shall we?

Debra: So, where are you taking me?

Donald: Don't worry about that. It's my treat.

EXERCISES

I. Read the conversation and answer the questions given below.

Mrs. Crag: Would you like some tea?

Mrs. Brown: I'd rather have coffee, if it's no trouble.

Mrs. Crag: Would you like it with milk and sugar?

Mrs. Brown: Well, I'd rather have it black, if you don't mind.

Mrs. Crag: Not at all. How much sugar would you like?

Mrs. Brown: I don't take sugar, thank you.

Questions:

1. What terms are Mrs. Crag and Mrs. Brown on? 2. Do they speak formal or informal English? 3. What language does Mrs. Brown use to make alternative suggestions? 4. Do you think Mrs. Brown polite? If so, what language shows she is? 5. What other language might Mrs. Brown have used with the same meaning in the same situation?

II. Read the conversation and answer the questions given below.

Peter: Excuse me for asking, are you doing anything special at the weekend?

Mary: Well, I don't really know what I'm going to do. As a matter of fact, I haven't really thought about it.

Peter: Would you like to play tennis with us on Saturday?

Mary: Yes, I would. What a good idea!

Peter: Would you like to play singles or doubles?

Mary: Let's play singles and then the best boy can play the best girl.

Would you like that?

Peter: Yes, we would. Let's do that.

Questions:

1. Are the speakers on equal terms?
2. What language shows that they know each other well?
3. Why do you think Peter didn't make his suggestion directly?
4. What other language might he have used with the same meaning?
5. How might Mary have answered him instead of saying: "Well, I don't really know ..."?

III. Read the conversation and answer the questions given below.

Mary: Let's have a party.

John: What a good idea! When shall we have it?

Mary: What about Saturday evening?

John: Fine and where shall we have it?

Mary: In your flat.

John: Oh, you know what my roommate's like. He won't let us have a party there. Let's ask someone else.

Questions:

1. Are the speakers on equal terms?
2. Do the speakers use formal or informal language?
3. What language does John use to turn down Mary's suggestion?
4. How does this refusal sound?
5. What language do you think Mary should have used if she had spoken to a man she doesn't know very well?

IV. React to the following suggestions:

1. Let's drop in and see our friends tonight.
2. Why don't we go to the theatre tonight?
3. Wouldn't you rather stay at home?
4. Why not go for a walk?
5. Might I suggest that we go to another restaurant for a change?
6. Wouldn't it be better if you didn't go outside; it's raining cats and dogs.

V. Fill in the missing words:

1. ... we listen to a new disk?
2. Are you doing something ... this evening?
3. Is there anything in ... you would like to do?
4. What do you suggest we ... do?
5. That's a good idea but I'd ... not.
6. How does the idea of going somewhere on Sunday ... to you.
7. Why ... we eat out tonight.
8. Would you ... to play volley-ball?

VI. Make short conversations in the following situations:

1. You want to go to a ballet. But your friend makes an alternative suggestion. She/he prefers the idea of seeing a play. You try to speak persuasively and your friend agrees to your suggestion.
2. After a long day at the University you and your friend decided to go for a meal at a café. Your friend shows indecision. Make your suggestion attractive.
3. You are going away for the weekend with a close friend. Call him/her to make suggestions about your weekend: where to go, how to get there, how long to stay, what to do, etc. Your friend is happy to spend the weekend with you. He/she agrees to all your suggestions enthusiastically.
4. A friend of yours is in the hospital. You visit him/her and see he/she is bored. Suggest something to occupy him/her.
5. Your friend has failed her/his exam and is looking rather depressed. Give her/him your suggestions.

UNIT 7

How to give people advice

“The only thing to do with good advice is pass it on. It is never any use to anyone”

Oscar Wilde



Read the text and do exercises given below.

First of all, make sure that the person who is talking to you is actually soliciting advice. He or she may just want you to listen and be a good friend, seeking instead understanding, empathy, and compassion. Don't assume that everyone wants advice. You may have some insight into the problem(s), but you really need to listen attentively to a person first for a very long time to understand the situation if, and only if, your friend actually asks for advice should you then furnish it.

It is a great honor to be asked for advice, but it is also a big responsibility. Good advice can help people make sound decisions and find the right path in life, while bad advice can have disastrous consequences. Fortunately, with a little forethought you can weed out the good from the bad.

There are some rules which the British follow in giving advice. The first: always listen carefully to the person who wants advice, and learn as much as possible about this situation. If you need clarification, ask questions. Being an active listener will not only help you give good advice, it will also increase the chances that the person will take your advice. The second: put yourself in the advisee's shoes, i.e. try to imagine yourself in the other person's situation. If you've been in a similar situation, think about what you learned, but don't rely solely on your experiences to give advice for the unique circumstances that the other person is facing. The third: think about the consequences of taking or not taking your advice. If there's no significant difference between the results of those two scenarios, your advice might not be bad, but it's not useful either. If you can envision the path you suggest leading to a worse result than an alternative path would, your advice probably is bad. The fourth: empathize. Many matters require sensitivity and thoughtfulness. If you really try to put yourself in

the other person's shoes (as suggested above) empathy will probably develop naturally. Even so, be very careful about how you word your advice and be sensitive to the other person's feelings and emotional state.

If the British give advice they do it in an apologetic and polite manner. The degree of politeness depends on the situation they are in. When people discuss something or argue they are usually formal and polite. If they know each other very well they are often informal and less polite.

When giving advice, it is important to avoid forms such as "You must ...". The advice "**I'd recommend** you to work less" is more formal and it is generally not used among friends.

In formal situations the British would say: "**Personally, I would advise you to ...**". "**Perhaps it would be a good idea to go out.**" "**If I were you I would not** leave car doors unlocked." "**I think you'd better not go to this party.**" "**I advise you to** study for a degree in foreign languages." "**You may not agree with me, but it might be a good idea if you** do it beforehand."

In the informal situation the British people would say: "**You ought to help him.**" "**I suggest/I think you should** go to bed earlier." "**If I were you I'd call her back.**" "**Why don't you** accept this invitation?" "**Don't forget to shut the window**".

If you need some advice, you can use the following forms: "**What do you suggest I should do?**" "**Where/When do you suggest I should go/have a holiday, etc.?**" "**Could you give me some advice about sports/learning foreign languages, etc.?**" "**I was wondering if you could (possibly) give me some advice about ...?**" (formal)

If you are in friendly relations with somebody, you can ask for an advice in such a way: "**What would you do in my position/if you were me?**"

If you want to accept advice, you can use the following phrases: "**That sounds/seems like a good idea/advice, thank you.**" (possible in all situations) "**Well, that's certainly a possibility.**" (slightly tentative) "**Right/Yes, I'll do/try that. Thanks.**" "**That's a good idea, thanks. Yes, I think I'll try that.**" (direct, informal). One of the variants of rejecting advice is: "**That's not a good idea, I'm afraid. I've already tried that.**"

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. *Jim*: Is your restaurant licensed to serve hard drinks?

Waiter: Certainly, sir. And we have a wide choice of them too. At present there isn't a better restaurant than this one.

Jim: Very well. I'd like to have dinner. What would you recommend for the first course?

Waiter: I think there is nothing like chicken soup which is, incidentally, our cook's favorite job.

Jim: Indeed? And choosing a grill, what will you suggest?

Waiter: Oh, sir: if you order roasted mutton, you make a fine meal. And what about the sweet, sir?

Jim: I'll go without it. Just a glass of orange juice, and that's all.

Waiter: Well ... you asked me about strong drinks. What will you have, sir?

Jim: Nothing whatever. It was a mere curiosity

2. *Danny*: I'm thinking of applying for a manager's job.

Victor: Well, you've got plenty of experience, so you should have a good chance.

Danny: I'm going to work on my resume tonight after work.

Victor: I'd wait until you get the job description if I were you.

Danny: Why do you say that?

Victor: Well, then you'll be able to tailor your resume to fit the job.

3. *Ann*: Is there anything I can do? I'd like to help in some way.

Kate: I can't think of anything at the moment.

Ann: Well, maybe I could run errands or something.

Kate: You could if I needed something.

Ann: I feel so useless just hanging around with nothing to do.

Kate: In a couple of days there'll be too much to do. Then you'll want to be back in these lazy days.

Ann: I guess I'm just a workaholic. I never was very good at doing nothing.

Kate: Maybe you should learn how to relax.

4. *Earnest:* I would really like to study computing, but I can't afford the time or money for a course.

Gayle: I suppose you're talking about a full-time course, but that's not the only option you know.

Earnest: Well what else could I do?

Gayle: You could do it by distance learning. My brother's just completed a distance learning course in HR management.

Earnest: Was he satisfied with it? Was it any good?

Gayle: Yes, he was, although he said it was tough to come home tired after a day's work and then to do two or three hours of study before going to bed.

5. *Terri:* Derrick, don't you think you should take a vocation? Even one or two days would be fine.

Derrick: There's no way. There's too much work.

Terri: But you look so exhausted. You need a break.

Derrick: I know. My chances would be better if they would hire more people.

Terri: They won't hire more people.

Derrick: No. They always want to keep the cost down. I am really overwhelmed with a heavy workload.

Terri: Maybe you should talk to the manager.

Derrick: Yes. I'm going to bring this up in tomorrow's meeting.

6. *Terri:* How are things going with you and your roommate?

John: Not very well. We are supposed to share the groceries, but I end up feeding him three times a day. My grocery bill is huge, you know. I really can't afford it any longer.

Terri: I know how you feel. I used to have a roommate like that. He never offered to reimburse me for anything.

John: I'm really fed up with this, but I just don't know how to tell him that he should come up with half the grocery bill, because sometimes he treats me to a meal in a restaurant.

Terri: Well, honesty is the best policy. May be you just should have a heart-to-heart, friend-to-friend talk with him. If he refuses to mend his ways, then ask to move out. You can't let him wear out his welcome.

7. *Tina:* I wouldn't mention that to Gloria if I were you.

Vaughan: Why not? She seems a very amiable person.

Tina: No doubt she is, but she's not the most discreet person in the world.

Vaughan: Aren't you being a bit unfair?

Tina: No, not at all. I know from experience that she's a real tattletale.

Vaughan: Well, if that's the case, I'll take your advice.

8. *A:* May help you with some apple-pie?

B: Quite a small piece, please. It looks very appetizing.

A: I'd advise you to leave some place for the pudding. It's always delicious with them here.

B: But I thought there would be nothing coming yet. And I could hardly manage it. Can we cancel the order?

EXERCISES

I. Read the conversation and answer the questions given below.

Peter: You look a bit worried, Brian. Is anything wrong?

Brian: No, not really.

Peter: Are you sure? You don't seem yourself today somehow.

Brian: Well ... I've got to find a new flat somewhere. They are going to pull down the building where I'm living at the moment.

Peter: Well, is that such a problem?

Brian: Yes, it is, when you've only got a week to do it in.

Peter: A week? That seems like rather short notice.

Brian: Oh, I've known about it for ages, but I haven't done anything about it until now.

Peter: Oh, I see. Well, Brian, if I were you I'd start looking through the papers straight away.

Brian: I have ... every day for the last week.

Peter: Hmm. I see your problem. Perhaps it would be a good idea to put an advert in the paper – you know – saying you are looking for a flat.

Brian: Yes, that sounds like a good idea, thanks. But I suppose, it all takes time, doesn't it?

Peter: Hey! Wait a minute! And why don't you ask your cousin, he's an estate agent. I think you should go round and see him after work.

Brian: Well, that sounds like a marvelous idea, I must say. I clean forgot about him.

Peter: If I were you I'd go round right away.

Brian: That's certainly a possibility. I think I'll try that.

Peter: OK. Best of luck to you. Bye.

Brian: Bye. See you tomorrow, Pete.

Questions:

1. What terms are the speakers on? 2. Is Brian's problem really serious? Give your reasons. 3. What advice does Peter give Brian? 4. Is Peter polite to Brian? If so, what language shows he is? 5. Which piece of Peter's advice does Brian take? 6. What advice would you have given if you were Peter?

II. Give advice to the people. Begin with: "You/He/She'd better"

Example: A: They say it's getting cold outside.

B: You'd better put your warm coat on.

1. I'm homesick. 2. My pen's broken. 3. I'm a bit depressed after the exams. 4. My mother comes home very tired. 5. I'm going on holiday next week. 6. A friend of mine finds a very difficult language. 7. I'm beginning to put on weight. 8. I'll have to get down to some serious work again pretty soon. 9. My brother never stops swatting. 10. I can't help worrying about my mother. She's not well.

