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имени Франциска Скорины»

Л. И. Богатикова

CROSS-CULTURAL COMMUNICATION
Making Contact in Another Culture

МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ
Вступление и поддержание общения

Практическое пособие
для студентов специальностей

1 – 02 03 06-01 «Английский язык, Немецкий язык»
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Рецензенты:

кафедра теории и практики английского языка;
кандидат филологических наук И. Н. Пузенко

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Практическое пособие призвано оказать помощь студентам специальностей 1 – 02 03 06 01 «Английский язык. Немецкий язык» 1 – 02 03 06 02 «Английский язык. Французский язык» в овладении межкультурной компетенции его иноязычного общения на основе анализа коммуникативного контекста и ситуаций общения, особенностей коммуникативного поведения представителя англоязычной лингвокультуры в условиях межкультурной коммуникации.

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Введение

Переориентация обучения иностранному языку на коммуникативное иноязычное образование ставит перед обучаемым новые цели и задачи и, в частности, направлено на овладение иноязычной культурой общения.

Чтобы понять поведение представителя другой культуры и адекватно отреагировать на него в конкретной ситуации, нужно знать, какое поведение традиционно и общепринято в данной культуре, так как для каждой культуры характерны свои специфические культурные модели социально приемлемого уместного поведения и эффективного для достижения целей общения (взаимодействия). В связи с этим в межкультурной коммуникации очень важно понять смысл каждого конкретного поступка, ибо он чаще всего скрыт традиционными представлениями о нормах и правилах общения. Для овладения иноязычной культурой общения необходимо развивать межкультурную компетенцию и обучать коммуникативному поведению, начиная с начальной стадии обучения иностранному языку, что и является основной целью данного пособия.

Содержание данного пособия охватывает различные коммуникативные нормы, правила речевого этикета и особенности поведения в различных коммуникативных ситуациях (установление и поддержание коммуникативного контакта, выбор темы разговора, умение направлять разговор в нужное русло, дать совет и пр.).

Структура пособия строго выдержана в определенной логической последовательности. Каждый раздел включает вопросы на выяснение различий в коммуникативном поведении представителей разных культур, пояснения культурологических особенностей коммуникативного поведения представителя англоязычной культуры, различные задания и упражнения на определение и исправление ошибок культурологического характера, на восстановление языковой и содержательной информации в данном высказывании / микродиалоге, проблемные задания-загадки культурологического характера, задания на развитие воображения, сообразительности, ассоциативного мышления.

Практическое пособие по межкультурной коммуникации адресовано студентам специальностей 1 – 02 03 06 01 «Английский язык. Немецкий язык» 1 – 02 03 06 03 «Английский язык. Французский язык», а также всем, изучающим английский язык и интересующимся проблемами межкультурной коммуникации.

Unit 1 Making Contacts in Another Culture

Culture Learning Questions

- 1 In your own language and culture, how do you start a conversation?
- 2 Where do people usually make contact and meet other people in your own culture / in other cultures?
- 3 How do people make contact in your language and culture (in English / American culture)?

Cultural Note

Getting to know people from a different culture is not always as easy as getting to know people from one's own culture. It takes time and effort to develop cross-cultural relationships. If you want to make contact with people from another culture, you may have to "make the first move". It includes

- greetings and openings;
- finding a topic for discussion;
- meeting and getting to know others;
- extending invitations;
- visiting;
- closings and farewells.

Where Americans make contact. Some join *religious institutions* such as churches. Some *become involved in community affairs*, joining groups, associations and organizations or doing *volunteer work*. Others join clubs, where they know they'll meet people with whom they have interests in common. But there are more usual places to make contact. Firstly, it's your neighborhood which is a place to start, but remember that *you* may have to be the one to *approach* your neighbor first. If one of your neighbors seems friendly but you've only exchanged greetings, try starting a conversation. Once you've had several conversations, *extend* an invitation. Have that person come into your home for an *informal visit*. If you work in the day and don't have much of a chance to talk to neighbors in the day, take a *night class* in a subject or activity that interest you. Talk to people before class and during the breaks. Remember they may not come to you first. You probably see the same people in the *cafeteria* or by the coffee machines. Start talking to them. Some may not respond very much; others will respond in a way that tells you they would enjoy talking to you again.

Don't be discouraged if some of your efforts to make contact are not successful. You can't always know who will and who won't be responsive

to your *attempts* to make contact. Some Americans feel too busy to *widen their circle of friends* and may simply not want to develop a friendship. Some native-born Americans may *appear* shy and inexperienced with people from different culture. And there are always some people who do not want to get to know others from different cultures.

Finding people to meet. You might have to actively seek out the type of person that wants to meet people from different culture. For example, at work or at school, you could post a sign offering *tutoring* in your language (in exchange for English lessons, for example). You could organize a pot-luck dinner for people you work with and in this way, you will probably *encourage* interest in your culture. (Remember, too, that food provides a good topic of conversation and helps people feel comfortable!). Involvement with people who are interested in your background can lead to contact and interesting relationships. It will probably take awhile to make contact, and especially to make friends, in a new culture. The easiest type of contact is the familiar contact with people from one's own culture. It's important to have this familiarity when everything else is different.

In the United States, there are many different kinds of greetings. The way two people greet each other depends on their age, their type of job, the amount of time between their meetings, the area of the country they live in, and so on.

People almost always *shake hands* the first time they meet in business situations. They use titles (Dr., Mr., Miss, Ms.) at first but they may ask that other people call them by their first names. They don't shake hands with people they see very often. For example, if they see someone in a business situation only once every ten months, they probably shake hands. If they work with that person every day, they don't shake hands. They just say "Hi", "Hello" or "Good morning".

At a casual (informal) party or social event, people often – but don't always – shake hands when they meet someone for the first time. In these casual situations, you don't normally shake hands with people you already know.

If two women (or a man and woman) are friends or relatives who don't see each other often, they might *hug*; in addition, they might *kiss* each other on *one cheek* (but not on both). However, this custom is more common in some parts of the country than in others. For example, people in California greet each other with a hug more often than people in small Midwestern towns do. This kind of greetings depends on the individual people, too; that is, some people don't greet others with a hug because it makes them uncomfortable. They are not used to greeting that way.

People who met each other a short time ago don't usually hug or kiss. Two men hug each other only if they are close friends or relatives who don't see each other often. However, two men might hug when they are very, very happy about some good news.

Greetings and openings in most languages mean almost the same. **Phrases for Greeting and Responding to Greetings:**

Greetings and Openings	Responses
"Hi (Hello). How are you?"	"Fine. And you?"
"Hi. How are you doing?"	"O.K. How about you?"
"Hi. How is it going?"	"Pretty good. How about you?"
"How've you been?"	"Not too bad. How about yourself?"
"Hi. How are things?"	"O.K. Can't complain." (very informal)
"Hi. What's happening?" (very informal)	"Oh, not much. How about you?"
"Hi. What's new?"	"Not a whole lot" (very informal)
	"How about with you?"

After the greeting and opening, one of the speakers should ask questions in order to find something to talk about and initiate the conversation.

Phrases for Initiating the conversation:

"Hello. Where are you from?"	"Where did you come from?"
"Do you like sports?"	"What sports do you like?"
"Do you have a job after school?"	"What do you do after school?"
"Do you like your job?"	"How's your job going?"
"Is everything O.K. with your boss?"	"How are things with you and your boss?"
"Do you like your class?"	"What do you think of your class?"

Some questions which can encourage conversations are: "How about you?" or "What about you?" or "What do you think?" or "What do you think of...?"

A lot of small talk is "situational". That is, people initiate a conversation about their common situation. This is often a starting point for further conversation. For example:

At a party: "How do you know Kate?"

At a film: "Do you go to see international films often?"

At a university lecture: "What do you think of Professor Adelman's talk?"

In English, one of the best ways of initiating and maintaining a conversation is for at least one of the speakers to ask the other questions or

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to add extra information to a one-word response. In the following conversation, Judi helps to maintain the conversation by giving more than a one- or two-word response:

Cher: Where do you work?

Judi: I work at the university in San Diego. I'm a computer operator.

Cher: How's the weather in San Diego? I'm from San Francisco.

Judi: It's warm most part of the time. For the past two winters, we've had a lot of rain.

Closing and Farewells. Sometimes Americans have trouble ending conversations with each other. This may be because there is no one way of ending a conversation. In some other cultures, there are specific ways to end the conversation, such as bowing or shaking hands. After the bow or the handshake, the conversation stops. In the U.S., people sometimes take several minutes to say "Goodbye" and, as they do, you can see them backing away from each other. By the time they are about fifteen or twenty feet apart, they've often said their last "Goodbye".

Phrases and Expressions for Ending a Conversation:

<i>Closings</i>	<i>Responses</i>
"O.K. Nice to talk to you."	"You too. See you later."
"Well, I gotta be going."	"Talk to you later. Bye bye."
"Well, gotta get back to work."	"Same here. See you."
"Hope to see you again soon."	"Me too. Take care."
"Good seeing you."	"You too. Hope to see you soon."
"I've got to run."	"I do too. I'll see you later."

