

Учреждение образования
«Гомельский государственный университет
имени Франциска Скорины»

Л. И. БОГАТИКОВА

КУЛЬТУРА ОБЩЕНИЯ

Практическое пособие

для студентов дневной формы обучения
специальности 6-05-0231-03 «Лингвистическое обеспечение
межкультурной коммуникации (английский, немецкий языки)»

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Рецензенты:

кандидат филологических наук И. Н. Пузенко,
кандидат филологических наук О. Н. Чалова

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Практическое пособие предназначено для овладения студентами
основам культуры речевого общения и речевым этикетом на изучаемом
языке, нормами и правилами межкультурного взаимодействия.
Издание способствует формированию умений и навыков, необходи-
мых для успешного усвоения английским языком.

Адресовано студентам дневной формы обучения специальности
6-05-0231-03 «Лингвистическое обеспечение межкультурной комму-
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ПРЕДИСЛОВИЕ

Данное практическое пособие предназначено для студентов специальности «Лингвистическое обеспечение межкультурной коммуникации» и предполагает овладение основами культуры речевого общения и речевым этикетом на изучаемом языке, нормами и правилами межкультурного взаимодействия в различных ситуациях иноязычного общения.

Издание направлено на обучение иноязычной культуре общения, в основе которой лежат национально-специфические особенности коммуникативного поведения индивида как совокупности норм и традиций общения культуры изучаемого языка.

Практическое пособие включает краткий комментарий об особенностях речевого общения в той или иной ситуации, разговорные формулы, отражающие этикетные речевые действия: приветствие, обращение, знакомство на различных мероприятиях (деловых встречах, вечеринках, семейных праздниках), прощание, благодарность, извинение, поддержание коммуникативного контакта. Издание также включает материал по устным разговорным темам «Этикет и этика», «Сфера цифровой экономики», «Онлайн-торговля и Интернет-магазин», «Экономия и бережливость», «Стиль жизни», «Смысл счастливой жизни».

Практическое пособие охватывает следующие разделы: «Этикет и этика», «Сфера цифровой экономики», «Стиль жизни». В каждом из этих разделов представлены этикетные разговорные формулы, текстовый материал по устной разговорной тематике и практические задания. Последние предполагают проведение анализа, выбор правильного варианта ответа, составление сообщений и диалогов с использованием этикетных разговорных формул, включая также задания проблемного и творческого характера, что в конечном итоге будет способствовать развитию культуры речевого общения в рамках межкультурного взаимодействия и поможет сделать практические занятия более интересными и познавательными.

UNIT 1. ETIQUETTE AND ETHICS

1.1 Greeting People

Tips to Keep in Mind

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, 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, even if you don't often see them.

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 (U.S.) than in others. This kind of greeting depends on the individual people, too; that is, some people don't greet others with a hug because it makes them uncomfortable.

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.

1 Expand on the following.

The way people greet each other is seen in every place, whether it's a village, town, city or country. Greetings are universal, some being very unique. Some people wave, others shake hands, bow, or hug each other. Some have no distinctions between a friend or someone they meet for business – they say the same greeting. Others make that distinction and have different wordings for different "levels" of people. Sometimes, not knowing the etiquette in one culture may be bad manners in another.

2 Study the *greetings* of various cultures. Discuss them with your groupmates.

Russia. Kiss three times, on alternate cheeks – left, right, left. This is an old tradition. (Just kiss in the air and look for someone who is doing the same).

Italy. Kiss on the cheek 4 times – 2 on the left and 2 on the right. Friends greet each other by saying, “Ciao”.

New Zealand. (Maori) when the Maori people greet each other, they press their noses together. This custom is called hongi.

Bolivia. The Aymara woman in Bolivia says hello to a friend with a tip of their bowler hat.

Ecuador. An Ecuadorian woman greets her friend with medio abrazo (“half embrace”) – like a partial hug.

Mexico. One kiss on the cheek.

U.S. Businessmen (women) usually shake hands when meeting each other.

U.S. and Europe. The High-fives originated among American college basketball players in the early 1980s. It soon spread to other sports and became fashionable among young people.

Zambia. Nod, slightly bend knees, and shake hands, right hand extended, with left hand under right elbow.

3 Do the following:

1 Classify greetings into categories to find commonalities.

2 Try to find out how else people of various cultures greet each other.

3 Collect information on greetings of different peoples.

4 Study the *Greetings* vocabulary:

Hi, how are you today?

I haven’t seen you for ages.

How are you doing? How are things? How is life?

(Good) morning / afternoon / evening.

Welcome to LA! Is this your first visit to...?

Good afternoon, ladies and gentlemen / friends!

Is your... better?

I am so pleased /delighted / happy to see you!

5 Account for the most natural pattern of communicative behavior of Julia Bright in the suggested settings:

– *greeting* her sons, when aged 7, in the morning;

– her best friend;

– her children’s babysitter (nanny / childminder);

– her neighbour, a happily married 45-year-old woman with two kids;

– journalists at the press conference after her childbirth.

6 Assume one of their roles below to practice ***greetings***:

1 Two female neighbours ***greeting*** each other in the local supermarket.

2 An applicant (a male, 25) coming for an interview.

3 A student calling his / her professor on the phone to arrange a meeting.

4 A professor writing an email to his foreign colleague.

7 Account for the most natural pattern of communicative behavior of Dr. Williams in the suggested settings:

1 ***Greeting*** the teenage audience before giving a talk on behavioural, cognitive and nutritional factors that fuel overeating.

2 ***Greeting*** TV viewers of a talk show, where he is invited to share his experience of dieting and maintaining control of one's eating habits.

3 ***Greeting*** the readers at the beginning of an editorial in a local newspaper about the effect food has on our brain.

8 **Culture puzzle**. Read the story and try to solve the mystery.

The Case of the Stolen Fashion Designs

Sharon Holmes – a famous detective – was sitting in the office one morning when a short, bald man walked in. She greeted him and introduced herself.

“Hello, Ms. Holmes, I’m Bob Brass,” the man said as he shook hands with Sharon. “I need your help.”

“Please sit down and tell me your problem, Mr. Brass,” Sharon said.

Bob Brass looked miserable; in other words, he appeared to be tired, tense, and unhappy. There were dark circles under his eyes, and his hands were shaking.

“I’m a fashion designer,” he said. “That is, I think of ideas for new styles of clothing and describe them to my artists. The artists draw pictures of my designs. Then other people make the outfits – the dresses or suits.”

“Your designs are famous, Mr. Brass!” Sharon said. “I often see your outfits in stores. They’re wonderful!”

Bob Brass smiled. “Well, if you can find the thief who is stealing my designs, I’ll give you any outfit from my factory. And please call me Bob.”

“All right, Bob. Tell me about the thief,” Sharon said.

“I’m afraid that it’s one of my employees – someone who works in my office or factory. This spy – the man or woman who is stealing my secrets – is working for a clothing company in the country of Xenrovia,” Bob Brass said. “The thief is taking my designs before I can put them into the stores. Then he, or she, gives them to the Xenrovia company, and they make the outfits. They use cheap material and sew too quickly, so the quality of the

outfits is very poor. This company is selling my designs all over the world, and I'm losing money fast. If you can't find the spy, I'll soon be bankrupt; that is I'll be so poor that I'll have to go out of business."