III. Make the following into mini-dialogues about advice. Your friend is going for an interview.

Example: A. what to do, sleep at nights? B. Why not, take a walk, every evening.

A: What should I do to sleep at nights?

B: Why don't you take a walk every evening?

1. A. can, dive, some advice, what to wear? B. well, suggest, wear a suit.
2. A. what, you, say, if, ask, advice? B. well, personally, advise, to be careful.
3. A. I, wondering, give, me, advice, what to wear? B. well, be, good, idea, wore, a suit.
4. What, wear, you, me? B. well, the best thing, wear, a suit.
5. what, say, you, in my position? B. well, I, you, wouldn't, talk about, your last job.

IV. In the following situations restrain people from doing these things.

1. Your friend tells you she is planning to invite two other people to join you for the evening, but you are not very keen on the idea.
2. Your friend loves eating cream cakes, and she is putting on weight.
3. Your friend keeps asking you to lend him money, and you want him to stop doing it.
4. Your friend wants to change the television program from movie to sport and you don't want him to.
5. You are trying to write a report, and your friend interrupts you every few minutes.
6. Someone is writing notes in a book borrowed from the library.

V. Accept or reject advice in the following situations:

1. Your friend advises you to talk to your mother about your financial problems. You agree.
2. Your teacher advises you to go to the lecture tonight. You cannot.
3. After an argument your friend advises you to try to control your temper. You accept the advice.
4. Your boyfriend has invited you to make a trip with him. You cannot make a decision and ask your mother for advice.
5. You've got the problem of taking the exam in phraseology. Your friend gives you two pieces of advice. You accept one of them and reject the other one.

VI. Fill in the missing words.

1. I ... recommend you to spend more time outdoors. 2. If I ... you I would never behave like that. 3. I suggest you ... do your best to complete your project in time. 4. You ... better ... this work in advance. 5. ... you give me some advice ... travelling by air. 6. Why ... you accept the invitation to the party? 7. I was wondering if you ... give me an advice? 8. That's not a good idea,

VII. Make short conversations in the following situations:

1. An English speaking foreigner is asking you for advice about the food she/he can have in your city. In particular she/he wonders where one can go for a cheap and good meal. Give her/him your advice.
2. Your friend has overworked for a long time. Now he/she is suffering from headaches and sleeplessness. Give him/her your advice.
3. You've got a new neighbor who has just moved in. Give him/her some pieces of advice about shopping, eating out and getaways in your neighborhood.
4. A tourist in your town asks you to recommend places to visit. Give him your advice.
5. A friend of yours has decided to give up studying at the University and find some job in order to be financially independent. You are dead sure that he/she must get a degree first. Give him/her advice.
6. A stranger asks you to recommend him the best hotel in your city. Give him your advice and reasons.



UNIT 8

Invitations, arrangements and offers

Read the text and do exercises given after it.

Many different expressions are used by the British when they make, accept or reject an invitation. The choice of the right phrase depends on the situation you are in and the relationship you have with a person you are talking to.

When an invitation is immediate and unimportant you may use the imperative form: **“Come in.” “Have a cup of tea.”** It is also common in this situation to begin with **“You must ...”** (e.g.: “You must drop in for a meal this week.”)

Whether you accept or reject an invitation, it is usually common to show pleasure at receiving it and to thank the person who invited you. When rejecting invitations it’s most important to avoid upsetting the person who has made an invitation. It is also considered polite to offer an excuse when you reject an invitation. However, the excuse can be rather vague or even avoided:

“I’m busy on Sunday, but it was nice of you to invite me.”

“I can’t make it, Friday. How about another time?”

When you want to make an invitation you may use the following phrases:

”Would you like to come to a party/to go out for a walk, etc.?” which can be used in all situations.

If you invite your close friend, you can address him like that: **“Do you want to come to a party/go for a walk, etc.?”**

The following forms are considered to be informal: **“How about coming round for a chat/going to the cinema at night, etc.?” “Why don’t you go to a meeting?” “What about tomorrow evening?”**

If you are in formal terms with the person who makes an invitation and you accept this invitation enthusiastically and, you can do it like that: **“I’d like/love to very much.” “That would be very nice/lovely, etc. Thank you.”**

If you are not very interested in the invitation you can express your indifferent attitude in such a way: **“If you want me to go/to do this, etc. I would.”** “If you (’d) like me to go/ do this, etc. I would do my best. Thank you.”

Polite refusals to invitations may be phrased in one of the following ways: **“(No) I’m afraid/I’m sorry I can’t I’ve got a lot of work to do. Thank you/thanks all the same.” “I’d like to, but (I’m afraid) I can’t. I’m having an arrangement tonight.” “No, I’m afraid I can’t. I wish I could, but I’ve got to see a doctor today. Thank you all the same.” “Well actually, I’m going to the theatre tonight. Thank you all the same.”**

If you refuse an invitation from your close friend, you can do it like that: **“No, I wouldn’t/don’t/can’t go for a walk now. I’ve got a lot of work to do.”**

While making an arrangement the British may use the following expressions: **“Are you available on the 17th?” “Can we meet on the 16th?” “How does the 3rd sound to you?” “Are you free next week?” “Would Friday suit you?” “Is next Tuesday convenient for you?” “What about sometime next week?”**

When a partner agree on a date he/she may say: **“Yes, Thursday is fine.” “Thursday suits me.” “Thursday would be perfect.”**

Suggesting a different date he/she can say: **“I’m afraid I can’t on the 3rd. What about the 6th?” “I’m sorry, I won’t be able to make it on Monday. Could we meet on Tuesday instead?” “Ah, Wednesday is going to be a little difficult. I’d much prefer Friday, if that’s alright with you.” “I really don’t think I can on the 17th. Can we meet up on the 19th?”**

Setting a time your partner will say: **“What sort of time would suit you?” “Is 3 p.m. a good time for you?” “If possible, I’d like to meet in the morning.” “How does 2 p.m. sound to you?”**

When the arrangement is to be changed the following phrases may be used: **“You know we were going to meet next Friday? Well, I’m very sorry, but something urgent has come up.” “I’m afraid that I’m not going to be able to meet you after all. Can we fix another time?” “Something has just cropped up and I won’t be able to meet you this afternoon. Can we make another time?” “Certainly not.”**

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. A: What are doing tomorrow night?

B: Nothing special. Why?

A: How about going to the theatre?

B: Good idea? Where do we meet?

A: Will it be all right for you if I pick you up at six?

B: Quite.

2. A: Shall we go out tonight?

B: I'd rather have a quiet evening at home.

3. A: We'd be very glad if you came over tonight.

B: I'm afraid I can't. I've got an appointment. I'll come some time next week.

4. A: We are going to the country for the week-end. Will you join us?

B: Sorry. I'll be engaged.

5. A: Why don't you join us?

B: Previous engagement.

6. A: How about going to the theatre tomorrow night? I've got two tickets/

B: I'd love to.

A: When shall I pick you up?

B: I'm afraid I can't say now. Call me up at the office tonight. If I'm not in
I'll leave a message for you with the secretary.

A: Fine.

B: Thank you for inviting me. I'll be looking forward to it.

7. A: Do you remember we're going to the concert tonight, don't you?

B: Oh, I quite forgot. Thanks for reminding me.

A: When do we meet?

B: Is six all right for you?

A: Let's make it 6.30.

B: As you say.

EXERCISES

I. Read the conversation and answer the questions given below.

John: Would you like to come out with me tonight?

Ann: Sorry, I can't.

John: Tomorrow night then?

Ann: I'd like to, but I'm afraid I can't.

John: Would you like to go to the theatre then?

Ann: I wish I could.

John: OK, well, give me a ring then.

Ann: No, I'd better not.

John: Why not?

Ann: Because I don't think my husband would like it.

Questions:

1. Does Ann refuse all invitations in an apologetic manner. If so what language shows she does?
2. Is John polite? What language shows he is?
3. What would Ann have said if she had accepted John's invitation?

II. Read the lines of the conversation and answer the questions given below.

Tom: Hi, Kate! I'm glad I bumped into you. There's a party at Steve's on Friday. Do you want to come?

Kate: Is there? Yes, that sounds great. I don't think I'm fixed up that evening so I'd love to ... thanks. What time is everyone going?

Questions:

1. Are the speakers on the first name terms? 2. Does Kate accept the invitation enthusiastically? 3. What language shows she does? 4. Could both speakers have said anything else with the same meaning? If so give possible variants 5. What invitation could the young man have used if they were not on first name terms? 6. What might Kate have answered?

III. Read the following conversation and answer the questions given below?

John: Have you got anything fixed up for this evening, Rose?

Rose: Nothing special.

John: What about you, Sandy?

Sandy: Well, actually I was going to have a quiet evening at home.

John: And you, Sam?

Sam: Well, I'm preparing for the exam.

Questions:

1. What kind of relationship have the speakers got? 2. Why do Rose and Sam decline John's invitation? 3. Do Rose and Sam sound apologetic? If yes/not what language shows they do/don't? 4. What language could Rose and Sam have used to sound apologetic? 5. What language should John have used if he'd spoken to people he were not on equal terms with?

IV. Which of the following answers to invitations do you think are informal? Give reasons for your opinion.

1. Thank you very much for your kind invitation to spend the week-end at your place. I would love to come and look forward to it very much.

With best wishes. Mary.

2. Thank you for the invitation to a movie on Sunday. It sounds great, I'd love to come.

See you soon. Love. Mary.

3. Thanks very much for the invitation to your birthday party on Saturday. I'm afraid I can't make it as I'm leaving for Moscow at the week-end. Very sorry. Hope it goes well.

Love. Mary.

4. Thank you very much for your kind invitation to dinner on Friday. Unfortunately I'm afraid I can't come as I'm already going out that evening.

With best wishes. Mary.

V. Fill in the missing responses:

1. - How about going to the museum tomorrow?

- _____

- Shall I call for you?

- _____

- Will it be all right for you if I come at twelve?

- _____

- Settled. See you tomorrow then.

2.- _____

- Nothing special. Why?

- _____

- I'd love to.

- Is six o'clock all right for you?

- _____

- As you say.

3.- _____

- Let me see Yes, I believe I can.

- _____

- I'll pick you up.

- _____

4.- Are you going my way?

- _____

- Shall I give you a lift?

- _____

VI. Fill in the missing words.

1. ... about coming out for a chat? 2. Sorry, I'm afraid I can't. But thank you all 3. I'm sorry, I won't be able ... it on Sunday. 4. Is next Tuesday ... for you? 5. Are you ... on the 15-th? 6. ... you like to come to the party?

VII. Make short conversations in the following situations:

1. You've moved into a new flat. You want to give a house-warming party to get to know your neighbors . Invite one of them introducing yourself at the same time. Your neighbor accepts the invitation enthusiastically.
2. Some friends have invited you to spend the weekend with them but you have too much work to do. Decline this invitation politely.
3. A friend of yours invites you to a jazz concert. Accept happily.
4. One day you meet an old school-friend you haven't seen for a long time. Invite him/her to have a talk somewhere.
5. You're responsible for organizing a sport event at your faculty. Invite a prominent sportsman to take part in the opening ceremony.
6. Your friend has invite you to spend a day in the country. You are happy to accept his/her invitation. Make the necessary arrangements .
7. Your boss is inviting you to his/her wedding party. You would be happy to accept his/her invitation but you are not sure if your husband will be able to go. He is very busy at the moment. Delay the invitation and explain the reason. Promise your boss to phone back to let him/her know if you are coming.

UNIT 9

Stating likes, dislikes and preferences

Read the text and do exercises given after it.

Everybody knows that the British have an overriding respect for the privacy of other people and are convinced of the people's likes and dislikes being their own concern and nobody else's. So, they generally avoid stating likes, dislikes and preferences



in a straightforward way, but rather use polite, tentative and pleasant techniques instead. It's important to choose appropriate ways of saying things according to the situation you're in, the relationships you have with the people you are talking to; the mood of the people you are talking to. It should be mentioned that in formal situations the British use more direct ways of expressing likes, dislikes, preferences. Notice that the grammatical negative **"I don't like ..."** sounds too strong and dogmatic. The following expressions may be used instead:

"I don't particularly like ..., etc." If the British are in formal terms with somebody, they state their likes as that: **"Personally, I find it extremely interesting/ quite enjoyable/rather good."**

Expressing their emotions, such as pleasure, for example, the British say: **"I'm rather/quite keen on pets (having pets)." "I enjoy this music/ reading historical books."**

When the British want to express their affection for somebody or something, they usually use such phrases as: **"I'm rather / very fond of ballet/ listening to the rock, etc."**

If the British agree with likes they can say: **"So do / did / am I, actually."** **"Oh, yes, I am / do / did too. It's great / enjoyable / fantastic / useful, etc., isn't it?"** The latter one is considered to be informal.