Cross-Cultural Skill Practice. Responding to Greetings and Openings. Initiating a Conversation.

1 Give a few examples of ways you begin conversations in your native language. Say them first in your language and then translate them into English. How do they sound in English? Can you translate them word for word?

2 a) Find out if the city where you live has the places where it is possible to make contact with others.

b) Go to as many places as you can and find out what is available in your city. Make a list of local:

1) activities; 2) clubs; 3) organizations; 4) adult school classes; 5) volunteer organizations; 6) newcomer clubs; 7) your choice

c) Report back to the group and compile a list of ways to make contact in your country.

d) Are these common ways of making contact in your own country? Explain your answer. Compare it with the ways of making contact in English-speaking countries.

3 Study the phrases and situations used in responding to Greetings and Openings:

a) "Hello! How are you?"

Здравствуй! Как проводишь жизнь свою?

Говоришь при встрече другу своему.

"Fine! And you?"

«Хорошо! А твоё как ничего?»

Отвечает он тебе, как самочувствие его.

b) Встретив друга, улыбнитесь.

"Hi, how are you?" скажите.

"Fine and you?" – вам друг ответит.

С таких фраз и начинают встречу.

4 Respond to the words and questions on the left using one of the responses you learned earlier. Respond with an answer and a question:

For example:

"Hi. How is it going?" – "Not bad." (answer)

"How are things with you?" (question)

- 1) "Hi. (name). I haven't seen you a while. _____
How've you been doing?" _____
- 2) "Hi. (name). Good to see you. How are _____
you doing?" _____
- 3) "Hi. (name). What've you been up to _____
lately?" _____
- 4) "Hi. (name). How are things?" _____
- 5) "Hi. How are things going?" _____
- 6) "Hi. What's happening?" _____

5 Change the following yes/no questions to what, when, where, why and how questions:

- 1) "Did you like the movie last night?" _____
- 2) "Do you like this country?" _____
- 3) "Do you like American food?" _____
- 4) "Do you like your job?" _____
- 5) "Have you been in this country for a long _____
time?" _____

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- 6) "Do your children like living here?" _____
- 7) "Have you travelled to other countries?" _____
- 8) "Do you like sports?" _____
- 9) "Do you have a job after school?" _____

6 Ask another student his or her opinion by using one of the following questions:

For example:

Student 1: "At work, management is making a new rule saying that people can't smoke in the buildings. I don't really like this rule. What do you think?"

Student 2: (Student gives an answer). "I think it's a good rule. If you're not smoker, it's not *pleasant* breathing in other people's smoke."

1) Student 1: "I think people in restaurants should stop smoking. It's not fair to people who want to enjoy food. _____?"

Student 2: _____

2) Student 1: "It doesn't seem fair to me. When we do business with Americans, we have to do it in English even when they're in our country. They should learn our language. _____?"

Student 2: _____

3) Student 1: "I think when a person goes to another country, he or she should do exactly what the people of that country do. You know, "When in Rome, do as the Romans do". _____?"

Student 2: _____

4) Student 1: "English is a very easy language. That's my opinion. _____?"

Student 2: _____

5) Your choice of topics.

7 Read the following conversation and discuss the problem with it.

(Rick sees Debbie at a party and decides he would like to get to know her)

Rick: Hello. Where are you from?

Debbie: From New York.

Rick: Why did you come to California?

Debbie: To study.

Rick: Oh, what are you studying?

Debbie: Architecture.

Rick: How long do you plan to stay here?

Debbie: Two years.

Rick: When did you come?

Debbie: Three weeks ago.

(Rick is already feeling frustrated. He decides it is not worth getting to know Debbie).

Following is the same dialogue between Rick and Debbie. Change it so that it is not one-sided by adding a question or a comment after Debbie's short answers. Give Rick's responses to Debbie's questions:

Rick: Hello. Where are you from?

Debbie: From New York.

Rick: _____ Why did you come to California?

Debbie: To study.

Rick: _____ What are you studying?

Debbie: Architecture.

Rick: _____ How long do you plan to stay here?

Debbie: Two years.

Rick: _____ When did you come?

Debbie: Three weeks ago.

8 In the following dialogue, a student is discussing language learning with her teacher. Add extra information to the teacher's one-word responses:

Mari: Do you think that learning a foreign language is difficult?

Ms. Sofia: Yes.

Mari: Are some languages easier to learn than others?

Ms. Sofia: Yes.

Mari: Should children in elementary school be required to study foreign languages?

Ms. Sofia: Yes.

9 In pairs respond to the following closings. Try to vary your responses.

For example:

"Nice talking to you."

"You too. See you later. Bye."

1) "Good to talk to you." _____

2) "Well, I've got to run." _____

3) "I've enjoyed talking to you." _____

4) "O.K. I'd better be going now." _____

5) "Hope to see you soon." _____

6) "Good seeing you." _____

7) "Well, gotta get back to work." _____

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Unit 2 Keeping the Conversation Moving

Culture Learning Questions

- 1 What questions do you ask to continue the conversation?
- 2 What information could you give to keep the conversation going?
- 3 What other moves do you use to keep the conversation ball going (in your own culture / in other cultures)?
- 4 Do the speakers have to give any information and respond to it to keep themselves and others out of the conversational dead zone?

Cultural Note

When speakers in a conversation answer only "Yes" or "No", or give short answers to questions, the conversation will probably not "go" anywhere: that is, the conversation will stop. When Americans hold a conversation, it seems like they are having a Ping-Pong game. One person has the ball and then hits it to the other side of the table. The other player hits the ball back and the game continues. Good conversationalists know and use the moves that keep themselves and others out of the conversational dead zone.

To keep the conversation ball going one should

1 *Start a new round.* Introduce a new topic. This is easier if you approach any important conversation with at least three topics you could raise as comments or questions:

- "I saw a fantastic old film last night".
- "What do you think about...?"
- "I wanted to ask you about..."
- "Did I tell you about...?"
- "Oh, I just remembered..."
- "That reminds me of..."
- "I can't believe what I heard about..."
- "There's something I wanted to share with you..."
- "Oh, listen to this..."

2 *Expand.* Try to stretch the topic at hand by adding a different dimension to what was just said. If you've been chatting about a snowstorm, for instance, consider these levels of play:

Facts and information: "They're saying we should expect five more inches this weekend".

Opinions: "Don't you think the town is doing a great job keeping the roads open?"

Examples and experiences: "Until I started skiing I stayed inside all winter. Now I am looking forward to a big storm."

3 *Pick up a dropped topic.* Return to the information that came up earlier. This requires good listening all along in order to keep in mind what conversational tidbits you can toss back in for another volley: "You mentioned you're interested in building your own home. Do you have a site picked out yet?"

4 *Allow time out.* Comfortable conversations include some silent periods; tolerate a time out by counting to ten in your head the next time there is silence. You may be surprised to find that your partner has casually and effectively started the volley going again.

5 One more way of keeping the conversation going is to *give or add extra information and respond to information.*

If someone says: You could respond

- "I'm not feeling too well today". "Oh, that's too bad. What's the matter?"
- "I just had an operation". "You did? How are you feeling now?"
- "I didn't do very well on the test". "That's too bad. What do you think the problem was?"

Cross-Cultural Interaction

1 *Choose the words that are often used when people give a) examples, b) some facts and information, c) express their opinion, d) share their experience and e) pick up a dropped topic. Rearrange them into groups:*

- 1) Until I began putting on some weight I never dreamt of becoming too plump and going to a fitness club.
- 2) You mentioned your trip to China. What is your impression of it?
- 3) How do you like American food?
- 4) Did I tell you what happened to me the other day?
- 5) It is not always easy, however, to accept a different way of interacting.
- 6) Do you feel that Americans and English would have difficulty communicating in your language with people of your background?

2 *Study the phrases and situations used in responding to information:*

- Мне сегодня не совсем хорошо, Сергей –
"I am not feeling too well today".

Если Сергея это огорчает,
То он подружке отвечает:
"Oh, that's not too bad. What's the matter?"
О, это так плохо. В чем дело, Виоветта?
Наконец-то, я — на любимой работе —
"I finally got the job I wanted".
Поздравляю! Когда же ты выходишь в азарт?
"Congratulations! When do you start?"

3 What responses do you associate the following phrases with (facts and information, opinions, examples and experiences, picking up a dropped topic or starting a new round)?

Not in the least. Really? Is it possible? That reminds me of... Is it? Did you? When I was in... I saw... That's fantastic! Referring back to the problem... It's exciting! In my opinion smoking should be forbidden. There's something I wanted to share with you... You mentioned you're interested in... It doesn't seem fair to me. Until I started to learn English I thought it was quite easy to do it. Oh, I just remembered. I wanted to ask you about...