The next day Sharon Holmes went to work at Brass Designs, Inc. She hoped to find the spy quickly. Bob Brass introduced her to his employees and said that she was a new artist.

Sharon was glad that she took an art class each semester at the local college. She wasn't a very good artist, but at least she could pretend for a few days to be one; that is, she could act like an artist, and the other employees would believe her. Every day for the next week, Sharon worked with the other employees. She took coffee breaks with them and had lunch with them. But she couldn't find any clues to lead her to the spy. Nothing unusual happened.

Everyone seemed very friendly. Bill Hanson – the business manager – was especially nice to her. He said "hi" several times a day and once brought Sharon some fresh fruit from his garden. Alice Lower – the secretary – said "Good morning" as Sharon walked in each day and helped her find the right materials – that is, pencils, pens, ink, and paper – that she needed for her drawings. And one of the artists, Eve Summer, greeted Sharon every morning with a big smile and a handshake. After two weeks at Bob Brass Designs, Sharon began to worry. She still didn't know the answer: *Who was the spy?* Also, she almost didn't want to find the spy because she liked everyone there.

At about noon one day, she turned to Eve, at the next desk.

"I'm going to lunch now, Eve," Sharon said. "Would you like to come with me?"

Eve shook her head. "Sorry, I can't. I'm having lunch with my sister. She lives in Thomasville – a small town in the Midwest – and she's visiting me for a few days. Maybe Friday, instead?"

"Sure," Sharon said. "Oh, here she is now," Eve said.

Eve went to her sister and greeted her with a hug. She kissed her on both cheeks. Then she introduced her to Bill Hanson, Alice Lower, and Sharon. They all talked for a few minutes before they went to lunch.

Sharon suddenly realized something. She ran to Bob Brass's office.

"Bob," she said, "are any of your employees from another country?"

"No," he answered. "Their application forms say they were all born in this country. Why do you ask?"

"Well," she said, "someone is lying. One person is from another country – Xenrovia. This person is the spy, and now I know who it is!"

P. Hartmann. *Clues to Culture*

Can you figure it out? Answer these questions:

- 1 Who was Bob Brass? Why was he worried about his business?
 - 2 Who did Bob Brass think the thief was?
 - 3 Why did Sharon go to work at Brass Designs, Inc.? Did the employees there know that she was a detective?
 - 4 Who were three of the employees Brass Designs, Inc.? In what ways were they friendly to Sharon?
 - 5 Why couldn't Eve Summer go to lunch one day with Sharon?
 - 6 Who was a spy at Brass Designs, Inc.?
- 9 Read the following text and discuss it.

Etiquette or Polite manners

Louis XIV's gardener at Versailles was faced with a serious problem: he could not stop members of the nobility from tramping about in the delicate areas of the King's garden. He finally attempted to dissuade their unwanted behavior by posting signs called etiquettes which warned them to "Keep off the Grass". When this course of action failed, the King himself had to issue an official decree that no one could go beyond the bounds of the signs. Later the name "etiquette" was given to a ticket for court functions that include rules regarding where to stand and what to do.

In our own society, good manners were considered an important part of a child's upbringing until the 1960s. The '60s and '70s *ushered in a decline* in the popularity of etiquette training. The return to traditional social values in the '80s and '90s has created an increasing awareness of the importance good manners have in our culture. As our world becomes a smaller place and our economy becomes increasingly global in scope, it is becoming increasingly clear how important good manners are in all cultures.

10 Answer the following questions:

- 1 Do we expect the cultures to adopt our customs or are we willing to adopt theirs?
- 2 Do we compromise or force others to deal only on our terms?
- 3 Do people need to be taught of importance of good manners?
- 4 Why is it important to know good manners?

11 Study the text and use it as a starting point for communication.

Etiquette prescribes and restricts the ways in which people communicate with each other, and show their respect for other people by *conforming* to the norms of society. According to modern Western etiquette people should greet

friends with warmth and respect, refrain from insults and *prying curiosity*, offer hospitality to their guests, wear clothes suited to the occasion, contribute to conversations without dominating them, offer a chair or a helping arm to those who need assistance, eat neatly and quietly, avoid disturbing others with loud music or unnecessary noise, follow the established rules of legislature, arrive promptly when expected, comfort the *bereaved*, and readily respond to invitations.

Violations of etiquette can cause public disgrace, and hurt individual feelings, create misunderstanding or real grief and pain. One can reasonably view etiquette as the minimal politics required to avoid major conflict in polite society, and as such, an important aspect of applied ethics. An etiquette is sometimes considered to reflect the underlying ethical code itself.

12 Study the difference between *Etiquette and Ethics*.

Etiquette and ethics are related but distinct concepts. Etiquette refers to the rules of polite behavior in social situations, while ethics are moral principles that guide our behavior. Essentially, etiquette is about how we act in public, while ethics are about what is right and wrong. Here's a more detailed breakdown:

Etiquette focuses on social graces, manners, and proper conduct in various settings. *Examples:* Saying “please” and “thank you,” using proper table manners, being punctual, and respecting personal space.

Etiquette is driven by social norms and conventions and can be seen as external rules that govern social interactions. The consequences of violating ***Etiquette*** can lead to social awkwardness, disapproval, or negative perceptions.

Ethics focuses on moral principles and values, determining what is right and wrong. *Examples:* Honesty, fairness, responsibility, and integrity.

Ethics is driven by internal moral compass and a sense of right and wrong and can be seen as internal guidelines for making decisions and acting. The consequences of violating ***Ethics*** can lead to legal repercussions, loss of trust, and damage to reputation.

Relationship between Etiquette and Ethics:

Ethics can inform etiquette: a strong ethical foundation can lead to more thoughtful and considerate behavior, which in turn informs proper etiquette.

Etiquette can reflect ethical values: practicing good etiquette can demonstrate respect, consideration, and fairness, which are all ethical values. Both are important for social harmony. Etiquette helps create a positive social environment, while ethics ensure that interactions are fair, honest, and just. In essence, while etiquette focuses on the outward expression of social graces, ethics delves into the moral principles that guide our behavior in all aspects of life.

13 Comment on the following:

Etiquette is dependent on culture; what is excellent etiquette in one society may shock in another. Etiquette evolves within culture. Etiquette can vary widely between different cultures and nations. In China, a person who takes the last item of food from a common plate or bowl without first offering it to others at the table may be seen as a glutton and insulting the generosity of the host, while in most European cultures a guest is expected to eat all of the food given to them, as a compliment to the quality of the cooking. In some societies it is considered rude to eat with the left hand, and left handed individuals are sometimes forced to try and use their right hand.