If the British disagree with likes, they say like that: **"Oh, do you? / really? / are you?"** which is supposed to be rather direct. If the British want to be polite, they find it more suitable to say: **"I must say it's not something I know much about."** **"I'm not particularly keen on hiking."** Being direct in expressing dislikes you can use: **"I (really) don't like staying at home, etc."** Very blunt is the phrase **"I can't stand horror films, etc."**

For expressing an agreement with dislikes the following forms can be used: **"Neither / Nor am / can / do I (actually)."** **"Yes, it's awful / terrible, etc., isn't it?"** **"(Yes,) I would tend to agree with you here."**

Preferences:

Sometimes you need to state a preference when someone makes a suggestion, offers something or asks your opinion about what to do. Often people are asking for your opinion and you can state your preference freely, other times, people have made an offer and you need to state a preference politely if you do not want to do what has been suggested, or would rather do something else.

The British often use words like “**prefer, would prefer, would rather**” to talk or ask about preferences: “**I prefer living on my own**” “**Would you prefer to see a movie or go to a club?**” “**Would you rather go shopping with me?**”

Those expressions are quite different in meaning and this is why learners of English often find them challenging. So here is how we can separate them. We tend to use “**prefer**” to talk generally about “likes, dislikes, what we want”. For example, “He prefers reading books.” “I prefer going to the beach than going to a swimming pool.” The expressions “**would prefer**” and “**would rather**” are a little more specific. Both are used to talk about preference at the moment of speaking and both are used to show preference when there is more than one option available at the moment of speaking.

At the same time there is some difference between them; they can be followed by different parts of speech. “**I would rather**” must be followed by a base verb. For example, “I would rather eat sushi tonight.” “**I would prefer**” can be followed by an infinitive (“I would prefer to eat sushi”), a gerund (“I would prefer eating sushi”) or a noun (“I would prefer sushi”)

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. *Cindy*: John, where are the cookies? Don't tell me you ate them all!
Again!

John: Yes, I did. I couldn't help it. They were so good.

Cindy: I thought you didn't like cookies.

John: Well, I don't like cookies flavored with chocolate at all. But vanilla is different. I love them to death.

Cindy: Huh, I didn't know that.

John: Well, vanilla cookies taste even better with a glass of cold milk.

2. *Mother:* I wonder what we should have for dinner.

Daughter: Are you asking me?

Mother: Yes, I am. I really don't feel much like cooking, but the family must it.

Daughter: Well, you know me. I can always eat pizza or spaghetti.

Mother: So, I've noticed. You've putting on a little weight, aren't you?

Daughter: I know. Don't remind me! I'm starting a new diet day after tomorrow.

3. *A:* Look! These jackets are nice. Which one do you like better?

B: I like the wool one better.

A: Really? Why?

B: It looks warmer.

A: Well, I prefer the leather one. It's more attractive than the wool one.

B: Hmm... There's no price tag.

A: Excuse me. How much is this jacket?

C: It's \$99. Would you like to try it on?

A: Oh, no. That's OK! But thank you anyway.

C: You're welcome.

4. *A:* Do you want any meat today, Mrs. Brown?

B: Yes, please.

A: Do you want beef or lamb? The lamb is very good today.

B: Beef, please. I like lamb, but my husband doesn't.

A: What about some steak? This is a very nice piece.

B: Give me this piece, please. And a pound of mince, too.

A: Do you want a chicken. They are fresh and nice. Not fat at all.

B: No, thank you. My children don't like chicken.

A: To tell you the truth, Mrs Brown, I don't like chicken either.

5. *A*: What is your favorite pastime, Boris?

B: Fishing. I enjoy fishing very much.

A: Do you often go fishing?

B: Well, yes. I make it a point of spending a few hours by the river every weekend.

A: Do you usually catch much?

B: Well, it depends. Last Sunday, for instance, I caught so much fish that my wife cooked a fish dish for the whole family.

6. *A*: I hate watching TV. It's such a waste of time, and most of the programs are quite boring.

B: Really? I love TV. I watch quite a lot for relaxation – and I've learnt quite a lot from TV, too.

7. *James*: What kind of music do you like, Susan?

Susan: I'm partial to classic music. What about you?

James: I like jazz and 50's and 60's rock and roll.

Susan: What is your favorite kind of food?

James: Mexican food, without a doubt. What's yours?

Susan: I don't really have a favorite. I like all kinds of food, except Thai food. It's too spicy for me.

James: Who is your favorite movie star?

Susan: Brad Pitt, he is so handsome. Who do you like?

James: My favorite actor is Sean Connery and my favorite actress is Jody Foster.

Susan: What sport do you like to play best?

James: I really like to play golf, but I'm not very good at it. What about you?

Susan: I don't really like sports and have never played them. I like games though.

James: What's your favorite game?

Susan: Don't laugh, but it's tiddlywinks.

James: Tiddlywinks! That's a kid's game.

Susan: I know, but I'm very good at it. I play with my nephews and nieces and I beat them every time.

Susan: Never.

8. *Betty*: Where shall we go for our vacation this year, Ted?

Ted: How about Florida? It's cheap, and good weather is guaranteed.

Betty: I'd rather do something more exciting this year. Have you seen this ad for adventure holidays in Canada?

Ted: I prefer lying on a beach to hang-gliding and canoeing.

Betty: But we do that every year. I'd prefer to do something different this time. I'd rather not go anywhere so crowded.

Ted: Well, you have a point. Palm Beach was very crowded last time. I'd prefer somewhere a little quieter too, but I don't fancy anything too active.

Betty: How about Crystal Bay? The weather's usually good and there are some lovely walks around the coast.

Ted: Sounds OK to me. Would you prefer to stay in a hotel or rent a cottage?

EXERCISES

I. Read the conversation and answer the questions given below.

Ray: So we'll have it on the 10th then. Good. But now, about the music for the party. Any ideas?

Kate: Well, why not have live music? There're lots of groups around. We can ask "The Spiders"- you know, the group who plays at the local disco from time to time.

Steve: No, thanks, Kate! I can't stand them or their music!

Ray: Nor me. And anyway, they don't exactly play the sort of music you can dance to, do they?

Kate: No, I suppose not.

Steve: How do you feel about having records, as we did last year? Most people seemed to quite like it.

Ray: Well, we could, I suppose, Steve, but I think most of us would prefer live music.

Kate: Yes, I agree – especially since we only had about ten records all together.

Questions:

1. What arrangements are the speakers discussing? 2. How do Kate, Steve and Ray express their likes and dislikes in music (formally or informally)?

3. What language do the speakers use making their suggestions? 4. What language do the speakers use expressing their attitude to their friends' suggestions?

II. Read the conversation and answer the questions given below.

A: I tend to be rather keen on ballet myself.

B: Oh, yes. So do I. And I'm particularly interested in modern dance.

A: Oh, really? I'm afraid it's not something I know very well about. You see I'm not so keen on this abstract type of dancing though it's in fashion nowadays.

B: Oh, aren't you? I know some people don't like it very much but personally I find it fascinating.

Questions:

1. Do you think the speakers are on equal terms? Prove your opinion.
2. What language does the first speaker use to express his likes and dislikes? 3. In what way does the second speaker express his liking for modern dance? 4. What else could the second speaker have said with the same meaning?

III. Look through this mini-dialogue and answer the questions given below.

John: Do you feel like going to Alan's party on Friday?

Ann: No, not really. I'd prefer to go somewhere a bit more exciting. What about you?

John: Oh, I'm easy. I'll do whatever you decide.

Questions:

1. What language shows that the speakers are on equal terms? 2. Does John sound formally? 3. What else could John have said with the same meaning? 4. Does Ann state her preference politely?

IV. Read the conversation and answer the questions given below.

Tom: Shall we have some soup first?

Nick: No, thank you. I don't like soup. I'd rather have some fruit juice to start with.

Tom: Ok. And what about the main course? Which would you rather have, fish or meat?

Nick: Meat, I think.

Tom: Don't you like fish, then?

Nick: I do, but I prefer meat.

Tom: Shall we have some white wine?

Nick: I'd rather have red wine with meat.

Tom: What would you like for dessert? Some cheese?

Nick: I'd rather have a coffee, I think.

Tom: Fine. And ... er, after dinner? Shall we go to a disco?

Nick: No, thanks, I'd rather go straight home.

Questions:

1. How do the speakers sound (formal or informal)? 2. Does Tom's suggestion sound polite? 3. What else could Tom have said with the same meaning and the same degree of politeness? 4. In what way does Nick decline Tom's suggestion? What else could he have said with the same meaning? 5. How does Nick state his preference?

V. Make the following into the sentences of likes and dislikes.

1. I, rather keen, going to cartoon films. 2. Science-fiction films, rather boring. 3. I, not find, watching television, very interesting. 4. I, not keen, watching documentaries. 5. Personally, (don't) find, documentaries, very enjoyable. 6. I, can't stand, detective films. 7. I, not over keen, watching, children films. 8. I, can't stand, people, smoking in cinemas. 9. I, think, documentaries, more interesting, than musicals.

VI. Replace formal phrases with informal ones.

1. I don't really like football, either. 2. I must admit I don't like classical music all that much. 3. No, I don't think that's such a good idea, really. 4. I must say, I tend to be quite keen on ballet. 5. Personally, I think traveling on trains is rather boring. 6. Well, to be honest, I find thrillers really enjoyable. 7. I must say I don't really have preferences, both sound equally good for me. 8. I'm quite happy to accept whichever place is decided upon? 9. Might I suggest going out this evening?

VII. Replace the informal phrases with formal ones:

1. Do you fancy going to the cinema? 2. Not me. 3. I can't stand pop music. 4. How about next Monday? 5. Oh, I'm easy, you know. 6. Well, I'm not all that keen, actually. 7. Yes, me too. 8. No, thanks. 9. Where do you feel like having dinner? 10. Yes, that's an idea, I think. 11. How about next Sunday?

VIII. Respond to the following expressions using one of the variant given below:

1. What do you think of jazz? 2. How do you like soccer? 3. Which do you prefer: ice-cream or candy? 4. Do you like apples? 5. What is your favorite food? 6. Would you like a cup of coffee?

Responses: No, not really. My favorite food is Korean food. I can't stand it. It's so-so. I think it's a boring game. I prefer ice-cream. Actually, I don't like either, I prefer yogurt. Yes, I love them. I'm crazy about watching it, but not playing.

IX. Make up short conversations in the following situations. State your likes and dislikes to your partner about the subjects given, and they agree or disagree.

Basketball, reading, TV soaps, eating pizza, exercise, watching news, blind dates, going to class, romance movies, French food, R&B music, watching boxing, travelling, studying, ping pong, playing chess.

X. Express your likes and dislikes in the following situations:

1. At a movie and you can't stand the violence. Try to convince your partner to leave the movie because you don't like it.
2. At a restaurant and the food is terrible. You are eating a hamburger, French fries, and chocolate ice cream. The waiter comes by and asks how the food is. Tell him/her why you dislike it.
3. In English class and the teacher is lecturing about grammar. Tell your partner why you dislike lectures on Grammar.
4. At home and you just opened a birthday present that you really hate. Your partner is the family member who gave you the present. Tell him/her why you like the present even though you don't.

5. You are talking to a fellow-student. She/he is expressing her/his dislike of modern fashions. Express your strong disagreement.
6. You and a friend of yours have decided to learn another foreign language. State your preferences and ask for his/hers.



UNIT 10 Opinions

Read the text and do exercises given after it.

Whenever we wish to express our opinion in English, most of the times we use the phrase “**I think...**” to introduce our ideas. Nothing wrong with it. The only problem is that we tend to abuse this expression and, consequently, we sometimes hear people using “**I think...**” six, eight, ten times in a very short period of time like the oral exam. One of the factors that influences the final marks in the oral exam is the variety of structures and richness of vocabulary students use.