4 Read the following short dialogues and say which words and expressions are odd ones: change it and act it out:

- a) "I'm sorry that I didn't phone you earlier. I have been busy." "Really? No problem. Don't worry."
- b) "I finally got the job I wanted." "Congratulations! Well done! When do you start?"
- c) "I won't take this class any more." "That's terrific! What's the problem? As far as I know you liked the class."
- d) "The teacher said that the report I had written is great." "Oh, it's nothing for you. Congratulations! Where did you find such interesting information?"
- e) "My friend failed the math exam." "Was it difficult? That's disgraceful!"

5 Change the short answers to longer ones to show that both speakers are interested in the conversation. Note: You will have to change some of the original sentences to go with your new sentences.

Situation: Two students are standing near the door to a classroom; it is almost time for class to start.

Lily: Hi. Are you in this class?

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Mara: Yes.
Lily: My name is Lily. You are...?
Mara: Mara.
Lily: Where are you from?
Mara: India.
Lily: Did you come to this country to study?
Mara: Yes.
Lily: What are you studying?
Mara: Engineering.
Lily: How long do you plan to stay here?
Mara: I'm not sure yet.

6 Expand the following statements giving some more facts and information or expressing your opinion:

For example: "That was a difficult test." "I know what you mean. I had a hard time too."

If someone says:

"I've just gotten some bad news."

"I finally got the job I was waiting for."

"I heard some great news today."

"Could I talk to you a minute? I have

a problem that I think you could help me with."

"I really don't understand the lesson we're studying."

"My sister just had a baby."

"I feel really angry at the boss today."

"Did I tell you the good news?"

You could respond:

7 Fill in the following dialogue with suitable phrases (used for keeping the conversation going):

Nancy: What's your name?

Anna: Anna Maria Cassini, but... And...?

Nancy: I'm Nancy Anderson. So, where are you from?

Anna: From Italy.

Nancy: Aha. And, how long have you been here?

Anna: Just three weeks.

Nancy: Really? Your...

Anna: Thanks. That's because my family used to come here every summer when I was little. I can speak pretty well.

Nancy: Mmm — hmm. ...

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Anna: ...but now I want to go to college here, so I need to improve my skills, especially grammar and writing. That's why I signed up for this English program.

8 Work in pairs. Start a conversation with a teacher or another student. Choose topics from the following list or think of your own. Try to keep the conversation going as long as possible (for at least five minutes):

- Tell something about your own culture.
- Talk about family, jobs, work or school / university.
- The difficulties of taking exams.
- Give an opinion on a topic.
- Your choice of topics.

Unit 3 Choosing Conversation Topics

Culture Learning Questions

1 When people meet each other for the first time, what kinds of things do they talk about? (Talk about your own language and culture).

2 What topics or questions do people usually avoid when they first meet each other?

3 Are there topics of conversation that Americans / English frequently talk about with people from your culture? If so, give examples.

4 In your culture, do people commonly talk about their salaries and other things that are related to money (for example, the price of things)? Is it acceptable to ask someone, "How much money do you make?"

5 If someone asked you a question that you felt was too personal, what would you say?

Cultural Note

In every culture there are certain topics that people commonly talk about. These topics may not be the same across cultures or, if they are, they may be discussed differently. In English people have conversations or small talk about a variety of subjects. When people make small talk, they talk about things like the weather, sports, their weekend, and so on. The topic may be unimportant, but small talk itself is important for the following reasons:

- Small talk helps people decide if they want to get to know each other better.

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- Some people think that if a person doesn't make small talk, then he or she is not friendly. (Friendliness is something that is important for Americans).

- Small talk helps people feel comfortable with each other, especially at the beginning of a conversation.

- Small talk can lead to conversation about more interesting, more serious, and more important topics.

A topic can begin as small talk and then turn into a more serious topic for conversation. After introduction you may think about what you have in common with the other person to decide what to say. You will even have certain things in common with strangers. At a beach party, for example, there are physical surroundings, the hosts and guests, the food, the music, and yes, the weather. Try a simple comment or a question:

"Incredible day!"

"Have you some avocado dip - it's scrumptious."

"Who's winning in volleyball?"

"Are you another longtime friend of Patsy's?"

Some **common topics of small talk and conversation** are:

1 Job, Work. One of the questions that people ask when they first meet is, "What do you do?" which means, "What is your job?" or "What line of work are you in?" The next question may be, "Where do you work?" or "Do you like your job?" Be prepared to talk about what you do *without going into a lot of detail.*

2 School. Students are always asked these questions:

"What are you studying?"

"What classes are you taking?"

"What is your major?"

"How do you like your classes (teachers)?"

"What do you plan to do after you finish school?"

3 Weekend and vacation activities. On Fridays, people at work and at school often ask each other about plans for the weekend (Friday night, Saturday, and Sunday).

"What are you going to do this weekend?"

"Do you have any interesting plans for the weekend?"

On Mondays, people often ask about the weekend:

"How was your weekend?"

"How'd your weekend go?"

"Did you have anything exciting over the weekend?"

4 Family. People often ask married couples, "Do you have children?" (not "When are you going to have children?"). If the answer is "Yes", then there are many questions that can be asked:

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"How many children do you have?"
"What are their names?"
"How old are they?"
"Are they in school?"

People also ask questions about each other's *spouses*:
"What does your husband / wife do?"
"Where does your husband / wife work?"

People usually like to talk about their spouses. If they don't want to, they will probably give short answers to questions about them.

5 Weather. The weather is a common topic of conversation, especially when there isn't much else to talk about. Strangers often talk about the weather for brief periods of time.

(As two people (strangers) are leaving a store):

A: "Nice weather we are having."

B: "Sure is. I hope it stays this way."

A: "Beautiful day, isn't it?"

B: "Oh, yes. It's gorgeous."

A: "What awful weather we are having!"

B: "I know. When's it going to end?"

6 Money matters. Men seem to talk more about money (except their own salaries) than women. Money matters include things like investments, stock, etc.

7 Possessions. Things. Again men seem to talk more than women about things they own or would like to own: computers, stereo equipment, televisions, cameras, cars, etc.

8 Sports. Many men and some women like to talk about sports such as baseball (during spring and summer), football (during fall and winter), and basketball (all year round).

9 Themselves. People enjoy hearing other people talk about themselves, as long as one person doesn't do all the talking! You probably have had many experiences that other people (e.g. Americans) have not had. Moreover many Americans are interested in hearing about your experiences in the new culture.

Avoiding Certain Topics

The following is a list of topics and questions that people usually avoid when they do not know each other well or if they are not close friends:

1 Money. Although some people will tell you how much they paid for something, many do not like to be asked such questions as:

"How much did your house cost?"

"What did you pay for your car?"

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"How much did that dress cost?"
"How much money do you make?"

2 Age. Some people will answer questions about age, but many people would feel uncomfortable answering them. It is, however, a common question to ask of a child.

3 Religion. This is considered a personal question. Most people don't ask, "What's your religion?" when first meet someone. The subject usually is not discussed until people know each other better.

4 Physical Appearance. People often compliment each other's physical appearance, for example, "Your hair looks nice", or "I like your blouse". However, they usually do not ask questions about this topic. For example, many Americans would *not* like to be asked:

"How much do you weigh?"

"Have you gained weight lately?" ("Have you lost your weight?") is usually acceptable, especially if you know that the person wants to lose weight).

"Is that your natural hair color?"

5 Certain Information about Marriage. There are some questions that are common and acceptable in other cultures about marriage that are not considered polite in the U.S. They include:

"When are you going to get married?"

"Why aren't you married?"

"When are you going to have children?" (although sometimes it is acceptable to ask, "Are you planning to have children?")

"Why don't you have children?"

People usually don't like to be told:

"You should get married."

"You should have children (or another child)."

6 Politics. When people first meet each other, they sometimes avoid the subject of politics. If they don't know each other well, they probably won't ask, for example, "Who are you going to vote for?"

Phrases and Expressions for Asking Personal Questions

When you're not sure if a question is personal, you could say:

"I have a question to ask you, but I'm *not* sure if it's a personal one for you."

"I'd like to ask you a question, but I'm not sure if it's considered personal in your culture."

If you've already asked the question, you can say:

"If I've asked you a personal question, I'm sorry. In my culture, people ask this question all the time."

"Please tell me if I'm asking any questions that are too personal."

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"I hope you don't mind that I asked you that question."
 If you know someone well, you might be able to ask personal questions. You could say:
 "Would you mind if I asked you a personal question?"
 "I hope you don't mind if I ask you this question." (then ask your question)
 "I have a question to you, but please don't answer it if you don't want to."

Phrases and Expressions for Avoiding Answers
 If someone asks you a question that you don't want to answer, there are polite ways of saying so:

"I'm sorry. I prefer not to answer that question."
 "I'm sorry. That's a hard question for me to answer."
 "I'm sorry. I'd feel uncomfortable answering that question."
 "If you don't mind, I'd rather not answer that."
 If you want to change the topic of conversation, you could say:
 "By the way, did you hear about...?"
 "By the way, did I tell you...?"
 "I've been meaning to tell you..."
 "On another subject..."
 "Speaking of (state new topic) I wanted to tell you about..." (use a word or phrase that has been mentioned before in the conversation).