14 Expand on the following:

Behaviour that drives people mad

I hate people interrupting all the time, and listening properly to what other people are saying, it's really infuriating! (Paul, 32, graphic designer)

I can't stand seeing parents shouting at their children in shop, and threatening them with what they will do when they get home – it really upsets me. (Zara, 19, shop assistant)

I hate people beating about the bush and not saying what they really mean – it drives me crazy, especially in meetings at work. (Belinda, 33, sales manager)

Watching my colleagues creep round the boss is pretty disgusting, especially when I know what they say about him behind his back! I really despise that kind of thing – I try hard not to do it myself. (Sula, 26, receptionist)

Not having had the benefit of a good education myself, although I would very much like to have gone to the university, I get really irritated when I see well-educated people acting and speaking as if they are half-illiterate – I can't understand it myself. (John, 66, retired)

This is probably my problem, but I really hate being told what to do! I'd hate to be forced to go into the army with all that discipline, it would be my personal nightmare! (Ben, 23, student)

Formality / Informality

In English, as in other language, the types of vocabulary, structure and tone used in conversation vary with the situation. In each of the following examples, compare the ways that a request may be made, and look at the vocabulary used and the length of the sentence:

I'm sorry to trouble you, but could you please tell me where the library is? (formal)

Would you be so kind as to tell me where the library is? (formal)
Would you be kind enough to direct me to the university library? (formal)
May I ask you a favour? Would you mind contacting my parents when you're in my country? (formal)
Where is the library, please? (semiformal)
May I please have a few extra days to complete my term paper? (semiformal)
Where's the library? Can I borrow your pen? (informal)

1.2 Introducing people. Getting known

Tips to Keep in Mind

Try to keep in mind that men are introduced to women unless they are much older and more senior. Young people are introduced to older ones.

Introductions are an awkward business for the English, particularly acute since the decline of *How do you do* as a standard. (It is still in use in upper class and upper-middle circles). The most common solution, nowadays, is *Pleased to meet you* – usually mumbled as quickly as possible – *Plstmye* (or *Nice to meet you* or something similar).

Introductions and greetings tend to be uncomfortable, clumsy and *inelegant*. Among established friends, there is less awkwardness, although we are often still not quite sure what to do with our hands, or whether to hug or to kiss.

The '**brash** American approach: *Hi, I'm Bill from Iowa*, particularly if accompanied by an outstretched hand and beaming smile, makes the English wince and cringe. Rather than giving your name you should strike up a conversation (about the weather or the party or pub or wherever you happen to be).

1 Study the *Introducing people* vocabulary:

- Let me introduce myself / introduce you to / Ms Brown to you.\
- Meet Ms Brown. She is in the research team from...
- How do you do, Ms Brown? (You are expected to return the same phrase: *How do you do, Ms Black?*)
- (It's) nice / great / a pleasure to meet you.
- (I am) delighted / (really / very) pleased to meet you / get acquainted with you (at last). (You are expected to say *So am I*).
- It was kind of you to invite us.
- I've heard so much / a lot about you / your success / efforts / programme.
- How are you getting on with your project on...?

The following phrases may be used if a name given in an introduction is not understood or is forgotten:

Informal: Excuse me, I didn't catch your name.

I'm sorry, what is your name again?

Could you spell your first name? That will help me pronounce it better.

Formal: May I please have your name again?

Would you please repeat your name?

2 Introduce

a friend of yours you brought to dinner to your grandmother;
your friend who is planning to join your team and has come to talk to your team leader;

your spouse (wife / husband) to a colleague of yours whom you come across in the theatre;

your friend to your Mum whom you met in the street;

a colleague of yours to your team.

3 Introduce the people and proceed to striking up a conversation:

your foreign colleague to teammates (in the office) who is planning to join your team for a project;

your mum to a colleague of yours in a restaurant celebrating your birthday;

yourself to a foreign colleague at a conference coffee break;

yourself to the interview team.

4 Try to sort out the facts you must definitely remember about your new acquaintance in order of their **priority** (education, name, social background, affiliation, where s/he hails from, financial background, marital status, parents' occupation, children, hobby, etc.):

new team player;

a new CEO;

a new neighbour;

a potential client;

a foreign partner;

parents of your child's schoolmate.

Communication Practice

5 Role play. Practise **Introducing people** strategy in the setting of a house-warming party you are giving to people from different walks of life: colleagues, friends and relations. Assume one of the following roles.

1 A colleague of yours who fancies you and means to propose to you, is anxious to establish good relationships with his, he hopes, would-be in-laws.

2 Your mother, anxious to get acquainted with your new colleagues.

3 Your elder brother (a confirmed bachelor), trying to be agreeable with your female colleagues.

4 Your half-deaf Granny, very happy about your mortgage plan (which she supported with her scant funds), on husband-hunting for you.

5 Your CEO, trying to look democratic towards the rest of those present.

6 Your team is working on the communication patterns for an opinion poll to be held in various social contexts; its members are to approach people with the poll. Rely on ***Introducing people*** strategy.

in the downtown street / on the town outskirts;

in an upscale restaurant;

during the interval in a trendy theatre;

in a student's joint;

in the metro;

in a trendy night club;

in a sleek fashion outlet;

in the VIP / domestic

flights sector at the airport.

7 The text to follow deals in a serious public concern. Study the text and use it as a starting point for communication in informal setting.

Barriers to Active Listening

The first barrier is ***mistaken belief*** that you can do two things at once.

You are working on an important project, for example, when a colleague comes over to discuss a different topic. Instead of stopping what you are doing and giving him / her your full attention, you ***listen with half an ear*** while attempting to carry on your original task. ***Now and then*** you may nod, ***give brief eye contact*** or ***mutter noises of agreement*** simply to appear polite. But your focus remains on the project and you only ***have a vague idea of*** what she is saying.

Such distracted listening happens most frequently when we are ***being introduced*** to somebody for the first time. Instead of paying attention to his / her name and other ***personal details***, we are distracted by wondering what sort of a person s/he is; whether s/he can help ***further*** our careers; whether s/he is bright or unintelligent, interesting or dull, fun or ***dreary***; whether or not s/he likes us, is interested in us or attracted to us and so on.

This is the main reason why so many people ***have so much difficulty remembering*** the name of someone to whom they were introduced only

moments before. They can't recall that information because they never really listened, only vaguely heard what was said. President Franklin D. Roosevelt believed people never really listened to what he said to them and only **heaped praise** on his comments from politeness. To test this theory he sometimes greeted the guests: "So good to see you. I murdered my grandmother this morning." On most occasions the other person replied politely and approvingly. He was only caught once when a woman to whom he had addressed this **confession** nodded sympathetically and responded: "Mr. President, I'm sure she **had it coming to** her!"

Avoid falling into the trap of distracted listening by deciding your priorities. If your **current task** takes precedence, explain politely but firmly you do not have time to listen at that moment, and arrange an appointment when you will be able **to give the speaker your undivided attention**. Far from being upset he'll **feel flattered** that you take him seriously. When he obviously has something crucially important to say, stop what you are doing, set the work aside and listen carefully.