There is a great number of phrases used for expressing opinion.

Some words about the most popular phrase “**in smb’s point of view / opinion**”. The British would normally drop “**point of**” and simply say “**in his/her/my/their view (opinion)**”:

Examples:

- 1) In my view, birds should not be kept in cages.
- 2) - How important is it, in your view, that the twins should stay together?
- In my opinion, it's very important.

If the British want to use “**point of view**”, they would more often say “**from my point of view**” rather than “**according to my point of view**”. Both these expressions emphasize the position or angle you are judging the situation from:

Examples:

- 1) From my point of view it makes no difference whether you return on Saturday night or Sunday morning.
- 2) From a political point of view, the agreement of the UN is extremely important.
- 3) From the point of view of safety, always wear a helmet when you are on the building site.

“**In my view**,” “**from my point of view**”, “**in my opinion**” are all fairly formal ways of expressing your opinion characteristic of written English.

Note: In spoken English the structure “**from my point of view**” is usually avoided by the British. They use “**from somebody's point of view**” to express someone's ideas from their position in life (as a student, as a housewife, as a doctor, as a Catholic). But personal opinions are not introduced by this structure. Compare: **In my opinion, war is always wrong. He wrote about the war from the point of view of an ordinary soldier. In my view, it's a very good school. You have to judge a school from the child's point of view.**

Less formal equivalents more characteristic of spoken English, include the following:

“**to my mind**”: to emphasize that this is your opinion

“**reckon**”: usually to express an opinion about what is likely to happen

“**feel**”: to express a strong personal opinion

“**if you ask me**”: to express an opinion that may be critical

“**to be honest (with you)**”: to express a critical opinion without seeming rude

“**as far as I'm concerned**”: to express an opinion that may be different from others'

Examples:

- 1) To my mind the quality of their football is just not good enough.
- 2) I reckon it'll rain later today. Let's go tomorrow.
- 3) I feel she shouldn't be getting married so young.
- 4) If you ask me, it's unreasonable to pay for something which should be free.
- 5) To be honest (with you), I'm surprised you got into university with such low grades.
- 6) As far as I'm concerned, the matter is over and done with and we can now move forward.

If you are required to write an academic essay in which you are asked to express an opinion (see below), *useful alternatives to* "in my view" include: **"I think that..." "It seems to me that..." "I would argue that..." "I do not believe that..." "I am unconvinced that..." "I do not agree that..."**

For example:

A: How acceptable is it for wild animals to be kept in zoos?

B: I believe that it is quite unacceptable for animals to be kept in zoos. It seems to me that when they are confined to a cage they never have enough room to move around. I would argue that it is kinder to allow a rare animal to die naturally in the wilds rather than to prolong its life artificially in a zoo.

To achieve balance in any essay, it may be useful to incorporate opinions that are different from your own.

Useful linking words and expressions include:

"Of course, many / some people argue..." "It is sometimes argued..." "Admittedly..." "While..."

For example:

"It is sometimes argued that it is possible for conditions in the zoo to replicate the wild animal's natural habitat. While this may be feasible for smaller reptiles, it will never be possible, in my view, for the larger mammals which needs acres of space to roam around in."

It may sometimes be necessary to explain a thought in greater detail. *Useful linking expressions for doing this include:* **“By this I mean...” “Here I'm referring to...” “To be more precise...” “That is to say...”**

For example:

“By spending money on confining wild animals to zoos, we are wasting resources. By this I mean there are more urgent economic problems to deal with: hospitals and schools should be our first priority.” Below are some phrases that can be used to help express opinions. Some of these phrases are more appropriate for written English such as giving your opinion in an essay whereas some can also be used in spoken English.”

Words and phrases to express a personal point of view:

“In my experience...” “As far as I'm concerned...” “Speaking for myself...” “In my opinion...” “Personally, I think...” “I'd say that...” “I'd suggest that...” “I'd like to point out that...” “I believe that...” “What I mean is...”

We use these words and phrases to express a point of view that is generally thought by people:

“It is thought that...” “Some people say that...” “It is considered...” “It is generally accepted that...”

We use these words and phrases to agree with someone else's point of view: **“Of course.” “You're absolutely right.” “Yes, I agree.” “I think so too.” “That's a good point.” “Exactly.” “I don't think so either.” “So do I.” “I'd go along with that.” “That's true.” “Neither do I.” “I agree with you entirely.” “That's just what I was thinking.” “I couldn't agree more.”**

We use these words and phrases to disagree with someone else's point of view: **“That's different.” “I don't agree with you.” “However...” “That's not entirely true.” “On the contrary...” “I'm sorry to disagree with you, but...” “Yes, but don't you think...” “That's not the same thing at all.” “I'm afraid I have to disagree.” “I'm not so sure about that.” “I must take issue with you on that.” “It's unjustifiable to say that...”**

Notice: The British generally use elaborate and roundabout ways to express disagreement. And they say that in a tentative and polite way.

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. *Ann:* It's, time for high tea.

Elisabeth: So early? Six o'clock or thereabouts is high tea time.

Anne: What? Tea, sandwiches and cakes at 6 o'clock? That's a surely far too late.

Elisabeth: No, no. I think you're mixing up high tea and afternoon tea.

Anne: Aren't they the same?

Elisabeth: No, not at all. Afternoon tea means tea, perhaps sandwiches and definitely cakes around 4.

Anne: What's high tea then?

Elisabeth: That's a proper meal, often with meat or fish, but also of course with tea to drink.

2. *Eddie:* What are the chances of getting a raise this year?

Janice: I'm convinced that the chances are slim.

Eddie: Wow! You haven't got a raise for how many years now?

Janice: It's been three years! The company keeps losing money, and they can't afford to give anyone a raise.

Eddie: If you ask me, I would look for another job.

3. *Diane:* Hey, Terry? How's it going?

Terri: Not too great. I'm really stressed out.

Diane: Oh?

Terri: Yeah, it seems to me that school gives me hives. See?

Diane: Oh, my Gosh! Your are is full of bumps! What did the doctor say?

Terri: He said to relax and take a break.

Diane: I reckon, it's a good recommendation.

4. *Alicia*: You look run down, Brian.

Brian: Yeah. I've been feeling under the weather recently. I caught a bad cold last week, and I still haven't gotten over it.

Alicia: I think you must take sick leave.

Brien: I'm quite agree with you. I really need a good rest.

5. *Rod*: You're in great shape, Keith. Do you work out at a gym?

Keith: Yeah, I do. I guess I'm a real fitness freak.

Rod: So, how often do you work out?

Keith: Well, I do aerobics every day after work. And then I play badminton.

Rod: I like badminton, too.

Keith: In my opinion everybody should go in for sport.

Rod: It is sometimes argued that sport is helpful for everybody.

6. *Janet*: We never used to have weather like we have these days.

Sadie: There doesn't seem to be any stability any more. It's cold when you expect it to be warm and warm when you expect it to be cold.

Janet: They say it's a lot to do with the greenhouse effect.

Sadie: I've heard about that. It is thought that it comes from all the carbon gases we're putting into the atmosphere.

EXERCISES

I. Read the conversation and answer the questions given below.

Sally: Brian, you've seen "Star Wars", haven't you?

Brian: That's right.

Sally: What did you think of it?

Brian: Well, I was a bit disappointed, really, I didn't think it was a particularly good film at all.

Claire: Oh, I disagree, Brian! I thought it was great! It's one of the best films I've seen. Don't you think so, Peter?

Peter: Yes, I agree up to a point. It was good ... I enjoyed it ... but, to be honest, it was as good as I thought it would be ...

Brian: That's exactly how I felt. If you ask me, it was just one big publicity stunt from start to finish.

Claire: Oh, that's rubbish, Brian! You're the first person I've met who hasn't enjoyed the film.

Brian: Perhaps I am ... but Sally asked me for my opinion, and as far as I'm concerned it was pretty boring.

Peter: Ah ... I'm not so sure I'd agree with you there, Brian. I don't see how you can say it was boring.

Claire: Neither do I. It was full of excitement! All the way through!

Brian: In my opinion it wasn't. I was bored ... mainly because I was expecting so much more to happen, I suppose.

Claire: Oh, come on! A lot happened!

Peter: I agree with you, Brian, about expecting a lot more to happen.

Claire: Oh, you are both talking nonsense! Don't listen to them, Sally. Believe me, it's really exciting – you'll love every minute of it. In fact, why don't you and I go and see it tomorrow?

Sally: But you've already seen it!

Claire: So what? This is the film I'd gladly see again. And enjoy it just as much, too!

Questions:

1. Does Brian feel strongly about the film? 2. How does Brian put his opinion? 3. Does Claire strongly disagree with Brian? 4. How does Peter express his agreement with Claire's opinion? 5. What's Claire's opinion of the film? What reasons does she give to support (justify) her opinion?

II. Make up mini-dialogues about opinions using the Model:

Model: A. what, think, pop music? B: it, very good, my opinion.

A: What do you think of pop music?

B: In my opinion it's very good.

1. A. how, feel, a new play, in the theatre? B. it, marvelous, enjoy every minute of it, as far as I'm concerned. 2. A. what, opinion, is, modern painting? B. the way I see it, just fantastic. 3. A. I, wondering, you, stand, question, the proposal, for a new supermarket, in your district? B. it, a waste of money, from my point of view. 4. A. what, opinion, this, painting? B. it, really, quite, interesting, as far as, I'm able, to judge. 5. A. how, feel, personally, life, in large cities? B. city life, very enjoyable, if, you, want, my opinion. 6. A. what, think, school uniform? B. the way I see it, school uniform, a useful thing, wearing uniform, strengthen, discipline at school.

III. Express your opinion about the following statements. Explain your point of view. Try to use as many different phrases as possible.

1. Computer is the greatest invention of the twentieth century. 2. Education is a responsibility of parents. 3. Marriages should be performed in the church. 4. To be an advanced student you must work hard. 5. The knowledge of grammar rules don't help you to speak English. 6. The more words you know the more fluently you'll be able to speak. 7. Time is money. 8. You learn much more from newspapers than books. 9. No news is good news. 10. Life is what you make of it.

IV. Fill in missing words.

1. ... my mind the quality of these products is not high enough. 2. I must take issue ... you ... that. 3. As far as I'm ... , I'm always ready to help. 4. ... my opinion we shouldn't attend this lecture. 5. Speaking ... myself, I would have done it beforehand. 6. "I think I don't want to stay here anymore". – " ... do I". 7. ... his point ...view it's impossible. 8. I'd like to point ... that smoking here is prohibited.

V. Make short conversations in the following situations:

1. A friend of yours and you are talking about traffic problems in the city you live. Ask for your friend's opinion about the solution of these problems.

2. Your sister is a student. She has met a young man who proposed to her. She loves him too but she wants to complete the university before marriage. She wants to know your opinion.
3. Your friend who is 19 years old wants to move out of his/her parents' home. He/She has a job and thinks that he/she can support himself/herself. Your friend's parents do not approve of his/her intention. Give your opinion.
4. Your cousin and you are discussing a successful marriage and what exactly makes it happy. Your opinions on the role of a woman and a man in the family are quite different.
5. A fellow-student of yours and you are discussing the importance of self-instruction. He/She thinks that it encourages learners to take on greater responsibility for their own learning. Give your opinion.



UNIT 11

Annoyance and anger

Read the text and do exercises given after it.

The British have the reputation of being reserved people. If they find themselves in situations that irritate them they usually try to keep themselves in check. Generally when they are annoyed they express their irritation in a rather apologetic way. As a matter of fact, they expect the same social behavior from other nations as well. So, if you don't want to give the impression of being rude when expressing annoyance in English you should use set phrases of annoyance in appropriate situations.

Most of the time people don't deliberately try to do things that annoy others, so when you ask someone to change their behavior, they may react by being confused, or genuinely surprised.

1. This initial reaction may be followed by automatically denying that anything's wrong with their behavior and by becoming angry.
2. It's important to hear the person out if they have these reactions rather than to *immediately* come on stronger with your assertive message.

When you ask someone to change long-standing habits, be aware that habits are hard to change and that people don't change overnight.

- Asking for smaller changes, giving a reasonable length of time for them to occur, and supporting the person's efforts will make it more likely that your assertiveness will result in positive change.

Some people tell themselves, "If I really am their friend, I should accept their behavior."

- Friendships do overlook some behaviors, but it does not mean accepting mistreatment.