Cross-Cultural Interaction

1 Study the phrases and situations used in avoiding answers:
 Во время беседы вас спросили: «А сколько вы получаете?»
 Вы не хотите говорить, тогда просто отвечаете:
 «Извините, но я предпочитаю не отвечать на этот вопрос, мистер Джексон» —
 "I'm sorry. I prefer not to answer that question".

2 Make a list of "typical" questions that people ask you in the United States or in Britain (or that Americans or English ask you when you are in your own country). Ask and answer these questions with another student. Make the answers interesting. Try to encourage a two-way conversation. For example:
 Question: "Where are you from?"
 Answer: "I am from Brazil, the only non-Spanish-speaking country in South America. Have you ever been there or do you know anyone from there?"

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Other "typical" questions that can be asked a) at the dinner party; b) at the University; c) in the tram; d) by your neighbour.

3 Read the following conversation between Pali who is doing some work in his front yard Joe, his next-door neighbour, who is also doing some yard work. **Answer the questions given below:**

Joe: Hi, Pali. How is it going?
 Pali: O.K. How are things with you?
 Joe: Not too bad. In fact, pretty good! Did I tell you that I got a new job?
 Pali: No, you didn't. That's good news!
 Joe: Well, you knew that I was laid off last month. I heard about a job opening in another company. I applied and had an interview. Three days later, someone called to tell me that I got the job.
 Pali: That's great. How much money do you make now?
 Joe: (Looking surprised) Uh, um... well, let's just say that I can pay my bills and put food on the table.
 Pali: (Not really understanding the answer) Oh. (Waiting for Joe to answer the question).
 Joe: Well, listen. I have to get back to work. There's a lot to do.
 Pali: Oh, O.K. (Not knowing why the conversation stops).
 Joe: See you.
 Pali: Bye.

- a) **Analysis: Can you explain?**
- 1 Why does Joe look surprised when Pali asks, "How much money do you make?"
 - 2 Pali doesn't understand Joe's answer ("...that I can pay my bills and put food on the table"), but he only says, "Oh," and waits for Joe to answer the question. If you were Pali, what would you say?
 - 3 Who wants to end the conversation? What is said to show that this person wants to stop talking?
- b) **Say whether the following statements are true (T) or false (F):**
- 1) Joe had to get a new job because he was fired from his other job.
 - 2) It took a long time (after the interview) for Joe to know if he got the job.
 - 3) Joe doesn't understand Pali's question, so he doesn't answer it.
 - 4) Pali wants Joe to tell him exactly how much money he makes.

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- 5) When Joe says, "I can pay my bills and put food on the table", he means that he makes a lot of money (that is, he is rich).
- 6) The conversation stops because Joe and Pali have a lot of work to do.

c) Read the following cross-cultural interaction, which shows more successful communication between Joe and Pali. Why is it more successful? Act out a similar situation.

Joe: Hi, Pali. How is it going?

Pali: O.K. How are things with you?

Joe: Not too bad. In fact, pretty good! Did I tell you that I got a new job?

Pali: No, you didn't. That's good news!

Joe: Well, you knew that I was laid off last month. I heard about a job opening in another company. I applied and had an interview. Three days later, someone called to tell me that I got the job.

Pali: That's great. How do you like the job?

Joe: I like it. The salary's a bit higher than on my last job and the benefits are very good.

Pali: I am glad to hear that.

Joe: Yeah. The other job was really starting to get me down. There was never enough work. Also I can get a good raise in six months if I do well.

Pali: Sounds good. How long does it take you to get to your new job? (Joe and Pali continue talking).

4 Say whether the following statements are true (T) or false (F):

- 1) One of the most common questions that people ask each other when they first meet is, "What do you do?" which means, "What job do you have?"
- 2) It is usually acceptable to ask people, "How old are you?"
- 3) Many people think that religion is a personal subject and so they usually don't talk about it when they first meet each other.
- 4) It is not polite for people to talk about themselves when they first meet other people.
- 5) The question, "How much do you weigh?" is an acceptable one to ask Americans / English.
- 6) It is acceptable to ask a married couple, "When are you going to have children?"
- 7) It is acceptable to ask a single woman, "When are you going to get married?"

5 Expand the following statements trying to avoid certain topics:

- 1) I have bought a new house. _____
- 2) My friend's sister is going to have a baby. _____
- 3) I am totally confused about this weekend. _____
- 4) As I was laid out I have got a new job in another company. _____
- 5) Hello. Nice to meet you. _____
- 6) I have got some interests but there is a favourite one. _____

6 With another student, role-play one or more of the following situations. Take turns starting the conversation. Try to keep the conversation going for about three minutes and to avoid certain topics.

- 1) You are at work taking a break. You have only three minutes left. You see a co-worker who is standing by the coffee machine.
- 2) It is the first day of your English class. You and one other student have arrived early. You are standing in front of the classroom waiting for the teacher and the other students to come.
- 3) You are at work and one of your co-workers is ready to leave. It is 2.30 p.m. (employees usually leave at 5 p.m.) on Friday afternoon.

Unit 4 Interacting in a Group

Culture Learning Questions

- 1 Which do you feel is more difficult, communication between two people or communication in a group?
- 2 Which is more difficult when you are speaking your own language? Which is more difficult when you are speaking English? Give examples from your own experience.
- 3 Do you think that people who lead the meetings in your culture would take the time to speak slowly and explain difficult words to non-native speakers of your language? Explain your answer.

Cultural Note

You probably find yourself in situations where there are conversations or discussions among three or more people. These include class discussions, meetings at work, and social conversations. It is often difficult for non-native speakers of English to participate in group discussions and conversations when the others are native speakers of English.

It is not always possible to follow the conversation in a group discussion or meeting. You can be more prepared if you know certain phrases to get into a conversation and if you try to use them. You can also remind people, both directly and indirectly, that you are non-native speaker of English and that group discussions or meetings are sometimes difficult to follow. The following list includes ways to help you participate in and understand meetings and group discussions.

- 1 Find a person who can help you understand a meeting or group discussion while it is going on and after it has ended.
- 2 Tape record meetings and discussions whenever possible.
- 3 If it is a meeting at work, for example, have your supervisor show you the agenda before the meeting starts.
- 4 Know and use phrases for getting into conversations.
- 5 Be willing to participate even if you are not used to speaking up in a group.

Using the skills of holding your turn and interrupting can be very important in a group interaction, especially if you are the only non-native speaker of English. Sometimes it is necessary to interrupt quickly before the topic of conversation changes.

There are several ways how to get into a group conversation. When you want to get into, or break into a group conversation, you have to wait for a pause and then interrupt quickly. You should use the interruption phrases.

a) Phrases and Expressions for Getting into a Group Conversation

- "Excuse me, I have something to add here".
- "Uhm... I have a question about that."
- "Could I ask a question?"
- "Could I interrupt for a quick second?"
- "Just a quick interruption".

You could interrupt, hold your turn and then say what you want to say.

- "So... this is what we need to do".
- "Do you mean, uh...?"
- "Can you tell me...?"
- "Uh, I'd like to know..."
- "I can add something here..."
- "Ah, you know..."
- "Well... you know..."

If you miss the chance to say what you want to say, you can often go back to it later in the conversation.

b) Phrases and Expressions for Going back to Earlier Topics:

"Going back to what we were talking about earlier..."
"Could we go back to [state the topic] that we were discussing earlier?"

"I had a question earlier about [state the topic]."

"I wanted to add something to what we were saying earlier."

To be an active participant in group discussions or meetings you should do the following:

- Initiate** Begin discussion, bring up new ideas and topics, and make suggestions.
- Ask** Ask people for opinions, information and explanations.
- Offer** Offer opinions and give information when needed.
- Repeat** Repeat ideas, information and explanations for the rest of the group when something has not been understood.
- Summarize** Summarize information to make sure that something has been understood.
- Encourage** Encourage people to speak by being cooperative and by accepting different points of view.

Following are some examples of each:

Interacting in a Group

Initiate

- "I have an idea about how we could solve the problem."
- "May I make a suggestion?"
- "One solution of the problem might be to talk to Mr. Jones about it."
- "Perhaps we could begin by discussing our problem".
- "Could I suggest that we get everyone's opinion on that?"

Ask

- "Ms. Smith, could you tell us what you think?"
- "I'm not clear about this. Could someone explain it to me?"
- "I missed the explanation. Would you mind repeating it?"
- "Mr. Water, would you mind telling us a little bit more about your experiences with this type of problem?"
- "Does anyone know some more about this?"

Offer

- "I believe that there isn't much more we can do."
- "In my opinion there are only two choices."
- "It seems to me that the only solution is to lower the prices."