D. Lewis. *How to Get Your Message Across*

1.3 Initiating Discussion

1 Explain what the following words mean:

To initiate smth; to initiate sb to do smth; to stifle the initiative; to show / exercise initiative; to pilot / pioneer / launch an initiative; to back up the initiative

2 Study the **Initiating Discussion** vocabulary:

The problem of... is rather controversial.

At present there is no doubt that...

I'd like to raise the problem...

There is one point I'd like to make...

I'd like to start with a few remarks about / add some new facts...

I was thinking you might be interested

It might be a good idea to consider...

It is obvious / clear we have to...

Mindbending / thought-provoking...

I wonder if you've ever considered... What if...

3 **Initiate Discussion** on the topics to follow:

1 Global recession is telling on everyone.

2 Our metro is gradually getting a dangerous place to travel in terms of hygiene.

- 3 Warmer winters are a blessing for city dwellers.
- 4 It is time we started considering censorship on the mass media.
- 5 Living in a big city is a challenge.

4 The text to follow deals in a serious public concern. Study the text and use it as a starting point for communication in informal setting.

Yeah, But Yeah...Teens Do Speak Like Vicky Pollard

‘Yeah’, ‘no’ and ‘but’ are among the words *most commonly used* by teenagers, *a study revealed*. The *research team* analyzed 10,000,000 words of *naturally occurring speech*, 100,000 words from Internet blogs and a questionnaire completed by 200 youngsters. The *top ten* words were: ‘and’, ‘yeah’, ‘that’, ‘what’, ‘no’, ‘know’, ‘oh’, ‘is’, ‘like’ and ‘but’. The analysis of youngsters’ *speech patterns* confirms that Vicky Pollard of BBC’s Little Britain programme is not alone in *having dismal language skills*. The *teenage delinquent* repeatedly starts sentences with ‘yeah but’, ‘no but’ – these words *feature in* the top ten used by teenagers.

The revelation will *fuel fears* that a generation of youngsters could fail in the classroom and *workplace* because of their *inability to express themselves properly*. Linguists found that the vocabulary of teenagers *is half the size of that* for those *aged 25 to 34*. They use 12,700 words in daily conversation, compared with the 21,400 employed over 25s. The youngsters *are also prone* to repetition. Their 20 *most frequent words account for* nearly a third of all those that they use.

Many parents will not be surprised to learn that the language of their children is generally more negative and *adversarial* than that of adults. They say the word ‘no’ more frequently than any other *age group*, the report said. The author added: “Of note when examining the word ‘no’ is the *frequency* with which it is accompanied by the word ‘but’. These words *occur* in the sequence ‘but no’ or ‘no but’ almost twice as frequently in teenage speech as it does in young adult or middle-aged speech.” Professor McEnery, who *led the research*, said: “While not expecting to find in advance of doing the research, I was struck by how accurate the Vicky Pollard stereotype is. Her speech is *confrontational* in exactly the way that the list predicts – even down to ‘yeah’, ‘but’ and ‘no’ being *typical teenager words*.”

He added that teenagers often use *informal words in formal settings* such as the classroom. These include the word ‘like’ – ‘he is like saying, how are you feeling and all that?’ Teenagers show *a lack of discrimination in when and how* they use *informal language*. They *seem not to know when it is and when it is not appropriate* to be informal. While *the school curriculum shows a strong focus on literacy*, speech has been relatively neglected in the

curriculum. Besides, *intensive use* of computer games and *gadgets* is contributing to *worsening communication skills*. This trend, known as *technology isolation syndrome*, could lead to problems in the classroom and later in life. Employers are already complaining that *first-jobbers* are *lacking basic verbal communication*.

5 Make up list of words relating to linguistic skills, e.g. speech pattern, informal words.

Communication Practice

6 **Role play.** Practise *Initiating Discussion* strategy in the informal / formal and semiformal setting

1 **Informal setting.** 13-year-old daughter to the family at dinner informing the parents of her poor spelling skills.

Setting / target group (e.g. Mother, a primary school teacher; Father, a civil servant) / *degree of familiarity / intentions*.

2 **Semi-formal setting.** One of the staff is worrying about her daughter's poor articulation and the effect it might have on her moving up the career ladder.

Setting / target group / degree of familiarity (e.g. their relationships are reduced to office interaction) / *intentions*.

3 **Formal setting.** One of the guests at a public event which is widely broadcast argues for reducing ozone-depleting gases emissions and more stringent control of the environmental practices in doing business.

Setting / target group/ degree of familiarity / intentions (e.g. provide convincing arguments in favour of the issue in question).

7 **Role-play.** Assume one of the following roles.

1 An angry TV addict is writing to the editor and raising a problem of poor communication skills of a TV reporter. Rely on *Initiating Discussion* pattern.

2 Mother upset with dismal language skills of her 10-year-old daughter is *initiating a discussion* at a family dinner. Father and elder sister render support and involve other aspects of poor self-expression. Granny draws attention to technology isolation syndrome. Their guest, of scientific turn of mind, provides evidence and statistics and adds a new turn to the discussion.

3 A 12-year-old is surprised at poor speech skills of his new headmaster and trying to provoke his parents to start debating. *Initiate a discussion*.

8 Speak on the following topic:

“Linguistic skills of modern teenagers have plummeted dramatically”.

UNIT 2. SMART SHOPPING AND E-COMMERSE

2.1 Leave-taking & Saying Goodbye

Tips to Keep in Mind

It is acceptable to say *It was nice to meet you* on leave-taking, if you are parting from people to whom you have recently been introduced / if you say goodbye to them.

If you are visiting an English home, beware that you should allow a good ten minutes from the initial goodbyes to your final departure.

If the long goodbye has been cut short, the English feel uncomfortable, dissatisfied – and either guilty, if we have committed the breach of the rule, or somewhat resentful, if the other parties have been a bit hasty in their farewells.

The English often refer to the ritual not as *saying goodbye* but as *saying our goodbyes*, as in *I can't come to the station, so we'll say our goodbyes here*.

K. Fox. *Watching the English*

1 Study the ***Leave-taking & Saying Goodbye*** vocabulary:

Have a nice day / morning / weekend.

It was nice seeing you again / talking to you.

I really should be going / running along. / Unfortunately I have to be going.

I'll be seeing you. / I won't keep you. / Hope to see you soon.

Very glad to have had a chance to talk to you / chat with you.

I need to attend to other guests.

Take care. / See you soon. I'll be in touch.

My best regards to... / Please give my best regards to... / Say hello to...

Give my love to the family.

You must come around to us next weekend.

We look forward to doing further business with you.

Sorry, but there is some urgent matter I need to attend to.

Informal expressions of farewell:

See you. See you tomorrow.

See you around.

Bye-bye.

Enjoy your weekend.

So long.

Bye.

Formal expressions of farewell:

Good-bye.

Have a nice day (evening, week, etc.).

It was nice meeting you.

2 Practice ***Leave-taking*** strategy in the situations to follow:

1 You have run into a former classmate you lost touch with in a local supermarket. You have no time for a talk, and agree to eat out next Friday.

2 After successful negotiations with your partners (enthusiastic about the project) you get a feel that you need ***to wine and dine*** them and invite them to a restaurant to celebrate. You agree to meet in the evening in the hotel lounge.