- Not expressing yourself can hurt friendships and requesting behavior changes is constructive when it's motivated out of the desire to improve the relationship and done in a caring and sensitive manner.

Annoyance and anger are not bad emotions or destructive in themselves.

Their potential destructiveness lies in how they are expressed. Aggressively expressed anger attacks others' self-esteem and can be destructive, but assertively expressed anger lets others know what your feelings, wants, and frustrations are and gives them a chance to change their behavior. Harboring irritated feelings does not deal with the problem situation and makes the irritation likely to grow.

When you assertively express anger, you are using your energy to deal with the situation, to clear the air, and to arrive at an understanding. Understandings may include finding out that the other person meant no harm or that you jumped to a wrong conclusion. Feeling angry doesn't make you right. Other people don't have the job of making you feel better. The source of your feelings is inside of you.

You're responsible for taking care of your feelings. Others may choose to change their behavior, but they don't have to just because you have a feeling.

There are some guidelines for expressing Anger/Annoyance

- Use the statements in which you simply state what you want.

Anger about watching TV instead of going out can be stated as, for example, **“I very much want to get out of the house this weekend.” “This is the third time I’ve called about being billed for a phone call I didn’t make and I’m getting very irritated.”** This statement expresses your feelings directly and lets others know your limits.

If you want to express your feelings tentatively you may do it like that: **“This is the second time this week you’ve cancelled our lunch date. I’m really disappointed because I’ve been looking forward to seeing you and I’m a little irritated because I’m starting to wonder about our friendship.”**

The following examples are considered to be empathic: **“I realize you’ve got strong opinions about divorce and are entitled to your opinion and I object to the way you’re stereotyping divorced people. I have not found divorced people to be particularly unstable and definitely not immoral.”** This type of statement makes it easier for others to hear what we have to say.

The most popular ways of expressing anger/annoyance are:
“Oh!” “How annoying!” “How infuriating!” “Isn’t that infuriating!” “How maddening!” “What a nuisance!” “What a bore!” “Blast!” “Why on earth should I do it?” “Who (the hell) do you think you are?” “How dare you!” “For heaven’s sake!” “Oh God! Oh darn!/Oh hell!/Damn!/ Damn it! That’s it! / That does it!” “It drives me crazy.” “It really gets on my nerves.” “It makes me angry.” “It really annoys me when” “I just can’t put up with it anymore.” “It’s a disgrace!” “It makes my blood boil!”

When the British are annoyed they often use short answers: **“Yes” or “No”.**

The examples are categorized by the situation: informal, neutral, and formal. Here they are:

Neutral: “I’m very annoyed ...” “Oh dear .../ Oh No!” “What a nuisance!” “This really makes me cross/angry.” “It annoys me.” “It isn’t very nice/pleasant.” “I really hate him.”

Informal: “Oh, hell. No!” “Oh damn!” “Oh no, what’s next?” “She makes me mad.” “He really makes me see red.” “What an idiot!” “I can’t stand it anymore.”

“I’m fed up with it.” “That’s the last straw.” “Why the hell didn’t he stop calling me?” “I’ve had just about enough of this condition.”

Formal: “This is extremely irritating.” “I can’t say I’m at all pleased” “I’m extremely displeased / angry/ unhappy.” “I must say I reject to I will not pull up with.” “I take great exception to.”

The possible responses to the expressions of irritation/annoying/ anger are:

- **Yes, it is really annoying/irritating/awful/ridiculous etc.**
- **Yes, it gets on my nerves, too.**
- **That’s a fair point.**
- **Well, actually, I don’t mind it.**
- **It doesn’t really bother me.**

When the British want to express their annoyance at another person’s action they usually use the continuous form modified by “**always**”, “**forever**”. This form is considered to be an exception as it is used to express a routine rather than an action occurring at a particular moment in time.

Examples:

“Martha is always getting into trouble.”

“Peter is forever asking tricky questions.”

“George was always being reprimanded by his teachers.”

Note that this form is generally used with the present or past continuous (he is always doing/ they are always doing).

Normally the present perfect tense is not used with the question word “**when**”. In the following sentence, however, this question word does not refer to a specific point in the past, but rather “any” point in an incomplete period of time.

Example:

“When have you ever done the dishes?” This use implies annoyance or criticism.

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. *Grace*: Why is there no water coming out when you turn on the faucet?

Henry: Not even a single drop?

Grace: Well, it's just drip, drip, drip. But that's still not water.

Henry: I don't know. Since last night water pressure has dropped to little more than a drip.

Grace: Did you call the department management yet?

Henry: Yeah. I called her this morning and she said she'd send someone over.

Grace: But how long ago was it?

Henry: That was three hours ago!!!

Grace: That's outrageous! I just don't understand why they are not on top of this.

2. *A*: Waiter! Will you show us the bill of fare?

B: Here you are, sir. And this is the wine list.

A: Well you may remove it as we are not going to take any drink. We are driving, you know. We mean to have a snack and that's all. Have you got lobsters?

B: I'm sorry, sir, but they are not on the menu.

A: And what about salmon?

B: We have run out of it, sir.

A: What a nuisance! Well, what is that famous food you treat your customers to?

B: Chicken broth is our specialty, sir.

3. *John*: I'm sorry, Frank, I can't seem to find that book you lent me. I must have lost it.

Frank: Oh, no! Don't say that!

John: But don't worry. I'll buy you another one.

Frank: Hell! That's not the point, John. It wasn't mine to lend in the first place. I borrowed it from Tom.

John: Oh, I see. Well, I'm sorry but ...

Frank: Oh, what a nuisance. It's a fat lot of good being sorry now, isn't it? What on earth am I going to say to Tom?

4. *Roger:* So, how is your roommate?

Martha: She really turns me off.

Roger: What happened?

Martha: She's always making loud noises at midnight and when I remind her, she always makes rude remarks. I just can't put up with it anymore.

Roger: Why don't have a heart to heart chat with her?

Martha: I tried, but it didn't work.

5. *Nurse:* Good morning, Mr. Baker.

Baker: Good morning, nurse.

Nurse: Have you an appointment?

Baker: No, I haven't.

Nurse: Is it urgent?

Baker: I have a terrible toothache.

Nurse: Can you come at 10 a.m. on Monday?

Baker: For heaven's sake! I want to see the dentist now, nurse.

Nurse: The dentist is very busy at the moment. Can wait till 2 p.m.?

Baker: Oh, God! I can wait, but my toothache can't.

6. *Nick:* Hello, Alex!

Alex: Hello, Nick! How did you notice me in this crowd?

Nick: By chance, of course.

Alex: By lucky chance, I should say.

Nick: How annoying! Why should all the people come at the same time and just to the same gate as we do.

Alex: Oh, yes. That angry crowd, how they push!

Nick: Well, let's drop into the refreshment room first.

Alex: OK.

EXERCISES

I. Read the conversation and answer the questions given below:

A: Did you hear that flight CD 123 to London is delayed?

B: Oh, how annoying!

A: They say the time of departure will be announced in two hours.

B: It's infuriating! I had to be in London by noon.

Questions:

1. Does the second passenger sound a bit nervous? 2. What would you do if you were in his shoes? 3. What else could the passenger have said with the same meaning? 4. In what way might the second passenger have responded?

II. Read the conversation and answer the questions given below.

Bob: Can I have a word with you for a minute, please?

Tom: Sure. What is it?

Bob: Well, it's about your rubbish bin actually.

Tom: What's the problem?

Bob: Well, I'm sorry to say this, but it stinks and I just can't put up with it any more.

Tom: It's full of rubbish! What do you expect?

Bob: You could put your rubbish in a bag first; so it smells less. That's what I do.

Tom: But bin bags cost money! It doesn't cost me anything to throw my rubbish straight into the bin.

Bob: Yes. I appreciate that, but the smell is offensive and very annoying. It drives me crazy!

Tom: I see. Sorry about that.

Bob: Also the smell attracts flies and other insects, so it could become a health risk.

Tom: That's a fair point. OK. I'll use bin bags from now on.

Bob: Thanks.

Questions:

1. What is annoying Bob?
2. What is Tom's reaction to Bob's complaint?
3. What does Bob suggest as a solution?
4. What is Tom's first reaction to Bob's suggestion?
5. How does Bob persuade Tom to do what he wants?

III. Read the conversation and answer the questions given below.

A: What a nuisance! I've been waiting twenty minutes for the bus. Do they always take so long to come?

B: In the rush hours, yes, I'm afraid so. Is this the first time you've taken it? I don't remember you from other mornings.

A: Damn ... the first time, yes, and the last, I hope. My car broke down yesterday. If it weren't for that I wouldn't be here. Just my luck.

B: I used to take my car into town, but I gave that up a long time ago.

A: Oh! If there were more buses, I might go by bus. But the service is awful, and they always arrive full up. Isn't that maddening?

Questions:

1. What terms are the speakers on?
2. Do you think the second speaker is content with public transport facilities in his area?
3. Who of the speakers is more annoyed? How else could the first speaker have expressed his annoyance?
4. Does the first speaker sound formal or informal?
5. And what about the second one?

IV. What might you say if you ...

1. couldn't get into an overcrowded bus to get to the University on time;
2. lost your keys;
3. were late for the cinema;
4. burned the dinner;
5. broke a new vase;
6. were late for the lecture because of a traffic jam;
7. got all dirt over your jeans;
8. failed the exam in lexicology.

V. Fill in the missing phrases expressing irritation/annoyance/anger of the speaker:

1. _____ This is the third time I've brought back the car to get the windshield wiper fixed.
2. _____ This takes too much of my time; I just can't wait anymore.
3. _____ I'm getting very annoyed about the whole situation.
4. _____ What I want is to get my order in time and not have to come back again.
5. _____ You are always interrupting me.

VI. Fill in the missing words.

1. Who do you ... you are!?
2. It really gets ... my nerves.
3. I just can't put it anymore.
4. It ... me crazy.
5. It makes my blood
6. It really makes me see
7. She is always ... into trouble.
8. How ... you!

VII. Express your annoyance on finding yourself in the following situations:

1. You are woken up by noisy neighbors returning to their flat which is near yours. You are annoyed. You open the door and speak to them.
2. You intended to go on holiday with a friend. At the last minute she/he said she/he couldn't go with you. It's not the first time she/ he let you down. You feel a bit annoyed.
3. Your brother is very lazy and always wants you to help with his homework. You don't particularly like it. In fact you are a bit annoyed. One day you decide you have had enough. What do you tell him?
4. You and your friend are in the restaurant. The waiter in the restaurant doesn't seem to notice you. Your friend is annoyed. What does he say?
5. Someone is playing a guitar in the street outside your window when you want to go to sleep. You are annoyed. What do you say?
6. Your timetable for the next term is planned in such a way that you haven't got a possibility to attend a fitness club.

UNIT 12

Disappointment, regret, wishes?



Read the text and do exercises given after it.

To express disappointment, regret, wishes – all this is as distressing to the British as to anyone. So, they have the habit to understate things when expressing their feelings. For example, when the British are disappointed they generally state that someone or something was not quite what they had expected. Their stoic attitude of resignation is often portrayed by “I suppose I’ll just have to put up with it.” There are quite a few expressions in English you might use to show that you are disappointed and expected something different.

If you want to express your disappointment and do it tentatively, use the following: **“I’d expected it/him/her/them to be much/nicer/better.”** You may also use the following exclamations, which are very emotive: **“How very disappointing!”** **“That’s rather/very/extremely/disappointing!”** If you are in informal terms with your interlocutor the following phrases will be suitable: **“I was very disappointed to get such a low mark.”** **“You disappointed me.”** **“It wasn’t as good as I expected.”**

There are things about the past, the present and the future you may regret. Here are some common ways for you to do so: **“I’m sorry, I didn’t know about this event.”** **“It’s a pity I didn’t buy this dress/suit.”** **“I wish I had/hadn’t seen that show.”** **“If only I had/hadn’t agreed to accept his/her invitation.”**

Notice that the past perfect is used not only after unrealized wishes but also after a mistaken assumption in the past, e.g. “I was sure he had agreed to see me (but he hadn’t).

When expressing your own wishes, or inviting the wishes of others, you can make the wish more tentative and tactful by using **“would like”**, **“would prefer”**, or **“would rather”**: **“Would you like me to help you?”** **“I would/should like to spend my holidays in Paris.”** Very popular are questions with **“shall”**, or more tentatively, with **“should/would”**: **“Shall I offer you another helping?”** **“I would/should like to stay here for good.”** **“What shall we present him on his birthday? Shall we buy some interesting book?”** **“Should we tell him that he is not wanted?”**

The following expressions have a hypothetical meaning: “**If only I could** remember his name!” “**I do wish I could** remember his name.”