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"My feeling is that we should go ahead and buy the product."
"I can show you the numbers, if that will help."

Repeat

"Can I repeat that for anyone?"
"I'm not sure if everyone heard. Let me repeat that."

Summarize

"So you'd like us to discuss this at the next meeting?"
"You mean we all need to meet one more time before we can decide?"
"If I can summarize what we've been talking about..."
"Let me see if I understand..."
"To summarize, we all agree that it is best to wait until we have more information."

Encourage

"Do you have the same opinion, Adam?"
"I think some people here probably disagree with this. I'd like to hear what they have to say."
"I know Sara has a different point of view. I'd be interested in hearing it."
"I hope we can all talk about this, even though some of us may disagree."
"Maybe we can figure out a way to make everyone happy, even though we disagree on the subject."
"Noga, you haven't had a chance to give your thoughts on this. What do you think?"

Cross-Cultural Interaction

1 Match the following phrases with the skills of interacting in a group:

For example:

"Do you have the same opinion?" **Encouragement**

- 1) "In my opinion there are only two choices." _____
- 2) "Perhaps we could begin by discussing our problem." _____
- 3) "You haven't had a chance to give your thoughts on this. What do you think?" _____
- 4) "My feeling is that we should go ahead and accept this plan". _____
- 5) "I'm not sure if everyone heard. Let me repeat what I think on this matter". _____

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6) "You mean we all need to meet one more time before we can decide?" _____

7) "It seems to me that the only solution is to lower the prices." _____

8) "Maybe we can figure out a way to make everyone happy". _____

9) "I missed the explanation. Would you mind repeating it?" _____

10) "Could we go back to that we were discussing earlier?" _____

2 Say whether the following statements are true (T) or false (F):

- 1) If two people are speaking and a third would like to speak, he or she should never interrupt two speakers.
- 2) In a group conversation or discussion, it is rude to talk again about a topic already talked about earlier.
- 3) Americans will usually give non-native speakers of English extra thinking time and extra time to translate from their own language to English.
- 4) Americans generally think that it is good to speak up in meetings rather than be silent.
- 5) Americans are expected to bring up new ideas and suggestions in most meetings.

3 Study the following example of ineffective communication and answer the questions given below.

Situation: Bill is leading a staff meeting in a company in the U.S. There are eight people who are all American, except Anna, who is from Hungary. She is a supervisor in the manufacturing department. Today Bill is talking about two things at the meeting. The first is a new health insurance plan for the employees. The second is vacation schedules. The meeting has been going on for twenty minutes. Bill has just finished explaining the insurance plan.

Bill: Okay, so that's the insurance plan. Any questions?

Anna: Yes, U...

Margie: (Margie interrupts Anna.) Bill, where do I sign up for this insurance?

Anna: (Anna thinks to herself, "What did Margie ask?" I couldn't hear the question." Anna does not speak.)

Bill: See John in the Personnel office. (Then Bill looks at Anna.)

Anna: Personnel office?

Bill: You don't know where the Personnel office is?

Anna: (Anna thinks to herself, "No, that's not my question. I want to know what Margie asked you." Anna is not sure what to say, so she says nothing).

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Bill: Margie, after the meeting will you show Anna where the Personnel office is?

Margie: Okay.

Bill: Any other questions?

Anna: (Anna thinks to herself, "Yes, I have a question about the insurance, and I still don't know what Margie's question was. What did they mean about the 'Personnel office'? How can I interrupt? Anna looks confused, but says nothing.)

Bill: (No one asks a question, so he continues speaking quickly). Okay, let's move on then. Have you all turned in your vacation schedules for this year?

Anna: (Anna thinks to herself, "What does he mean, 'turned in'? I'm not going to ask since everyone else probably understands.")

a) **Analysis: Can you explain?**

1) Bill looks at Anna after he answers Margie's question. Why do you think he does?

2) Anna thinks to herself, "No, that's not my question." Why doesn't she say this, aloud, to Bill?

3) Bill asks Margie to show Anna where the Personnel office is, even though this was not Anna's question. Why do you think Bill did this?

b) **Say whether the following statements are true (T) or false (F):**

1) Margie needs to see John in the Personnel office to sign up for insurance.

2) Anna wants to know where the Personnel office is.

3) Anna asks Margie to show her where the Personnel office is.

4) Anna doesn't ask the question that she wanted to ask before Margie interrupted.

4 **Read the skills listed below and then read the dialogue. Identify the skill that is being used and say "What is happening?". The first one is done.**

- Gives feedback (1 example)
- Interrupts (2 examples)
- Checks bits of information (1 example)
- Asks for focused repetition (1 example)
- Asks for focused explanation or more information (1 example)
- Holds her turn (2 examples, one is marked)

Dialogue

What is Happening
holds her turn

Bill: Okay, so that's the insurance plan. Any questions?

Anna: Yes, uh... can you tell me...

Margie: (She interrupts Anna). Bill, where do I sign up for this insurance?

Bill: See John in the Personnel office (Bill looks at Anna)

Anna: Excuse me, Bill, what was Margie's question?

Bill: Uh... Margie asked where to sign up for the insurance.

Anna: I see, thank you. We can sign up in the Personnel office?

Bill: That's right. Uh, now... let's *move on*...

Anna: Before you move on, I've got another question.

Bill: Oh, yes. What was it?

Anna: I am not sure I understand about the dental insurance. Is it for my children?

Bill: Let me check the pamphlet that I gave you.

Anna: Oh, thank you. Um... I can read it and then ask you later if I still have any questions.

Bill: Okay. Fine. (He is speaking more slowly). Are there any more questions before I go on to vacation schedules? (Bill pauses and makes eye contact around the room).

5 **Expand the following statements trying to use phrases and expressions of Initiating, Asking people for opinions, information and explanations. Offering opinions and giving information when needed, Repeating ideas, information and explanations, Summarizing and Encouraging:**

1) A: I know she wants to continue her studies. She is planning to major in art at the University of Washington.

B: Oh, once I used to visit art galleries.

A: _____

2) A: She has a successful career as a fashion designer.

B: There are so many fashionable clothes nowadays.

A: _____

3) A: You have to get a good education if you want to get ahead in life.

B: By the way I am going to sign up for an exercise class at the gym of our University.

C: _____

4) A: The information in lectures is the same as the information in textbooks, so attending lectures is usually not necessary.

B: In fact, the ability to write well is not very important for undergraduates.

D: _____

5) A: If you cheat and are caught, you might have to leave the university.

B: Sometimes students take exams in a written form.

C: Just the same it is difficult to pass an exam and not to fail it.

D: _____

6 With two other who speak your language, demonstrate for the class how you would break into a conversation in your language.

- See if the class can identify any "interruption sounds" you use (in English, "Uh" and "Uhm" are interruption sounds).

- Translate into English the phrases and expressions that you used to break into the conversation.

7 Respond to the following situations and act them out:

a) Some students are discussing the problems of speaking a second language and solutions to those problems. You would like to join this conversation.

b) Compare a typical school or work day in your native country with that of other students from Great Britain or the U.S.

Unit 5 Guiding the Conversation

Culture Learning Questions

1 When you are speaking your own language with someone who is not a native speaker of the language, do you change the way you speak? For example, do you:

- talk more slowly?
- talk more loudly?
- use simpler words?
- repeat and explain?
- avoid long conversations?

2 When people speak to you in English do they do any of the above? How do you feel if and when they do these things?

3 Talk about your experience speaking English with a native speaker / speakers. What particular difficulties do you have? What, if anything, do you do to make conversations easier?

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Cultural Note

When a person is not a native speaker of a language, it is easy to lose control of a conversation. Native speakers may not give all the information you need to understand something, or they may interrupt you before you are finished speaking. They may misunderstand something you say, or you may misunderstand them. Staying in control of the conversation and guiding it are possible even if you are not a fluent speaker of the language. There are different skills that you can use to help you guide the conversation. They are:

- asking for focused explanation;
- holding your turn;
- correcting misunderstandings;
- summarizing;
- other ways of guiding the conversation.

The following are definitions and examples of each skill:

1 **Asking for focused explanation.** Focused explanation is like focused repetition, except that you are asking someone to give more information or another explanation.

1) Use question words.

For example: "Where do you want me to put it?"

2) Repeat the word(s) that came just before the word you want repeated.

Make your voice rise as it would with a question. For example:

A: "Put the eraser next to the ashtray."

B: "Put it next to the...?" (The speaker will then say, "ashtray")

3) If you cannot repeat the words the other person has said, ask the speaker directly. For example:

"Could you say that last part again?"

"Could you repeat what you said after...?"

Ask the speaker to explain what he said. Guide the speaker to use different words, examples or more details:

Ways to ask for focused explanation / repetition:

"I understand this, but could you explain the (other/next/first/last) thing you said?"

"I got what you said about the first part, but I didn't get the next part."

"Do you mean that I need to enter more than one piece of information in the computer? (Also: Did you mean...?)

"Can you give an example of this?"