3 While ***networking***, you are interrupted by your PA who informs you of some urgent matter; you have to ***take a leave***. You thank your colleagues for being supportive and helpful and ***say goodbyes***.

3 Suggest a variety of suitable ***leave-taking*** formulas in the settings to follow;

at a party (to the hosts / guests);

at a conference (to your colleagues);

in the office at the end of the day (to your subordinates / superiors);

after a PTA meeting (to fellow parents / teachers involved / the chairperson);

at a railway station (to your fellow passenger after a trip where you practically made friends).

4 Employ ***Saying Goodbye*** strategy in the following situations:

1 **Family circle**: a 45-year-old man telling his 15-year-old son about his new affair and his intention to walk out of his marital life.

2 **Working environment**: a 60-year-old man telling his boss about his wish to quit the job on the ground of ageism.

3 **Formal setting**: a farewell party in the office to celebrate a retiring committee member.

5 The text to follow deals in a serious public concern. Study the text and use it as a starting point for communication in informal setting.

What I've Learned From Years of Shopping

It's nearly Christmas: I am in northwest London, ***spending all I have in the world*** on a fine-knit polo-neck sweater, a checkered wool skirt and other ***trifles***. My shopping history started 10 years ago, and since then I've been

skipping in and out of fitting rooms. Here is the *distillation, 10-years'-worth shopping experience* of a *discriminating shopper*, the *hard-won, practical wisdom* and some *knowledge worth passing on*. Here they are, the 10 fundamental rules of shopping.

1 Don't take anyone with you, especially men and friends. They will have no *stamina* and won't concentrate properly. The only possible exception is your mother, provided you have similar tolerance levels. My mother's *options were failproof*. We once *tackled* the Oxford Street on a busy Saturday afternoon. I tried on three dresses, bought the one she liked, wore it to a party the week after and met someone who married me.

2 You do not have to buy anything. Sometimes the most *worthwhile* thing about fashion shopping is what it reveals to you about what you have at home. You can seriously underestimate the potential of your existing wardrobe. Going round the right shops will *wake you up to* this.

3 There are two main types of clothes-buying. One is the every-day, picked-up-in-your-lunch-hour kind, local and cheap shopping pattern. Never spend more than a tenner on this kind of shopping. *Another choice* is to try a luxury village. *Go either very cheap or very expensive*. It's the middle ground that is fashion nowhere.

4 Know your city. Between shops, go to a park café for tea and scone and watch the ducks. They will *restore your sense of what is beautiful*. On the other hand, shopping in unfamiliar environs with severe restraints does not necessarily mean failure.

5 Always try things on but be prepared *to break your own rules* about what is right for you.

6 Never buy anything to wear by post. It was only once that I came across a worthy mail-order catalogue. *It has never been equalled* and *there is no point in anybody trying*.

7 Your most enduring and flattering things may not come *from sleek fashion houses*. My dearest and loveliest garment is a hand-knitted cardigan I found thrown *in a jumble sale*.

8 Don't let anyone make you that shopping is *morally undesirable*. If you have earned your money and are not *letting dependents go cold and hungry*, then spend it on clothes if you choose to.

9 Talk to shop staff. I *am eternally grateful to* a shop assistant who, in explaining the *tag* on the T-shirt I was buying, led me to discover one of brand names I've been *loyal to* since that time.

10 Finally, no *cop-outs* of compromises. You need to *know your benchmarks*, otherwise put the item back on the hanger, thank the staff and leave.

Remind yourself that style is saying *no*.

6 The text deals in *talking shopping*. Study the text and use it as a starting point for communication.

Spending Treadmill We Can Never Get Off

Perhaps we used to be shop-keepers, these days, Britain is a nation of shoppers. Spending money has become *a sort of recreation, the nearest thing* many of us *have to a hobby* or even, it *may not be too fanciful to suggest*, a religion. Shopping gives meaning to our lives. When we're miserable, it comforts us. When we're happy, we buy something to celebrate.

We spend what we've got and when that runs out, we borrow – *on overdrafts*, credit cards, *personal loans*. This week the Consumer Credit Counselling Service, which does its best to help those who are struggling to *keep their heads above the financial water*, revealed that the average amount owed by its clients had risen by nearly a quarter in three years. These are people who have got into difficulties with their borrowing but there are plenty of others who have *run up debts* of several thousand pounds (on top of their mortgage, which few even think of as a debt) and consider their situation *utterly unremarkable*.

Older people, *schooled in an era of thrift*, tend *to be cautious about credit* but the young *have taken to spending with abandon*. There seems always to be something new to buy: clothes, books, CDs, fridges and washing machines for those setting up home. When you think you've got the lot, something new is invented; home computer, the mobile phone, the DVD player.

Then there is *the ever-present need* to be up-to-date to get the latest, newest car, computer, phone or a pair of shoes. As long ago as the Twenties *a pioneer advertising man* said: "The purpose is to make the customer discontented with his old type of fountain pen, kitchen utensil or motor car because it is old-fashioned, out-of-date. The technical term for this is *obsolescence*. We no longer wait for things *to wear out*. We displace them with others that are not more effective but more attractive".

This was the great discovery of consumer capitalism; to persuade us that we no longer had to wait for something to wear out before replacing it. 'Obsolescence' and advertising industry that *nurtured* it created a new age of *prosperity* founded on consumer spending. The more people spent in the shops, the greater the demand in factories, the more jobs were created, the richer the nation became.

We buy things because we think they will make us happy but they only *leave* us *dissatisfied*. So we spend more and more again and, in the search for happiness through shopping, we borrow. The more we spend and borrow, the less we save. In 1995 *the average British household* saved around 10 per cent

of its income: now the figure is only slightly more than half that. The Government worries about this. If we don't save, especially in pensions, we will not be able *to support ourselves in old age*. Because of the changing shape of the population (more old people, fewer workers) the State will not be able to afford *to help us out*. In the past few weeks there have been two *weighty reports* offering ideas on how we might be persuaded to save more.

Most of us don't have *spare cash lying around* the house so if we actually did start putting more into the bank or building society, we would inevitably have to spend less. This is precisely what tends to happen *when the economy looks shaky*. People worried about the future *cut down on spending* and start *to save for the rainy day* of *redundancy*.

The current vacillations in the stock market are just the sort of thing to make the public *look anxiously to the future* and cancel *shopping sprees*. There are signs that this may be happening. Yesterday, figures from the Office of National Statistics showed that *retail sale* in June fell by 0.7 per cent. Retailers say this is only a blip and that people *have been distracted from shopping* by the World Cup.

But if the public really has decided to give the credit card a rest and blow the dust off the building society savings book, it could have dire consequences for the economy. The Government encourages us to *put money aside for the retirement*. It knows that, if the savings level returned to its 1995 level, spending would fall dramatically, with the inevitable consequences: less work for factories, fewer jobs, stagnation and decline. The truth about consumer economy is that we have to keep spending *to keep recession at bay*. It is a *treadmill* that we can never get off.