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. *Raelene:* Hi, Burt. I heard you’re looking for a new job.

Burt: Yeah. I just had an interview yesterday.

Raelene: Oh. How did it go?

Burt: I think I did well. They said they would make a decision by this Friday.

Raelene: This Friday? Looks like they want to hire the person as quickly as possible.

Burt: Yeah. I think so, too.

Raelene: What are your chances of getting that job?

Burt: I believe I have a very good chance. The director seems to like me.

Raelene: Well, good luck, then.

Burt: Thanks. I hope it helps.

2. *Ann:* Have you been to the annual meeting of bloggers?

John: It’s disappointing but I was away on business on that day.

Ann: It’s a pity. The meeting was very interesting.

3. *Jack:* What’s the matter with you. You look so sad.

Cindy: I wish I had never watched this movie?

Jack: Why? I liked it very much. And the performance of the actors was wonderful.

Cindy: I quite agree with you but the death of the main character at the end... .

4. *Shopper*: Excuse me, could you show me to the skirts section, please?

Clerk: Certainly, madam, please come this way.

Shopper: Ah! These are just what I've been looking for. Have you got them in my size? I'm a size 8.

Clerk: Just a moment! I'm afraid not, madam. We appear to be temporarily out of stock.

Shopper: Oh, how disappointing! When will you have some in?

Clerk: We should be getting a delivery at the beginning a delivery at the beginning of next week.

EXERCISES

I. Read the conversation and answer the questions given below.

Peter: Dad, do you remember last week, when Mum was saying how she'd like a dog, to keep her company during the day?

Dad: My memory may be playing tricks, but no, I don't remember. Some time last week she also said something about going back to work, now that you and Ann are at school all day.

Peter: It's a pity you don't remember. I wish you did. She wanted to know which breed I liked.

Dad: Strange that she hasn't mentioned it to me. Anyway, you know what I think about keeping dogs in flats.

Peter: Yes, Mum said you weren't very keen. It's a bit disappointing, really. If only you know! Mum is so lonely when she's here all day long with no one to talk to.

Dad: You mean if she had a dog, she could talk to him, do you?

Peter: Well, Dad, you know what women are. They only want someone to listen to them. And dogs make ideal companions.

Questions:

1. What is Peter's father's attitude to the idea of keeping dogs in flats? 2. Is Peter disappointed with his father's attitude to pet animals? 3. What language shows that Peter wished his father's attitude to keeping dogs in flats was different. 4. Have you ever been in Peter's shoes? 5. What do you think of Peter? What's he like?

II. Read the conversation and answer the questions given below.

Helen: I wish I hadn't talked to last year's students – they've really frightened me. Do you know, Andy, they had three professions interviewing them, all at once?

Andy: So what! You can manage three professors. But I hope you look more confident when you meet them than you do now, or they'll never pass you!

Helen: Yes, but – do you think they'll ask me really difficult questions? I do hope not – I'll just dry up ...

Andy: I'm sure they won't. Anyway, don't worry, you'll be all right ... Well, I must be off – I'm delivering a baby this afternoon. Bye, hope it goes well.

Questions:

1. What does Helen want? 2. What does Andy think about interviewing? 3. What language shows that he is sure that everything will be all right? 4. Why does Andy have to leave in a hurry? 5. When Andy says "Bye, hope it goes well", what does "it" refer to?

III. Read the conversation and answer the questions given below.

Mary: You know, Jim, I'm beginning to think that living in a city just isn't worth it. I'm rather disappointed

Jim: I'm sorry to hear that, Mary. Cheer up, it gets us all down sometimes.

Mary: It hasn't just got me down. It's more than that. I wish I could have a chance from the life we're leading now.

Jim: Poor thing! If only I could help! Did you have a bad day at school?

Mary: Oh, no! You're not going to be the same as the rest of them, are you? Nobody listened to a word I said. They just waited politely till I finished, and then told me to relax a bit or get away for a few days. I'd like to get away forever.

Jim: To the country, you mean?

Mary: Well, I wish someone could tell me where I should go.

Jim: Well, if I were you, I'd just have a couple of days off to relax.

Questions:

1. Do you think Mary and Jim are on close terms? What language shows they are? 2. What language shows that Mary isn't content with the life she's leading now? 3. Does Jim sympathize with Mary? 4. Do you think Mary is just to her colleagues? 5. Does Jim approve of Mary's wish to get away forever? 6. What does Jim advise Mary to do? 7. Does Jim do it in a tactful and tentative way? 8. Have you ever been in the mood Mary is in now? 8. Have you ever suffered from stress?

IV. Express your regret about things you are sorry you did or didn't do in the past. Use "I wish + the Past Perfect".

1. You spent all your time speaking over the telephone. 2. You didn't do your best to revise for exams. 3. You thought highly of yourself. 4. You didn't give much thought to learning. 5. You missed many lectures and seminars. 6. You quarreled with your close friend. 7. You didn't accept an invitation to the party. 8. You didn't see the new film directed by Spielberg.

V. Express your disappointment about the vacations you have spent in the south.

1. The beaches were always overcrowded. 2. The hotel you live in was rather noisy. 3. The meals were just horrible and absolutely inedible. 4. There were only two cafes nearby. 5. Public transport was not regular and it was a problem to get to downtown. 6. All tours were too expensive.

VI. Express your regret in the following situations.

1. You want to speak to your Mum about something very important for you but she is always busy.
2. It's raining hard. You were going out for a picnic in the country. The rain has upset your plans.
3. You would like to go for a walk with your friends but you have to get ready for the exam.
4. You would like to buy a new model of a mobile phone but you can't afford it.
5. You invited your friend to your birthday party but he/she couldn't come.

VII. Express your disappointment in the following situations.

1. A performance you expected to be good was in fact very bad.
2. Your brother who usually gives you a present for your birthday didn't give you anything this year. Tell your friend how you feel.
3. The hotel you stayed in is not as good as you expected. Say what's wrong with it.
4. You want to let a friend know very urgently that you cannot go to his birthday party, but when you phone, someone else answers. Express disappointment and leave a message.
5. You expected a bonus for your project but you were paid only a salary.

VIII. Express your wishes in the following situations.

1. Your friend tells you about a very interesting job she/he has. You'd like to be in the same position.
2. You don't know very much about the history of Great Britain.
3. You'd like to visit a friend of yours who is at hospital. To your regret you haven't got a minute to spare.
4. A group of Spanish students arrives at your University. You are eager to communicate with them but you don't know the language.
5. You live and study in a big city. Your idea is to settle down in some quiet place.

UNIT 13

Sympathy and encouragement



I. Read the text and do exercises given after it.

The British give their sympathy or encouragement when they want to soften the effect of bad news, to cheer someone up who has had an accident. As a rule, they usually start with **“I’m sorry”** or something like that and then give their sympathy or encouragement to the person they are talking to. To soften the effect of bad news they use the apologetic introduction: **“I’m afraid Mr Smith are not in”**

It also helps to follow up your announcement of bad news by encouragement and suggesting a practical course of actions, e.g. **“I’m afraid you’ve failed your exams. I know how you feel. You mustn’t let it get you down.”**

If you want to sympathize with or encourage someone, you can use the following expressions: **“I’m sorry.” “I’m so (awfully) sorry!” “I’m sorry to hear that.” “What bad luck!” “That is a bad luck!” “Never mind!” “Cheer up!” “Don’t worry (about it).” “You mustn’t worry about that.” “Don’t let it worry you.” “Don’t let it get you down.” “You mustn’t let it get you down.” “It could be worse.” “It’s not the end of the world.” “Let’s hope for the best.”**

When a person dies it is difficult to know what to say to the bereaved. If English is your second language, it is even harder to comfort a grieving person. We sometimes use a present tense verb when we should use the past. Don’t feel bad if you do this. Even native English speakers find this awkward in the early hours and days after a person’s passing. It is important to acknowledge the loss in one form or another. It is a good idea to name the person who died. If you know this person, describe something you loved about him or her. Share a fond memory if you have one. If you don’t know the person, express sadness that you never got to meet him or her or acknowledge the importance of this person to your friend.

*Here are a few expressions you can use to express your care and concern in English when someone passes away: **I am so sorry to hear about your loss. I was heartbroken by this sad news. I will never forget when he/she...** (share a memory using the past tense verb). **You were such a dedicated friend/mother/sister to _____** (name). **He/She will be sadly missed.** (Add a detail that describes this person's best quality. For example: He was the best listener. OR He was always there when I needed help with the kids.) **I'm sorry, but I am at a loss for words.** (If you can't think of anything else to say or write.) **If you need anything, please ask.** Then offer something specific, such as help with the kids or a home cooked meal or a coffee date: **When you are feeling up to it, let's have coffee together. I'm here for you if you need anything. Thanks for taking the time to let me know about _____** (name of deceased).*

Examples:

1. - I want to express my condolences (...on your mother's death).
- Thanks, I appreciate your kindness.
2. - It's too bad that (... you didn't get that promotion).
- Yes, well maybe next time.
3. - It's a shame (pity) that (...your son didn't get accepted into Harvard).
- How kind of you to say so.

DIALOGUES

Note the expressions used in the dialogue and the progression of the conversation. The dialogue can be used as a model to have similar conversations.

1. *Robyn:* Last week his sister was admitted to the hospital.

Scotti: Oh? What happened?

Robyn: His sister had a car accident last week.

Scotti: Is she fine now?

Robyn: She is still in a coma.

Scotti: What bad luck! His sister is the only relative, as far as I know.

2. *Mark:* Hi, Jack, how have you been?

Jack: Not very well.

Mark: Why? Looks like you are feeling very down! What happened?

Jack: Nothing.

Mark: Come on. For a man who's feeling do down, there's usually two reasons either his career is going downhill, or he has a broken heart. Since you are so successful, it must be the other.

Jack: Well you are right. I just broke up with Jane.

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

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

Mark: Well, you can't blame her. It's always difficult to choose between career and family.

Jack: Maybe you are right.

Mark: Jack, I don't know what to say to comfort you, but cheer up! You'll find a person, your perfect match!

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

3. *Reese:* So, how was your interview?

Kent: I haven't gone to the interview yet. It's tomorrow. I'm so nervous.

Reese: Don't worry. You should do fine. You have the experience.

Kent: I hope so.

Reese: Remember, they want someone who works well with people. You've got to show them how easy-going and personable you are!

Kent: Thanks. I'll keep that in mind.

4. *A:* I heard that Tom had list his job. Did you hear that, too.

B: I heard something about it.

A: What a terrible thing to happen now, just when he and Olha are expecting their first baby!

B: It's a shame, I'll admit, but I told Tom months ago to get out of that place where he works and get another job. I had a feeling that the company wasn't very stable financially.

5. *Noah:* That history exam was really awful.

Sandy: Was it really so bad?

Noah: Yes it was. Only a couple of the topics which I reviewed for the exam came up.

Sandy: That was really bad luck. Do you think you managed to do enough to pass?

Noah: No, I think I'll definitely fail that exam.

Sandy: Oh, come on, don't be so pessimistic.

6. *Rob:* Are you ill?

Seles: Not really! I'm just tired.

Rob: Didn't you sleep well last night.

Seles: No, I tossed and turned all night.

Rob: I'm sorry to hear that, I hope you sleep better tonight.

Seles: Thank you, I'm sure I will.

EXERCISES

I. Read the conversation and answer the questions given below.

Lidya: I'm reading "Ketika Cinta Bertasbih" what a wonderful story!

Mira: Didn't you read "Ayat-ayat Cinta" before?

Lidya: I love these stories. They are written by a marvelous writer.

Mira: I will fall asleep if I read those kinds of novels. I hate reading. Also, those books are too heavy for me to read.

Lidya: Come on, Mira.... You need to read. Maybe you should start reading novels with lighter subjects and language.

Mira: Is there any?

Lidya: Yes, of course. Why don't you start reading some chicklit or teenlit? They are very popular right now. Try to read "Dealova" for a start.

Mira: Oh, yeah. That's true. I want to read their novels.

Lidya: See, how you get interested in reading. Why don't you just read about a subject that you like first?

Mira: Ha..ha..ha... all right. I will read some teenlit or chicklit for a start.