"I'm not sure (how/ when/ where) to enter the data."

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2 Holding your turn. When you hold your turn, you are telling the other person that you have not finished speaking and that you will say something in a few seconds.

Show that you want to speak, but you need time to think first.

Ways to Hold Your Turn

"This weekend?" (Repeat part of the other person's question, with a question voice)

"I think..." "Uh..." "Well..." "I'm not sure..."

"Let me see..." "Let me think..."

"Just a 'sec'" (Just a second) "Um, how can I say this..."

"Let me try to say this correctly..." "Well, let me think for a minute..."

3 Correcting Misunderstanding. If you feel your partner did not understand you correctly, interrupt and explain what you mean.

Ways to Correct Misunderstanding

"Uh, it's Western *Business* machines."

"Um... that's P-O-N-T."

"Um, well... *actually* my name is pronounced (pronounce your name)."

"I think the homework is *actually* due *tomorrow*, not the day after tomorrow."

"Actually, I understood the opposite."

"I think you may be mistaken. I heard that we do get the day off on Monday."

"Let me see. You said to put another butter knife on the table."

"Let me see if I understand" (Repeat the information or explanation briefly).

"Okay. So I put the cole slaw here?"

"Okay. So you want me to put the knives on this table?"

"So you're going to remove the napkins now?"

"So he will call the bus boy? Is that right?"

"In other words, I need to bring new dishes now."

Ways to Ask for Meaning

1) Try to repeat the word or phrase that you didn't understand. Use a question voice: "Cold salad?"

2) Ask for spelling: "Cole slaw? How do you spell that?"

3) Say: "Cole slaw? What does that mean?"

"Uh... I don't understand. Cole slaw?"

"Excuse me, what does 'cole slaw' mean?"

Phrases and Expressions for Checking

Checking Ideas:

"So you mean... they never received the typewriter?"

"So the hospital is still waiting for the typewriters?"

"Do you mean that they haven't received them?"

"In other words they still haven't received them?"

"So you want me to call Pierre?"

Checking Words:

"You call this *cole slaw*?"

"It's called *cole slaw*?"

"I'm sorry, did you say *cole slaw*?"

4 Summarizing: There are two reasons why it is important to summarize when you are speaking in a second language.

1) You can make sure that you understood everything correctly.

2) You can help the other people feel confident that you understood them. For most Americans, it is usually acceptable to summarize what another person has just said, especially on the job or in a class. In fact it can be helpful to other listeners.

Repeat information or explanations briefly to show the speaker what you've understood.

"Let me see. You said..." "Let me see if I understand..."

"Okay. So..." "Okay. So you want me to..."

"So you're going to..." "So he will..."

"In other words, I need to..."

5 Other Ways to Guide the Conversation:

"Could you speak a little more slowly, please?"

"I'm sorry, but I can't hear you very well."

"Could you speak louder, please?" ("More loudly" is also used)

"Sorry, I didn't hear that."

"I'm sorry, but could you use simpler words?"

"I'm not a native speaker of English. Would you mind using simpler words? Thanks."

Ways to Delay Your Answer. Sometimes you really don't want to answer a question when someone asks it. You want to think about it first and talk about it later. You need to *delay* your answer.

"How soon can you start this?"

"Um... can I get back to you on that?"

"Could you give me some time to think about this?"

"Let me get back to you about that tomorrow/ this afternoon/ after the meeting/ on Wednesday, etc."

"Uh... we're working on that. I'll have to get back to you."

Other ways of guiding conversation such as hints, expressing doubt and uncertainty are used. A **hint** is something that you say to show what you are thinking or feeling, without saying it directly. There can be strong and mild hints. **Strong hints** are not conventionalized and thus require more inferring activity on the part of the hearer.

e.g. (Intent: getting a lift home) (*strong hint*)

Will you be going home now?

Mild hint contains no elements which are of immediate relevance to the intended proposition, thus putting increased demand for context analysis and knowledge activation on the interlocutor.

e.g. (Intent: getting a lift home) (*mild hint*)

I didn't expect the meeting to end this late.

On the whole English people are still rather reserved and restrained, at least in comparison with Slavonic people. This means that they are reluctant to assert their opinions too forcefully, or express their feelings strongly, at least to strangers and mere acquaintances. It also leads them to play down the seriousness of their misfortunes and failures. These tendencies are reflected in the following conversational habits:

1) wide use of such words as **well, personally, as a matter of fact**, etc. and question tags (e.g.: Sally's a nice girl, *isn't she?* It was a good concert, *wasn't it?*);

2) use of understatement:

e.g.: a) (When one is very ill) - I'm not too well at the moment.

b) (When one has failed to get an important job) - Well, naturally I'm rather disappointed.

This is particularly desirable when speaking of one's own possessions or achievements (to avoid seeming boastful).

e.g. - Congratulations on winning the chess championship.

- Thank you. We didn't do too badly, *did we?*

Well, in a way, it all depends...

Well is used to express hesitation or uncertainty, often before answering a question:

a) e.g. - Shall we go to the pictures tonight?

- *Well*, I really ought to stay at home and write some letters.

b) e.g. - Is it easy to get tickets for their concerts?

- *It depends* (who's conducting / what's on the programme).

Doubt and uncertainty is the fact that something is not known or has not been decided.

I'm not sure / certain.

I think so.

I'm not quite at all sure / certain. If I'm not mistaken.

I can't / couldn't say (for sure / certain).

As far as I know. These may also be used when one knows something but does not wish to seem dogmatic.

Cross-Cultural Interaction

1 Study the phrases and situations used to hold your turn:

"I'd like to know".

Мне интересно знать.

Кто? Почему? Зачем? Какой?

И где об этом можно прочитать?

I can add something here.

Ты скажи слова такие.

Если хочешь добавлять.

Свою тему развивать.

2 Match the following phrases with the skills of guiding the conversation:

For example:

"Could you give me some time to think about this?" **delay an answer**

- 1) "So you're going to..." _____
- 2) "In other words they still haven't come to any agreement?" _____
- 3) "I'm not sure..." _____
- 4) "I'm sorry, did you say *square deal*?" _____
- 5) "Can you give an example of this?" _____
- 6) "Let me get back to you about that tomorrow." _____
- 7) "I'm not sure (how/ when/ where) to enter the data." _____
- 8) "Um, how can I say this..." _____
- 9) "So you mean... they never received the tapescript?" _____
- 10) "I'm not sure... but I think..." _____

3 Study the following example of ineffective communication and answer the questions given below.

Situation: Pierre is from France. Pierre works for Western Business Machines Company. He works in the Shipping Department. At the moment, he is calling Maria Garcia at Alameda Hospital about the late typewriter delivery. The receptionist at the hospital answers the phone.

Receptionist: Alameda Hospital.

Pierre: Hello, is uh... (He looks for a piece of paper on his desk.) ...uh, is Mr. somebody Garcia there?

Receptionist: Um...we have several Garcias here. Do you have a first name?

Pierre: Uh...oh! Here it is! (He finds the piece of paper). Maria Garcia.
Receptionist: Maria Garcia's not in right now. She'll have to call you back.
Pierre: What?
Receptionist: She's out. She'll have to call you back later. (The receptionist begins to sound irritated).
Pierre: (He is confused. He doesn't say anything).
Receptionist: Do you want to leave a message?
Pierre: Uh... You see, uh... she ordered some uh, typewriters, but I don't think that we... we delivered them, and...
Receptionist: Why don't you just tell me your name and number and she will call you back?
Pierre: What? Oh, my name is Pierre Dupont. My company is Western Business Machines.
Receptionist: Pierre Dupont, Western Machines... okay... give me your number. (The receptionist is speaking quickly).
Pierre: (He thinks to himself, "No, it's Western Business Machines." He doesn't say anything).
Receptionist: Does she have your number? (The receptionist sounds impatient).
Pierre: Oh, yes. Ah... my number is 753-2084.
Receptionist: Okay. I'll give Ms. Garcia your message. Good-bye.
Pierre: Ah... thank you. Good-bye. ("Pierre hangs up the phone. He thinks to himself, "Sometimes I hate making phone calls.")

- a) *Analysis: Can you explain?*
- 1) The receptionist does not say the name of Pierre's company correctly. Why do you think Pierre doesn't give her the correct name?
 - 2) Why do you think that the receptionist's voice began to sound irritated during the conversation?
 - 3) How could Pierre have improved the conversation?
- b) *Say whether the following statements are true (T) or false (F):*
- 1) In the conversation above, Pierre talks to Maria Garcia about the typewriters.
 - 2) At first, Pierre cannot remember Maria Garcia's first name because he doesn't have the piece of paper with her name on it in front of him.
 - 3) The receptionist says the name of Pierre's company correctly.
 - 4) Pierre cannot remember his own telephone number.
- 4 *The following interaction shows Pierre interacting more effectively with the receptionist. In this interaction, Pierre uses some of the skills for*

guiding the conversation. Read the skills listed below and then read the dialogue. Act out a similar situation.