Communication Practice

7 **Role play.** Assume one of the following roles.

1 Alison Friend's 14-year-old female classmate, *saying goodbye* after an interview for the local TV channel.

2 The same person 45 years later, *taking leave and saying goodbye* to her 14-year-old grandson who is suffering from his parents' breakup.

3 McDonald's CEO (a male, 40) *saying goodbye* to colleagues after introducing the new company's advertising strategy on a stockholder's meeting.

8 Relate the current smart shopping practices:

- catalogue buying;
- doing market research across the Internet;

– hunting for attractive end-of-season sales of branded goods to the all-year-round opportunities in luxury villages.

9 Share your ideas how to be a skillful shopper and avoid spending with abandon.

2.2 Gratitude and Toasting

1 Study **Expressing / Accepting Gratitude / Toasting** vocabulary:

Thank you very /so much / ever so much / very much indeed.

Thanks a lot / awfully. Many thanks (*rather formal*)

I don't know how to thank you.

I can never thank you enough.

That's / It's very / awfully kind of you (*formal, semi-formal*)

How kind of you. I'm much obliged to you.

Thank you, Nick, for being so helpful / considerate.

I will be very / really / truly grateful to you if / for your...

Possible replies:

Not at all. You're welcome. (Oh) that's all right / OK.

Don't mention it (*rather formal*)

It's nothing. Think nothing of it (*informal*)

It's a pleasure. The pleasure was mine. My pleasure.

Anytime. / You are always welcome / Most welcome.

Toasting

To your success / health / our project. Cheers! Bottoms up! (*informal*)

2 **Expressing Gratitude** practice. Thank

your partner for lending you money;

the audience for feedback;

your HR specialist for the job done;

your professor for help.

3 Reply to the following expressions of **gratitude**:

Thank you very much for your help.

Thank you very much for a most enjoyable evening.

What beautiful flowers! Thank you so much.

It was very kind of you to put my friend up (=give him a bed)

Thanks for the lift.

I am grateful to you for coming so quickly (to a doctor).

Thank you for showing us the slides. They were very interesting.

Thank you ever so much for the gift.

Thanks for letting me know.

4 **Toasting** practice. Exchange toasts with your foreign colleague

– at a dinner to celebrate signing a contract;

– at a conference dinner;

– on visiting your foreign partner.

5 The text deals in *talking economics*. Study the text and use it as a starting point for communication.

E-Commerce & Outlet Shopping

E-Commerce (Electronic Commerce) is buying and selling products and services over the Internet by either business-to-business, business-to-consumer, or consumer-to-consumer. Like in *traditional commerce*, there is an exchange of goods, but it is conducted online through the use of technologies such as electronic data exchange, email, electronic fund transfers, or smart cards to receive payment and *keep track of transactions*.

The bulk of e-commerce transactions were retail transactions at the close of the 20th century but as security and encryption technology over the Internet improved, the growth of transactions over the Internet increased. The explosive growth in e-commerce is largely due to the expansion of the Internet in the late 1990s. Since that time transactions grew and business-to-business commerce became one of the fastest growing segments of e-commerce with the following advantages: increased access for consumers to buy all around the country and even the world. Business can not have to worry about pickup, the use of e-commerce has made it easier for businesses to run the operations and consumers now don't have to go out of their way to buy products and services as they simply go to their supplier's website and order the products they need; expansion, which means that businesses are no longer restricted to either their countries or certain areas because it was too costly to set up offices in different areas – they now have access to consumers and businesses in the entire world. So, both businesses and consumers profit from this new technology and can expand easier. More jobs were developed in the Internet field since the boom of e-commerce, which helped those stuck without jobs in the slowing of the job market.

For a business to succeed in e-commerce it is necessary, first, to have a strong business proposition, or ***putting it simplistically***, to have a way of ***bringing to the market place***; and using e-technology seems a brilliant idea. Second, you need to have a management team that has experience of the market place you are seeking to ***penetrate***. And the third thing you need is resources. ***In blunt terms***, even the best idea executed by the best management teams will not be a success unless you have got the resources and the finance to actually ***bring it to reality***. Many e-commerce ***step-up companies*** fail because they run out of cash. But those who successfully integrate into the industry will fully realize its advantages.

Outlet shopping refers to the process of shopping at ***retail outlet***, which are stores that sell brand-name merchandise at discounted prices. An outlet store may be situated by itself, but is most often ***located amongst*** other outlets as part of an outlet mall, to ***facilitate outlet shopping***. Outlets are often located at a distance from the retailer's main ***wholesale account*** and just outside major cities, in order to ***keep overhead price*** and retailer competition ***at a minimum***. ***Items*** most commonly found on an outlet shopping excursion include clothing, fashion accessories, electronics, sporting goods, toys and cosmetics.

Outlet shopping first developed in the U.S., with retail store attached to the ***warehouse*** or factory which manufactured outlet goods. Today outlet malls can be found all across the world, and are referred to as "Designer Outlets" in many parts of Europe. The items that are ***shipped to outlets*** from their manufacturers are often made up of a combination of surplus inventory which does not sell quickly enough at major retail locations, and items that ***feature slight damages or imperfections***. For this reason, clothing found while outlet shopping may come ***in erratic sizes*** or one size only, compared to a retail location which often ***stock one item in a variety of sizes***. Outlet shopping items may also be ***out-of-season*** compared to merchandise of the same brand name found in a ***regular retail mall***. While outlets have long been associated with ***discount saving and bargain hunting***, many major retail malls have begun to lower their prices comparably to compete.

Customers can often maximize their outlet savings by doing some research in advance of outlet shopping. Visiting the outlet mall's customer service station to receive a coupon book, checking out the outlet's website, and ***signing up for the outlet's mailing list*** are all ways to increase the chances of finding a bargain. Outlets also typically feature tax-free weekend ***specials*** during the summer months. ***One-stop-shop*** outlet shopping websites offer links to savings information for outlet malls all across the country and the whole world.

www.wisegeek.com, www.ecommercetimes.com

Communication Practice

6 A Study the guidelines for *celebratory* speech below.

At any celebration (wedding anniversary, retirement / house warming / birthday / corporate party) you may be expected to say a few words as part of the celebration. Keep in mind that the key objective is simply to add to the atmosphere and make people smile; and to create a sense of togetherness.

Follow the guidelines:

- speak to the whole group, make eye contact with everyone;
- rely on *we*, rather than *I*-sentences (*we all wish you great happiness*), as *we* connects the audience to you and to the subject of your speech;
- avoid chronological description as they overload the audience and it will lose interest. Choose one or two relevant facts;
- do not overload with emotion – every now and then we may wish to wipe a tear away quietly, but the guests wouldn't like to be drowned in floods of tears;
- one personal story is usually enough;
- do not be too formal, keep it short and simple; humour helps, too;
- try to involve the audience, get them to nod, to participate;
- avoid standard phrases at the beginning, begin with a nice quotation.

When you sit down to the applause, you want your audience to be sorry it's over.

K. Taylor. *English at Work*

B Make up a *celebratory* speech:

- at a conference dinner (as a guest, a host);
- at a corporate party to see a New Year in;
- at a birthday party of your boss.