Questions:

1. What do you think the following people are going to do? 2. What book is Lidya reading? 3. What kind of stories does Lidya like most? 4. Does Mira like book-reading? 5. What do the words "Come on Mira, you need to read" imply? 6. What do you know about chicklit and teenlit? 7. Have you ever read a chicklit or teenlit novel? If so, what is it? 8. Do you think Mira is aroused by Lidya's encouragement? Why?

II. Read the conversation and answer the questions given below.

Nick: You've heard I had a car accident, haven't you?

Steve: Yes, what bad luck! But cheer up. It could have been much worse.

Nick: Could it? They tell me it needs a new engine.

Steve: Oh, know! I'm sorry. It'll cost you a fortune.

Nick: Yes, over \$1000 I believe

Steve: \$1000? Oh, that's bad luck. You poor chap.

Nick: Still, as you say, it could have been a lot worse! I might have been killed.

Steve: Quite. It's not the end of the world. But I know how you feel. \$1000 is a lot of money.

Questions:

1. What language shows that Nick is depressed? 2. What language shows that Steve sympathizes with Nick? 3. What language shows that Steve tries to cheer up Nick? 4. What language would you have used to give Nick sympathy and encouragement?

III. Respond to the remarks made by your friend. Try to cheer him/her up.

1. My trip to Paris has been cancelled. 2. I'm not feeling well today. 3. My mum has to go into hospital for an operation. 4. I've injured my knee and cannot take part in the competition. 5. The summer examination session is expected to be very difficult. I'm afraid I won't be able to get top marks. 6. I've failed in my last exam and won't be paid grants. 7. I've failed to get the job I was so eager to get.

IV. Use your imaginations and express sympathy to your partner for the following situations. Your partner should tell you about the situations listed below. Continue the conversation by asking questions to get more details of the situation:

1) parents' divorce; 2) death of a friend; 3) getting fired from a job; 4) parents serious illness; 5) being dumped by your lover; 6) failing an important test.

V. Fill in missing words.

1. You mustn't let it ... you down. 2. I'm sorry but I am ... a loss ... words. 3. It's not the end of 4. When you are feeling it, let's have a talk. 5. Let's hope ... the best. 6. I was ... by this sad story.

VI. Make short conversations in the following situations.

1. The marriage of your friend has broken up.
2. You're just back from university. Your younger sister/brother looks gloomy and depressed. She/he has lost her/his new mobile phone.
3. On your way to the University you meet one of your fellow students who looks worried. He/she says his/her grandmother has fallen ill.
4. You meet your friend you haven't seen for a couple of weeks. You know he/she has failed his/her driving test. Try to encourage him/her.
5. Your friend is looking for a job. He/she has had some interviews already but all of them seem to have been a failure.

UNIT 14

Complaining



Read the text and do exercises given after it.

According to one of the surveys one in three people don't think that complaining is worth the effort... or is it simply that we don't know "How to complain"?

If we receive goods that are not what we ordered, which are faulty or incomplete should we really take it lying down or should we complain? If we are not getting the product we expected or we receive substandard goods or services, then we should complain. How we complain however will increase or decrease our chances of success.

Before you complain sit down and work out what you hope to achieve. Be clear in your mind what you expect as a result of your complaint. Be clear about what you see is the fault and how you want the fault to be resolved after your complaint. Complain firmly but politely! You are more likely to get results when you complain, if you stay calm and don't lose your temper.

As for the British they are said to be reluctant to complain. As a rule they tend to avoid making a fuss and keep themselves in check. All this helps to explain their reaction to bad plays, bad performances or bad service in hotels or restaurants. Except on rare occasions, the British do not boo in the theatre, they simply stay away. They don't whistle or jeer like an Italian crowd at the opera or a Spanish crowd at a bullfight. If the star cricketer scores a duck, if the highly praised footballer misses a goal, they will be allowed to leave the ground in heavy silence.

When the British do complain they generally tend to give the impression of being unsure in order to be tactful and diplomatic. In fact they tend to give the impression of being unsure in order to be tactful and diplomatic.

If the British people want to complain of misbehavior of somebody and do it politely, they say: **“Do you think you could speak less loudly?”** If you want to be direct, you may say: **“Oh, Jim, you could be not so loud.”** Complaining of someone who is not present the British say: **“I’m starting to get rather tired of Terri’s manners”** **“Don’t you think (that) Jane spends too much money?”** **“The trouble with Mary is that she always makes bad jokes.”** **“I’m sick and tired of his/her being always late!”**

Very often, when the British are told something worth complaining, they often use only the two-word answer **“He/She would”**, e.g.:

A. He told Dave anyway.

B. He would.

The word “would” shows the speaker’s irritation and resentment.

When the British are complaining about something people are doing in public and some unspecified group of people are responsible for preventing this “something”, they usually say: **“They should/ought to stop people smoking in trains.”** **“They shouldn’t let people smoke in trains.”** If they agree with the above remarks they can do it like that: **“Yes, it is/can be a problem, isn’t it/can’t it?”** **“I think I can understand how you feel.”** **“Yes, I know what you mean.”** If you disagree, you can say: **“Really? I can’t say I’ve particularly noticed that he/she shouts.”** **“I can see what you mean but I think he is not that bad.”** **“Oh, come on, Mary, he isn’t that bad.”**

If the British want to show their dissatisfaction with goods or services they have received, they usually do it in the following way: **“Excuse me, I’m afraid this telephone is out of order.”** **“I’ve had a lot of trouble with the car I hired yesterday.”** **“Excuse me, I’m sorry, I’m not at all satisfied with my room.”** **“Excuse me, there seems/appears to be something wrong with this camera I bought here yesterday.”** **“Look, this kind of service isn’t very good. I’m very dissatisfied with it.”** **“I’m not the sort of person who normally complains, but I’m very unhappy about the way I’m being treated.”**

DIALOGUES

1. *Laura*: How was work today?

Ben: It was awful. I was very stressed.

Laura: Why? What happened?

Ben: My boss was a bit hot under the collar.

Laura: Why?

Ben: He doesn't think the new product I designed will sell like hot cakes.

Laura: You're in hot water now.

Ben: I know. He wants me to come up with a new design as soon as possible.

2. *Eddie*: I'm really fed up with my present job.

Samantha: Really? What's the matter with it?

Eddie: It's so boring, the pay's miserable and there's no appreciation.

Samantha: I'm sorry to hear that. What are you going to do about it?

Eddie: I've already done something. I've just put in an application for a better paid and higher status job in the company where my brother works.

3. *Sam*: Shall we invite John to our party?

Mary: I would rather not.

Sam: Why, Mary?

Mary: The trouble with him is that he always makes bad jokes.

4. *Kelly*: Where shall we spend our holidays this year?

John: Won't it be our favorite Turkey?

Kelly: Oh, no. I'm sick and tired of those crowds on the beach!

John: Then let's look for some quieter place.

EXERCISES

I. Read the dialogue and answer the questions given below.

Ann: I'm sick and tired of the way Tom is always hanging around.

Sally: Yes, I know what you mean.

Ann: The trouble with him is that he never tries to be considerate. Anyway, he's always unpleasant and rather aggressive.

Sally: Oh, come on! He isn't like that.

Questions:

1. Are Ann and Sally on equal terms? 2. Is Ann annoyed? 3. And what about Sally? Does she remain calm? 4. Does Sally accept Ann's complaints?

II. Read the mini-dialogue and answer the questions given below.

Ann: I wish you wouldn't have your TV so loud.

Kate: Sorry! Were you trying to sleep?

Ann: Yes, and while I think of it please ask when you borrow my textbook on history in future.

Kate: Sorry! I really ought to have known better.

Questions:

1. Are Kate and Ann getting on perfectly well? 2. Is Ann complaining in an apologetic manner? 3. What language in the conversation shows that Ann feels strongly about Kate's misbehaviour? 4. Does Kate accept Kate's complaints? How do we know that she does?

III. Read the mini-dialogue and answer the questions given below.

A. Yes, Sir? Can I help you?

B. Well, yes, ... I bought this video-player a week ago and there seems to be something wrong with it.

A. Well, Sir, I'm afraid there isn't much we can do about it actually.

Questions:

1. Did the customer show his dissatisfaction with the video-player he'd bought politely? If so, what language shows he was polite? 2. What exactly was wrong with the video-player? 3. Was the customer's complaint accepted? 4. What would you say if you were a customer?

IV. Read the dialogue and answer the questions below.

Manager: I hope you're enjoying your stay with us, Mr. Morris.

James: Yes, very much, but there are one or two little things I'd like to mention to you.

Manager: Oh, yes, Sir? What sort of things?

James: Well, the TV in my room doesn't work very well. Could you ask someone to have a look at it, please?

Manager: Certainly, Sir. Is there anything else?

James: Well, I don't want to make trouble, but I really think you ought to have a word with that chap behind the bar.

Manager: Why, Sir?

James: Well, he was smoking while he was washing the glasses and his cigarette ash fell into one of them. My glass was a little dirty, as a matter of fact.

Manager: I'll speak to him about that now. Is that all, Sir?

James: Well, no. There seems to be a rather strange couple next door. They must be dancers or something. They make a terrible noise at about two in the morning. Do you think you could have a word with them about it?

Manager: Yes, Sir. I'll see what I can do.

James: I'm afraid there's one more thing. Your new receptionist is very polite, but he seems a little absent-minded. He never remembers to call me in the morning and he must have made a mistake in my bill, because he seems to have charged me too much.

Manager: Right, Mr. Morris. I'll see what I can do. Is there anything else?

James: Well, I know I shouldn't say this because it's none of my business, but you have increased your prices very considerably since last year, haven't you?

Manager: I'm sorry, Mr. Morris, but we can't do anything about that! It's the cost of living, you know.

Questions:

1. Is James satisfied with the service he gets? 2. What's his opinion about the barman? 3. What does James think of the receptionist? 4. What language shows that James was polite? 5. What about the hotel manager? How do we know he's polite? 6. Does the manager accept all James' complaints? 7. What would you have said if you'd been James? 8. Would you have been as polite as that? 9. Are all James's complaints justified?

V. Read the dialogue and answer the questions given below.

Albert: Listen, the heating has broken in my room. When are you going to come and fix it?

Manager: I'm sorry to hear that, Sir. I'll get someone right away.

Albert: You'd better. It's freezing up there. And my room's disgrace. That maid's useless. I want her replaced.

Manager: Well, I'll speak to the housekeeper about it, Sir, but I'm sure ...

Albert: And that hall porter's another one. Cheeky devil. You should get rid of him too. Doesn't know how to treat guests with respect. And look at the money I'm paying.

Manager: Well, I'm very sorry, Sir, but George has been with us for 20 years and we've never had any complaints about him until now.

Albert: And another thing! What are you going to do about those foreigners in number 27? Carrying on all night in that funny language. Shouting, they were. It shouldn't be allowed.

Manager: If you like, Sir, I'll have a word with them and ask them to be a little more considerate.

Albert: Yes, do that, will you? Then maybe I'll get some sleep.

Manager: I'm very sorry you've been disturbed, Sir. But are you enjoying your stay apart from that?

Albert: Well, I don't think much of the restaurant. I can't get a decent plate of fish and chips. It's all salad and fancy stuff. And the service is terrible, too.

Manager: Well, Sir, I'm sure the waiters try to be as helpful as they can, but they are very busy at dinner.

Albert: Well, you should get some more, shouldn't you? You should be able to afford it. You're charging enough this year, aren't you?

Manager: I'm very sorry you feel that way about it, Sir. Is there anything else I can do to make your stay here more pleasant, please don't hesitate to ask me.

Albert: Don't worry, I'll tell you all right.

Questions:

1. How does Albert complain about the things he doesn't like about the hotel he's in. 2. He wasn't very polite, was he? What should he have said to be polite? 3. Was the manager polite speaking to Albert? 4. What would you have said if you'd been the hotel manager?

VI. Complain about the following to another student.

Example: "Mary would think you've done that." "She would."

1. She would spread rumours. 2. I knew you would forget. 3. The car would breakdown when we need it most. 4 They would turn up just when we were in a hurry. 5. I tried to get away but Ann would keep talking.

VII. Complain about the followings things that people are doing in public.

Example: - “I get really annoyed by people who are always telling you all the details of what they’ve been doing.”

- “They ought to stop telling you all the details of what they’ve been doing.”