<i>Dialogue</i>	<i>What is happening?</i>
<i>Receptionist:</i> (She answers the phone) Alameda Hospital.	
<i>Pierre:</i> Hello, this is Pierre Dupont from Western Business Machines (He looks at a note on his desk). Could I speak to Maria Garcia?	Pierre introduces himself and his company at the beginning of the conversation. Pierre knows Maria Garcia's full name before he telephones.
<i>Receptionist:</i> Maria Garcia? I'm afraid she isn't in right now. Can I...?	
<i>Pierre:</i> I'm sorry, she's not... ?	Pierre interrupts to ask for focused repetition when he doesn't understand the phrase "She is not in right now."
<i>Receptionist:</i> She is not in... (She waits for Pierre to respond). She's out. She'll have to call you back.	The receptionist repeats what she said before because Pierre guided her with a focused repetition question. Then she says the same thing in a different way.
<i>Pierre:</i> She is out?... Oh, I see. Uh... will she be back today?	Pierre holds his turn while he decides what he wants to ask.
<i>Receptionist:</i> Yes. She'll be in the office later this afternoon.	
<i>Pierre:</i> I see...uh... could I leave a message?	Pierre holds his turn while he thinks of the correct phrase, "Could I leave a message?"
<i>Receptionist:</i> Sure. (She waits for Pierre to speak).	
<i>Pierre:</i> Please tell her I called about the typewriter delivery.	Pierre knows the correct phrase to use to leave a message. He doesn't try a long message to the receptionist.
<i>Receptionist:</i> ...the typewriter delivery....	The receptionist repeats Pierre's information as feedback that she understands him.
<i>Pierre:</i> Uhm hhm...	Pierre gives feedback that means, "that's correct".

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Receptionist: Okay...and what's your number?
 Pierre: 'My number is 733-2084.'
 Receptionist: 733-2084. All right. And what's the spelling of your last name?
 Pierre: I'm sorry, could you speak a little more slowly? **Pierre controls the receptionist's speech** by asking her to slow down.
 Receptionist: Certainly. How do you spell your last name? (She speaks more slowly).
 Pierre: D-U-P-O-N-T.
 Receptionist: All right, Mr Dupont, and that was Western Machines Company... I'll give Ms Garcia a message.
 Pierre: Uh... it's Western Business Machines. **Pierre politely corrects the receptionist's error.**
 Receptionist: Oh, I'm sorry, Western Business Machines.
 Pierre: Yes, that's right. **Pierre gives feedback.**
 Receptionist: Okay, Mr. Dupont, I'll give her the message. Thank you for calling.
 Pierre: Excuse me... so... she'll call me back this afternoon. **Pierre summarizes** what he understood.
 Receptionist: Yes, she should call you back before 5:00.
 Pierre: Okay. Thank you. Good-bye.
 Receptionist: Good-bye.

5 Read the following conversation between Dan, an American man, and his Chinese co-worker, Moy. Then answer the questions following the dialogue and act it out making it more effective.

Situation: Dan and Moy are working together on a new product design. Dan calls Moy at his home to talk about the design.

Dan: Hello, Moy. This is Dan.
 Moy: Oh, hi, Dan. How are you?
 Dan: Fine, uh...have you had a chance to look over the designs I left on your desk?
 (There are 2 or 3 seconds of silence)
 Dan: Moy? Are you there?
 Moy: Yes, I am sorry, I didn't get to them.

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Dan: Oh, that's okay. Will you have a chance to take a look at them this weekend?

(There are 2 or 3 seconds of silence)

Dan: Uhm... but if you don't get to them until Monday that's fine. Is that okay? (There are 2 or 3 seconds of silence)

Moy: I think I can look at them tomorrow afternoon. Can I call you tomorrow night?

Dan: Sure. Talk to you then.

Moy: (He is silent for a couple of seconds) Okay. Good-bye.

Dan: Bye. (As Dan hangs up the phone he thinks to himself, "I guess Moy is angry that I want him to work over the weekend.")

Questions:

- 1 What did Moy do that made Dan think he was angry?
- 2 Do you think Moy was angry?
- 3 Why do think Dan talked so much?
- 4 Why do you think Moy did not reply quickly to Dan's question?

6 Say whether the following statements are true (T) or false (F):

- 1) If someone (for example, a teacher or a supervisor) has given you an explanation that you don't understand, it is not rude to ask questions about the explanation.
- 2) If you are talking to someone and you can't think of what to say (for example, you've forgotten a word), it is better to be silent than to try to say something.
- 3) If you do not answer a question quickly, most Americans will understand that you need time to think and time to translate from your language to English. They will wait patiently for you to speak.
- 4) It is usually rude to correct misunderstandings. It is better to not say anything about them.
- 5) It is helpful to summarize what a person has said because both you and he will know that you've understood.

7 Expand the following statements trying to use phrases and expressions of guiding the conversation: asking for focused explanation; holding your turn; summarizing; other ways of guiding the conversation:

- 1) Your friend: "My roommate is a real slob. She never lifts a finger to clean up after herself."

You: _____

- 2) You: "Are you going to Nadia's party tonight?"

Your friend: "No, I can't make it."

You: _____

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3) Your friend: "Is it important for you to know English if you want to get ahead in your career?"

You: _____

4) Your friend: "Have you ever been really upset with an American?"

You: _____

5) Your teacher: "In your culture, do people often interrupt each other? Can anyone interrupt anyone else – for example, can a younger person interrupt an older person?"

You: _____

6) Your supervisor: "Is work in this country (Great Britain / the U.S.) like work in your native country? What are some of the differences?"

You: _____

7) Your group mate: "We are having a pot luck dinner at our house this weekend."

You: _____

8) Your group mate: "My friend has been trading stocks for six years. He was lucky and it was a good opportunity to get ahead."

You: _____

9) Your teacher: "To operate the terminal, you need to plug in this cord, check to see if this light is on, and then wait for it to warm up."

You: _____

10) Your neighbour: "My dad has never lost money on the stock market. He plans to buy a house in Malibu, California."

You: _____

8 Correcting Misunderstanding. Your teacher or a partner will say some things to you that are incorrect. Use the phrases to correct the misunderstandings. Then with the other students, make incorrect statements and have them correct you. For example:

Teacher: "The bank closes at 3.00 on Fridays."

You: "Uh... I think it closes at 5.00."

1) Your name is _____, right?

2) You're from _____, aren't you?

3) You work at _____ company, don't you?

4) Haven't you been here for three years?

5) You already knew English before you came here, didn't you?

6) Class begins at 9.30.

7) A person can have either full-time or part-time job.

9 Express doubt or uncertainty in reply to the following questions:

1) What time does the programme about H.G. Wells start?

2) Who's the book by?

3) Is Martin an only child?

4) When did the English change over to decimal currency?

5) Why was the excursion cancelled? Because of the weather?

6) Are these mushrooms edible, do you think?

7) There are some changes in traffic rules.

8) The apartment manager refuses to rent an apartment to Barry and Frank.

10 Using the words given, make up questions, to which another student replies, expressing doubt or uncertainty:

1) Paul – on the phone; 2) the film – American; 3) when – Sally's birthday; 4) what – you – do at the weekend; 5) far – to the station; 6) feel – about having a new roommate; 7) Rosemary – to have a hard time; 8) Rosita – (not) get a job in an expensive restaurant because of her appearance.

11 Choose the words and phrases used to give a hint, express doubt or uncertainty:

Well; anyway; in a way; it all depends...; I'm not sure / certain; moreover; I think so; I'm not quite at all certain; I couldn't say for sure; by all means; I'd prefer; I'm afraid I have no idea; if I remember rightly; you were...; weren't you? I wasn't at the lecture yesterday; I wish I had...; If I'm not mistaken.

12 Address your friend / fellow-student / co-worker giving him / her a hint:

1) you want to ask for help;
2) you want to know the opinion about your new co-worker;
3) you give a hint to your friend that it's better to go on vacation together;
4) you'd like to get a piece of advice;
5) you want to know if it is possible to change careers in other countries

13 Respond to the following situations and act them out staying in control of the conversation and guiding it:

a) Some students are discussing how a certain holiday is celebrated in your country.
b) Your friends are discussing how weddings are celebrated in different countries.
c) Your co-workers are discussing how to use a machine that the other person doesn't know how to use.

Unit 6 Advice

Culture Learning Questions

- 1 Do you give advice to people in your own culture?
- 2 How do you usually give advice people? On what occasions? What do you usually say if you cannot give any advice?
- 3 Do people in your own culture usually follow the advice given to them or not? / Do you follow advice when given?
- 4 How do you react when your advice is not followed by a person?