7 **Accept gratitude** from the people to follow and proceed to *initiating discussion*.

1 You host a corporate party and *the guests* are leaving.

2 You joined the panel discussion to contribute some fresh ideas which are being appreciated by *the panel leader*.

8 **Role play**. Practice *Expressing / Accepting Gratitude* strategy in the setting of house leaving after a house-warming party. Assume a role of a guest; a hostess; other guests who contributed to the warmest spirit of the party.

2.3 Apologizing

Tips to Keep in Mind

1 *Pardon* is the most notorious **pet hate** of the upper and upper-middle classes in Great Britain. To uppers and upper-middlers this is unmistakably lower-class term, some even refer to lower-middle-class suburbs as *Pardon*.

2 It is typical of the English to offer automatic, **knee-jerk** apologies; still don't be misled: this is just a reflex, not a considered admission of guilt.

3 *Sorry* is used as a prefix to almost any request or question: e.g. *Sorry, but do you know if this train stops at Banbury?*, *Sorry, but is this seat free?*, *Sorry – do you have the time?*, *Sorry, but you seem to be sitting on my coat*.

4 Like *nice*, *sorry* is a useful, versatile, all-purposed word, suitable for all occasions and circumstances.

5 In business etiquette *Mr X sent his apologies* is used euphemistically instead of *Mr X is absent / is not able to attend the meeting*.

K. Fox. *Watching the English*

1 Explain what the following words mean:

To apologize (to sb for smth); to offer an apology; it does not excuse you; to be profusely apologetic; it is not excusable; profuse / knee-jerk apologies; lame / feeble / flimsy / ready-made / plausible excuse.

2 Translate from Russian into English.

1 Когда что-то идет не так, у него всегда готова тысяча **отговорок**.
2 Ваше **оправдание** звучит уж слишком **натяннуто**. 3 Меня раздражают ваши **бесконечные извинения**. 4 Если вы опоздали на работу, у вас должна быть **уважительная причина** или по крайней мере **правдоподобная отговорка**. 5 Ваше опоздание на столь важные переговоры **непростительно**. 6 Он **принес извинения** за то, что допустил ошибку в расчетах. 7 Не надо **поспешно извиняться**, если вас отчитывают на работе. Сперва надо понять, есть ли в случившемся ваша вина. 8 Ему пришлось **извиниться перед** коллегами за испорченный вечер и поспешно удалиться.

3 Study the **Apologizing** vocabulary:

I didn't mean... I am sorry I did it, I shouldn't have done it.

I am terribly / awfully / really sorry for...

I do apologize for... I know how / I see why you feel this way.

This awkward / embarrassing situation must have been caused by...

Is it my being late that made you so uncomfortable?

I beg your pardon. My excuse might sound feeble, but...

Please, send my apologies to the board, I won't be able to attend the meeting.

My behaviour last night cannot be excused, still...

I'm afraid I owe you an apology.

4 Practice **Apologizing** in the situations to follow:

1 You have let your co-ed down when working on a joint project.

2 You arrived late at the railway station and both you and your colleague missed the train. Now you have to wait another four hours for the next one and you are going to be late for an all-staff meeting at the company's head office.

3 You have accidentally taken somebody else's towel in a gym and used it.

4 You were elbowing your way out of a crammed train and in a strive to get through brushed aside an old lady.

5 You haven't managed to turn in your assignment on time and now you are asking for an extension of a deadline.

6 You keep losing your punch card and the receptionist at the head office who is responsible for issuing new ones is getting annoyed.

5 **Role play.** Assume one of the following roles.

1 A stressed-out harried businesswoman who isn't coping with her workload and keeps missing deadlines. Now she is reporting to her superior and is profusely **apologetic** about what has happened.

2 A psychoanalyst giving advice on how to cope with daily negative experiences at work and in private life and stressing that an **apology** can sometimes do wonders.

3 A manager, **run-down under a heavy workload**, finds no support with his family and **gives a bitter tongue** to his wife. Now he wishes to make it up with her offering **apologies** and excuses for his outrageous behaviour.

4 A young man **apologizes** to his girlfriend for being late for a date.

6 Rely on the extract from a special book on apologies below to answer the questions:

What issues does the book focus on?

Who is the author of the book?

Who are the guidelines suggested in the book meant for?

What is the overall appraisal of the research into the power of apology?

What does the book offer?

What attributes does the reviewer use to describe the book?

Book Review: the Power of Apology

A fascinating and inspiring exploration of the healing power of apology and how to put it to work in your life.

While books on the subject of forgiveness *abound*, until now there have been none focusing on one of the most important aspects of the forgiveness process – apology. In this *inspiring and instructive new book* from *internationally acclaimed therapist* and *self-help* author Beverly Engel, readers learn why apology is so important to our emotional and physical wellbeing and why our inability to apologize is the source of a great deal of the dysfunction and unhappiness in all aspects of our lives. Beverly Engel *sheds new light on* contemporary relationships by explaining why apology is such an important part of the forgiveness process and – with the help of many moving real-life stories of people of all ages, including *accounts from her own life* and her patients’ lives – she passionately demonstrates the transformative power of apology.

In this first-of-its-kind book, Engel offers her practical, *easy-to-follow prescriptions* for putting the power of apology to work in our own lives now. Based on her quarter century of research and clinical practice, she provides dozens of exercises and strategies to help readers learn to ask for, give and receive meaningful apologies – as well as guidelines for those who tend to over-apologize. She also shows readers how *to make amends to* those with whom they have lost contact, how to understand and deal with a partner or family member who refuses to apologize, and how to teach children to take responsibility for their actions. *The Power of Apology is destined to be a classic.*

7 Study the extracts from the critics’ reviews below and answer the questions.

Which extracts suggest that it is a well-written and in-depth book?

Which reviews specify that the book is engaging and unputdownable?

Which extracts offer a definition of the power of apology (e.g. *to repair relationships* etc.)?

Which reviews focus on the practical findings of research?

1 Beverly Engel has indeed eloquently explained the power of apology *in a remarkably insightful and perceptive manner*. This book is *a wise contribution to* ever-growing literature on forgiveness and reconciliation. No one has been able to explain what an apology means and its role in reconciliation.

2 *An engaging and in-depth book on a subject that has rarely been addressed so intelligently and thoroughly.* Ms Engel offers the reader-specific suggestions that can help you improve all your relationships.

3 Readers *of this wise and lucid guide to* the neglected art of *authentic apology* will *acquire a powerful tool to help repair relationships* with others, and with themselves.

4 In *The Power of Apology* the author *looks through the eyes of* both giver and receiver. *She touts the benefits of* this restorative process but *cautions against potential pitfalls*, such as self-blame and unreasonable expectations of forgiveness. She *provides practical, thoughtful advice on how* our everyday use of apology can transform our lives for the better.

5 Apology is one of the most *healing interpersonal social interactions*. In *The Power of Apology*, Beverly Engel *provides compelling evidence* that not only can apology *heal personal relationships* but that has the potential to transform families, communities, and this global village in which we live.