1. people smoking in restaurants; 2. people who take their dogs into shops; 3. people who leave litter in the countryside; 4. people who turn down the corners of library books; 5. people who put their feet on the seats when they’re on the train; 6. people who speak loudly on their mobile phones in public transport.

VIII. Make short conversations in the following situations.

1. Your neighbours upstairs have a leaking water-pipe in their bathroom which is making damp stains on your ceiling. You’re annoyed. Phone your friend to complain.

2. This last trick of your fellow-student is just too much. Complain to your friend about the things that person has done, and what you are going to do, or what you really ought to do.

3. You ordered a taxi for 9.00 a.m. The taxi arrives at 9.15, and you risk missing the train.

4. You’ve just bought something and the shop assistant has given you the wrong change by mistake. Make a complaint.

5. You don’t like the appearance of one of your group-mates. He always looks untidy. His hair is long, his boots are always dirty, his trousers need pressing. Complain to your friend about it.

6. You've just bought a CD player and found that the volume control doesn't work. You go back to the shop and ask the shop keeper to exchange it for another one. The shopkeeper is sure that you haven't used the player properly and rejects the complaint.

7. You bought a watch in a shop. There is really something wrong with it because it is always 5 minutes slow. You complain to a shop-assistant and he delays a complaint.

REVIEW

Exercise 1. Complete the following dialogues.

Dialogue 1

A. Good morning, Mrs. Turner. How are you?

B. _____

A. I'm not feeling well at the moment. I think I must have caught a cold.

B. _____

Dialogue 2

A. Good morning.

B. Good morning. How are you today?

A. _____

B. _____

Dialogue 3

A. _____

B. Hello, Joan. I haven't seen you for a long time. How are you getting on?

A. _____

B. Oh, not too bad, thanks.

Dialogue 4

A. Very glad to see you again! How's all your family?

B. _____

A. None too bright, could be better.

B. _____

Dialogue 5

A. _____

B. Thank you, I will. It was nice to see you again. Give my best wishes to your wife and the children.

A. _____

B. Goodbye.

Dialogue 6

A. Well, I think I'd better be going.

B. _____

A. Thanks, I will. Best wishes to Margaret.

B. _____

A. Cheerio. See you next Thursday.

Dialogue 7

A. I've come to say good-bye.

B. _____

A. I'm flying home on Sunday.

B. _____

A. Cheerio. Say good-bye to the rest of the family for me, won't you?

Dialogue 8

A. _____

B. That's all right.

A. _____

B. Good evening! No apology is needed. I didn't come in time myself.

Dialogue 9

A. _____

B. Oh, don't worry about that.

A. _____

B. No, I won't hear of it. That's quite out of the question.

Dialogue 10

A. Excuse me, could you tell me the correct time, please?

B. _____

A. I said: "Could you tell me the correct time, please? My watch has stopped."

B. _____

A. Never mind, the bus is coming anyway.

Dialogue 11

A. Hello, Hugh. Any news?

B. _____

A. Congratulations! Everything all right?

B. _____

A. Good! Give my best wishes to Janet when you go to see her.

B. _____

Dialogue 12

A. So you are off to Warsaw on Saturday, Kate.

B. _____

A. I hope you have a nice holiday and a good rest.

B. _____

A. Well, I can't promise, but I'll do my best. Don't forget to send me a card.

B. _____

A. Well, all the best if I don't see you before you leave.

B. _____

Dialogue 13

A. _____

B. Well, my whole family is in the United States now, but we are from Costa Rica originally.

A. _____

B. Actually, Costa Rica isn't in South America.

A. _____

B. Oh, right. My geography isn't very good.

Dialogue 14

A. Would you like to come round to our place one evening? We could have a drink and listen to some records.

B. _____

A. Are you doing anything special on Friday?

B. _____

A. Pity. Still, it can't be helped. Are you free next Wednesday?

B. _____

A. Oh, don't mention it. Shall we say half past seven?

B. _____

A. Good, that's settled, then. Well, I must rush off now. Bye.

B. _____

Dialogue 15

A. What's the matter, you look as if you've been crying?

B. _____

A. What happened?

B. _____

A. Oh, dear! I'm really sorry to hear that. How old was she?

B. _____

Dialogue 16

Tom: _____

Jamie: Sure. What is it?

Tom: _____

Jamie: Sure. Will you be long?

Tom: _____

Jamie: Go ahead. It'll be safe with me.

Dialogue 17

George: _____

Diana: Good idea. Where shall we meet?

George: _____

Diana: That's a bit too early for me. Could we make it half past?

George: _____

Diana: Bye.

Dialogue 18

David: Would you like to come round to our place one evening? We could have a drink and listen to some records.

Jenny: _____

David: Are you doing anything special on Friday?

Jenny: _____

David: Pity. Still, it can't be helped. Are free next Wednesday?

Jenny: _____

David: Oh, don't mention it. Shall we say half past seven?

Jenny: _____

David: Good, that's settled, then. Well, I must rush off now. Bye.

Dialogue 19

Ann: What is the meaning of the word "beautiful"?

Betsy: _____

Ann: But let's speak about your idea of beauty.

Betsy: Well. I can give you a good example. I have a friend, Mary. Her features are very delicate and her charm is irresistible.

Ann: _____

Betsy: I think that inner beauty is more important than physical one. But my friend has double beauty: character and appearance.

Exercise 2. Define what terms the speakers are on (formal or informal) and prove your opinion. Pick up speech patterns used in the dialogues and say what they express.

Dialogue 1

A: Jane, I'm very upset about something. Can I talk with you? I'd like to have your opinion.

B: What is it about? Oh, is it about Ed?

A: Yes, it's all about him.

B: So, what's up?

A: What do you think of Ed, Jane?

B: What do I think of him? You know him better than I do, don't you?

A: Please, don't tease me. Just tell me.

B: Well, it seems to me that you finally met a person who can be a real friend to to you. Tell me how much time you spend with him?

A: Besides we are classmates and we try to spend every spare minute together.

B: How do you spend your free time?

A: We go to the cinema, theatre, concerts, discuss our favorite books and listen to music.

B: It seems to me that you spend too much time with him. You could pay more attention to your old friends.

A: What are you driving at?

B: Do you remember when we went anywhere together?

A: Oh, I understood. I'm so sorry. I'll try to pay more attention to you.

B: Well, never mind. I am not angry with you.

A: Thanks, Jane, for your understanding.

Dialogue 2

A: Hi, are you being helped?

B: No, I'm not. I'm interested in some scarves.

A: All our scarves are in this section. What do you think of this one here? It's made of silk.

B: It looks nice, but I'd like to have something warm for the winter.

A: Maybe you would like a heavy wool scarf? How about this one?

B: I think that's what I want. How much is it?

A: It's ... seventy-five dollars plus tax.

B: It's a little expensive. Do you think it's possible to get a discount.

A: Hm, since you like it so much, how about a 10 percent discount. That's the best I can offer.

A: That's good. Could you wrap it up for me?

B: Sure. Is there anything else I can get for you?

A: No, that should be it. Thank you.

Dialogue 3

A: Hi, can I help you?

B: No, thanks. I'm just looking.

A: All right. If you need any help, just let me know.

B: Sure. I'll let you know if I need anything. (Karen pays attention to a big-size mattress) Hm, this mattress is very firm. Jack will probably like it.

A: Did you find something you like?

B: Yes, this mattress is very good. It's pretty firm. The mattress I'm now sleeping on is saggy.

A: You're right. This is a very good brand. It doesn't sag easily. And we offer a life-time warranty, so you don't have to worry about its quality.

B: Does it come with a frame?

A: Unfortunately, it doesn't. However, we could offer a ten percent discount on that. And also if you really interested, we have a very good financial plan here. There's no payment, no interest until next June.

B: That's an attractive plan. I'll think about it.

A: Well, you've got to hurry. This mattress sells pretty well, and this promotion ends tomorrow.

Dialogue 4

A: Hi, Jack, how have you been?

B: Not very well.

A: Why? Looks like you're feeling very down! What happened?

B: Nothing.

A: Come on. For a man who's feeling so down, there's usually two reasons. Either his career is going downhill, or he has a broken heart. Since you are so successful, it must be the other.

B: Well, you are right. I just broke up with Jane.

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

B: 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.

A: Well, you can't blame her. It's always difficult to choose between career and family.

B: Maybe you are right.

A: Jack, I don't know what to say to comfort you, but cheer up! You'll find a person, your perfect match!

B: 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 5

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

B: Yes. Why?

A: Nothing. I'm just asking.

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

A: Who has a crush?!

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

A: Well, I don't have the guts to ask her out.

B: What are you so afraid of? Just tell her what you're feeling about her.

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

B: 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! Even though you are rejected, it's not the end of the world! There's nothing to lose, is there?

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

Dialogue 6

A: Have you a hat that will fit me, sir?

B: Velour or felt, black or grey, sir?

A: A grey felt, if not too expensive. What is the price of a good felt hat?

B: Here is one of superior quality for ... shillings.

A: Let me try it on. It is too small.

B: Let's try another. This will do well, I am sure.

A: I do not like the shape. Hats with so wide a brim are not to my taste; besides the Crown is too high.

B: Excuse me, sir. Hats with narrow brims and low crowns are quite unfashionable now.

A: Well, then I must take it, but the band is too narrow; can't you change it?

B: Yes, we can, but you will be charged one shilling extra for this kind of alternation, sir.

A: Never mind. How long do I have to wait.

B: Oh, it'll be done in 10-15 minutes.

A: Very good. I'll go over to the shoe department in the meantime. Which way am I to go?

B: It's on the second floor to your right, sir.

Dialogue 7

A: I think television is one of the worst inventions the man ever made. It occupies all our spare time. We rush home to be in time for this or that program.

B: I can't agree with you, John. Television made it possible for people who live far away from cultural centers to watch theatrical productions, concerts, music and drama competitions, international and national sports events.

A: I do agree with Ann in this. That's an advantage the television has. Unfortunately children are the ones who suffer most.

B: Yes. Some American children spend more time in front of TV-sets than in front of the teacher. Too much television is bad for children.

A: Children should be taught what programs to watch. Most of our educational programs are really good and informative. I used to enjoy them when a child.

B: What I hate it violence which looks even more violent on color television.

A: Yes, that's really awful. There's always a film of violence on one of the channels. I think children feel indifferent when people are killed.

B: I doubt that. Can't your teachers do something about it? They should protest against violence on TV.

A: They do protest. But television companies take no notice of them. These films sell well.

Dialogue 8

A: Are you being served, madam?

B: Not yet.

A: What can I do for you?

B: I should like some silk for a dress, please.

A: Natural silk? And what color would you like?

B: Actually, I don't know. May I ask you to help me make my choice?

A: With the greatest pleasure. Now, would you like it with a pattern or plain?

B: Well, show me something with a pattern, please.

A: Here is some fine silk that I'm sure you will like.

B: The pattern is too showy. Something quieter, please. Show me that roll on the third shelf, please, the light blue one.

A: This one?

B: No, the other next to it, please.

A: Here you are. You might look at this as well – this is of much better quality.

B: Oh, yes, it is indeed. How wide is it?

A: 48 inches, madam.

B: Will you tell me how much I would need for a dress?

A: Well, it depends upon the fashion you choose.

B: I don't want anything stylish – a dress of severe lines is what I like.

A: I suppose six yards would do.

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CONTENTS

Предисловие.....	3
Introduction. Cross – Cultural Communication Strategies.....	5
Unit 1. WORDS AND PHRASES WIDELY USED IN CONVERSATIONS.....	8
Unit 2. HOW TO START A CONVERSATION.....	12
Unit 3. THE WAYS TO DEVELOP A CONVERSATION	17
Unit 4. REQUESTS AND PERMISSION	23
Unit 5. HOW TO APOLOGIZE.....	37
Unit 6. MAKING SUGGESTIONS	45
Unit 7. HOW TO GIVE PEOPLE ADVICE	53
Unit 8. INVITATIONS, ARRANGEMENTS AND OFFERS.....	60
Unit 9. STATING LIKES, DISLIKES AND PREFERENCES	67
Unit 10. OPINIONS	76
Unit 11. ANNOYANCE AND ANGER	84
Unit 12. DISAPPOINTMENT, REGRET, WISHES?	93
Unit 13. SYMPATHY AND ENCOURAGEMENT.....	99
Unit 14. COMPLAINING	105
Review.....	113
Works sited.....	123

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