Cultural Note

In English-American culture it is very important when and to whom one can give a piece of advice. There are certain phrases and expressions for giving advice: *I'd like to ask for your advice on this...*, or more often *I'd like to know your opinion / what you think about this*, or sometimes in conversations *I'd like to pick your brains (on this)*, etc. In this culture it is not expected that a person who has been given advice should follow it. Quite the contrary, a person will listen to your advice and then will do as he /she thinks he /she should. In a conversation people from English-American culture try to avoid phrases and expressions like: Let me give you advice / a piece of advice; Listen to me. Usually the following phrases and expressions are used: *If I were you, I would ... I think you should... Why don't you... I advise you to... I suggest that you should... Maybe you should... It wouldn't hurt you to... It wouldn't kill you to... Could I make a suggestion? Would you mind if I made a suggestion? Would you like me to show you how to... Would you like me to give you...? Would you like to know how...? I have an idea if you'd like to hear it.*

People from other culture do not listen to advice very attentively as they think that a person should solve his /her problems him /herself. As a rule phrases and expressions for giving advice are used in subjunctive mood:

If I were you; Perhaps you might (consider saying such and such); Why don't you try to...; It might not hurt to / be a good idea to... A person who gives advice usually says at the end of the conversation in the following way: But, after all, it's up to you; It's your decision; That's just what I would do; In the last analysis, it's your problem; You've got to decide this for yourself; You've got to live with this decision.

People disapprove the advice given to them if they do not ask for it. Besides the phrases and expressions to *ask / seek / get your advice*, the verb *to consult* is often used.

I'd like to consult my thesis advisor before submitting this article to a journal.

If she is still in pain next week she'll need to consult a neurologist.

The Russian expression **Не сделать ли бы вам...** is rendered

What if you were to / What about your doing... Perhaps you might do /think of/about/ consider doing...

There are some more useful phrases giving advice:

Take it easy.

Relax.

Don't panic

Take your time.

Don't take it (too much) to heart.

Remarks like *The label is sticking out the back of your sweater* and *Your pants are torn /split in the back* are not given to a chance passer-by / encounter in this culture as they sound quite rude and tactless.

Asking for advice:

Can you give me any advice? What should I do?
What do you suggest /recommend /advise?
I'd like to know your opinion / what you think about this?

Giving advice:

You ought to...	I advise you to + verb
I suggest that you + verb	Why don't you...?
If I were you, I'd...	You'd better (not)...
Maybe you should...	Would you mind if I made a suggestion?

Accepting advice:

Thanks for the advice.	That sounds like a good idea.
Thanks. I'll do that.	Yes, I suppose I'd better / I should...
I think I will.	I think / Perhaps you're right.

Rejecting advice:

Thanks, but I don't think that's a good idea. Thanks. I'll think about it.
Thanks, but I'm not so sure. I think that would be a mistake.
I am afraid I can't / it's too late / I can't afford it / to / it's not allowed.

Cross-Cultural Interaction

1 Study the following conversation between Jeff and his father. Find one place where Jeff asks his father for advice. Find four places where his father gives him advice. Act out this conversation.

Jeff: Hi, Dad

Dad: Hello, Jeff. How are you?
Jeff: I'm fine, Dad. How's Mom? Did she get over her cold?
Dad: Yes, she's fine now. She went back to her work yesterday.
Jeff: That's good. Um, Dad, I need to ask you something.
Dad: Sure, son, what is it?
Jeff: Well, uh, the truth is, I'm broke again. Could you lend me \$200 until the end of the month?
Dad: Broke again? Jeff, when you moved in with Nancy, you said you could make ends meet. But this is the third time you've asked me for help!
Jeff: I know, I know, I'm sorry. But my old guitar broke, and I had to buy a new one. I can't play on a broken guitar, right?
Dad: Look Jeff, if you want to play in a band, that's OK with me, but you can't keep asking me to pay for it.
Jeff: OK, OK, you're right. But what do you think I ought to do? Everything costs an arm and leg.
Dad: Well, first of all, I think you had better go on a budget. Make a list of all your income and all your expenses. And then it's simple. Don't spend more than you earn.
Jeff: But that's exactly the problem! My expenses are always larger than my income. That's why I need to borrow money from you.
Dad: Then maybe you should work more hours at the computer store.
Jeff: Dad! I already work 15 hours a week! How can I study and work and find time to play with my band?
Dad: Come on, Jeff, when I was your age...
Jeff: I know, I know. When you were my age you were already married and working and going to school...
Dad: That's right. And if I could do it, why can't you?
Jeff: Because I'm not you, Dad, that's why!
Dad: All right, Jeff, calm down. I don't expect you to be like me. But I can't lend you any more money. Your mother and I are on a budget too, you know.
Jeff: Maybe I should just drop out of school, work full-time, and play in the band in the evenings. I can go back to school later.
Dad: I wouldn't do that if I were you...
Jeff: Yeah, but you're not me, remember? It's my life!
Dad: All right, Jeff. Let's not argue. Why don't you think about this very carefully and call me back in a few days. And in the meantime, you'd better find a way to pay for that new guitar.
Jeff: Yes, Dad.
Dad: Good-bye.
Jeff: Bye.

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2 Advise someone (your friend / co-worker / neighbour, relative etc.) who says to you:

1) I've got a terrible headache. 2) I'm nearly always late for work. 3) I'm afraid I shall fail my English exam. 4) I don't know where to spend my holiday this year. 5) My work is very boring and low-paid. 6) I've put on five kilogrammes in the past month. 7) The baby has a high temperature. 8) I've lost my mobile phone.

3 Give advice to your fellow-student / relative / friend / co-worker, etc.:

1) to read more English books in original; 2) to go and see a doctor; 3) to take a taxi (to the airport); 4) not to eat too much / to go on a diet; 5) not to worry so much; 6) to eat more fruit; 7) to give up smoking; 8) to work harder.

4 Role-play. With a partner, role-play one of the following situations. Use expressions from the chart.

Situation 1: Person A is spending more money each month than he or she is earning. Person B gives suggestions for helping Person A to manage money.

(Example: Don't use credit cards).

Situation 2: Person A bought a DVD recorder and paid cash for it. Unfortunately, he or she didn't keep the receipt. Two days later the DVD recorder broke. Person A asks Person B for advice on how to get his or her money back.

Situation 3: Person A doesn't trust banks and keeps all his / her money in a box under the bed. Person B explains why this is a bad idea and gives Person A advice about safer places to keep money.

Situation 4: Person A, an American student, is planning a vacation to person B's home city. Person A asks Person B for advice on ways to have a good time without spending a lot of money. (Example: Person A asks about inexpensive places to stay and eat).

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Keys

- Ex. 4, p. 14**
a) "Really? No problem. Don't worry." b) "Congratulations! Well done!"
c) "That's terrific!" d) "Oh, it's nothing for you."
e) "Was it difficult? That's disgraceful!"
- Ex. 7, p. 16**
Anna: Anna Maria Cassini, but most people call me Anna. And you? / And what's your name?
Nancy: Really? Your English sounds great!
Nancy: Mmm – hmm. So why are you going to take this test in English?
- Ex. 1, p. 27**
1) offer; 2) initiate; 3) encourage; 4) offer; 5) repetition; 6) summarize; 7) offer; 8) encourage; 9) ask; 10) going back to earlier topics / encourage
- Ex. 2, p. 5**
1) summarizing; 2) correcting misunderstanding – checking ideas; 3) holding your turn; 4) correcting misunderstanding – checking words; 5) asking for focused explanation; 6) delaying the answer; 7) asking for focused explanation; 8) holding your turn; 9) correcting misunderstanding – checking ideas; 10) holding your turn
- Ex. 5, p. 38**
Summary of dialogue: Moy is a little embarrassed that he hasn't had time to look at Dan's designs. He also realizes that he won't have time to look at them before tomorrow afternoon. He is not sure how to express this information politely in English. He needs time to think before he replies to Dan's question. Unfortunately, while Moy is thinking, Dan hears only long silences. Dan becomes very uncomfortable with this silence, and he thinks Moy must be annoyed or angry.
Here is an example of effective conversation between Moy and Dan:
Dan: "Hello, Moy? This is Dan."
Moy: "Oh, hi, Dan. How are you?"
Dan: "Fine, uh...have you had a chance to look over the designs I left on your desk?"
Moy: "Uh... well... to tell the truth, I didn't get to them."
Dan: "Oh, that's okay. Will you have a chance to take a look at them this weekend?"
Moy: "Uh... this weekend? I think...uh... I can look at them tomorrow afternoon. Can I call you tomorrow night?"
Dan: "Sure. Talk to you then."
Moy: "Okay. Good-bye."
Dan: "Bye".
- Ex. 11, p. 41**
Well; in a way; it all depends...; I'm not sure / certain; I think so; I'm not quite at all certain, I couldn't say for sure; if I remember rightly; you were..., weren't you? I wasn't at the lecture yesterday; if I'm not mistaken.

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БОГАТИКОВА Людмила Ивановна

CROSS-CULTURAL COMMUNICATION
Making Contact in Another Culture

МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ
Вступление и поддержание общения

Практическое пособие
для студентов специальностей
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РЕПОЗИТОРИЙ ГГУ ИИ