8 Draft a **review of a book** you have read.

9 Match the words and word combinations with their English equivalents:
более раскованным; переходный период; более откровенно; таить в себе скрытые опасности; углубляться в обсуждение; страшно раздражать кого-либо; перегружать информацией; почувствовать себя крайне неудобно; никуда не деться от предрассудков; настороженно воспринимать; преодолеть сложившиеся стереотипы; неоднозначная реакция; инициировать травлю; проблема «отцов и детей»; более сдержанный; безудержная болтовня; бросаться из одной крайности в другую; запретные темы; открыто рассказывать своим руководителям о; заикливаясь на тех ролях, которые...

to go from one extreme to another; to be more open / accepting; to challenge / dethrone circulating stereotypes; to confide to one's superior some facts; transition(al) period; to harbor risks and dangers / carry alarming implications; overload with information; to elaborate on; to go wild / mad at; to be embarrassed / feel uneasy; to prejudice lives on; blabbing; more reserved; sensitive / ticklish / tabooed topics; to be obsessed with one's role; to inspire a harassment campaign; to be suspicious about; generation gap; mixed responses; more relaxed

10 Render the text to follow and use it as a starting point for communication in informal setting.

Неудобные темы

Многие годы в американских компаниях действовал железный принцип: все личное остается за порогом офиса. Но по мере того как

современное общество становится все **более раскованным**, возникает логичный вопрос: остались ли еще какие-то темы, которые не стоит обсуждать на работе?

Некоторое вмешательство, возникающее у американцев в ответ на вопрос о неудобных темах, – симптом общества, переживающего **переходный период**. Раньше можно было выделить четыре запрещенные темы: политика, религия, расовая принадлежность и отношения полов. Но теперь на каждую из них американцы говорят все **более откровенно**.

В то же время простое обсуждение вечерних новостей может **таить в себе скрытые опасности**. Теракты в Нью-Йорке и Лондоне никого не оставили равнодушными, однако если вы работаете с американцами или британцами, не стоит **углубляться в обсуждение** того, кто лучше борется с терроризмом – Буш или Блэр.

Эксперты по-прежнему не рекомендуют начинать на работе разговор на темы, способные вызвать сильную эмоциональную реакцию. Например, привычка какого-нибудь сотрудника компании рассказывать на работе о своих романтических отношениях может **страшно раздражать** его коллег. Складывается впечатление, что некоторые люди не видят разницы между дружеской и деловой обстановкой, **перегружая** окружающих **информацией** личного характера.

К числу рискованных относится обсуждение медицинских проблем. Если коллеги начнут вываливать на вас свои эмоциональные проблемы и в подробностях описывать лекарства, которые им предстоит принять, вы наверняка **почувствуете себя крайне неудобно**.

В компаниях **никуда не деться от предрассудков**. Так, работодатели настороженно воспринимают сотрудников, страдающих психическими заболеваниями. Однажды топ-менеджеру из продовольственной компании поставили диагноз «депрессия». Он не стал скрывать его от коллег, пытаясь **преодолеть сложившиеся стереотипы**. Его ближайшие сослуживцы были поначалу шокированы известием, но потом стали всячески помогать коллеге, попавшему в беду. **Реакция** других сотрудников была не столь **однозначной**. Генеральный директор, полагая, что болезнь негативно скажется на результатах его работы, **инициировал травлю** этого сотрудника, а потом и вовсе уволил.

Не стоит забывать и о **проблеме «отцов и детей»**. С годами люди становятся **более сдержанными** в выражении чувств. Так, одна молодая сотрудница действовала на нервы своему шефу своей **безудержной болтовней**. Повзрослев, она **бросилась из одной крайности в другую** и перестала говорить на работе о личных делах. Когда она развелась, она

целый год не решалась сказать об этом работодателю. Теперь она понимает, что и на этот раз поступила неправильно. Чрезмерное отчуждение лишило ее возможности построить с коллегами нормальные отношения.

Списки *запретных тем* могут зависеть от того, кто возглавляет организацию – мужчина или женщина. Руководителю-мужчине не принято жаловаться на периодические недомогания.

Однако создается впечатление, что американским работникам вскоре удастся преодолеть сложившиеся стереотипы. Уже сейчас психологи советуют коллегам *открыто рассказывать своим руководителям о* личных проблемах, способных повлиять на результаты работы. *Заключившись на тех ролях*, которые отведены нам на работе, мы забываем о том, что наши коллеги – просто живые люди.

С. Шелленбергер. *Ведомости*

UNIT 3. LIFESTYLE

3.1 Prioritizing

1 Explain what the following words mean:

to assign / give priority to; prioritize; the top priority; reconsider / rearrange / rethink priorities; to establish / set a priority; to reorder / sort out one's priorities; prior to.

2 Study the **Prioritizing** vocabulary:

I'd like to highlight one more point.

The problem we are tackling here is...

(The) top of the list is...

Of special interest is...

I'd give / assign priority to...

It hits the top of the (incapacity) score list.

The top priority...

(Our) prime concern is...

The crucial point is...

First and foremost...

The point I'd like to make is...

3 **Assign priorities** to the arguments in the situations to follow:

1 Picking up a book

An intricate plot, happy end, award-winning, appealing picture on the cover, affordable, available on the market

2 Considering a career

A well-paid job, flexi-time schedule, teleworking, (working from home), a challenging / demanding job, career prospects

3 Recipe of a happy marriage

A soulmate for a spouse, mutual respect, to have much in common, financial wellbeing, comfortable relationships with in-laws, healthy habits, sharing priorities

4 Opting for a restaurant

Perfect catering, cuisine, to exercise a client-oriented approach, live music, cosy home atmosphere, newly refurbished, well-trained personnel, luxurious interior, available parking lot

4 Suggest arguments and **prioritize** them in the context to follow:

1 Picking up a film (e.g. action, high-profiled, with B. Pitt starring).

2 Choosing a pair of shoes (e.g. comfy, made of genuine leather, lasting).

3 Shopping for foods for a family dinner (e.g. organic, conventionally grown, wholesome, low cholesterol, low fat).

5 Read the text below and discuss it. Assign **priorities** to the suggested key components of lifestyle.

Lifestyle and its Key Components

Lifestyle refers to the way a person or a group of people, **encompassing** their daily habits, behaviours and choices. It's a combination of various factors like diet, physical activity, sleep patterns and stress management. The key components of lifestyle are as follows: *daily habits* (routines related to work, leisure activities, diet and sleep); *values and beliefs* (the core values and beliefs focused on health, spirituality or other priorities); *social interactions* (the way people interact with others, their social circles, and their participation in community activities also shape their lifestyle); *material possessions* (lifestyle can be influenced by the choices people make regarding their possessions, including their home, transportation and consumption habits).

Factors influencing lifestyle are the following: *culture* (access to resources, education and career opportunities); *personal values* (individual beliefs, priorities and assumptions); *environment* (geographic location and community can **impact available** options and choices).

6 Read the text below and assign **priority** related to your own lifestyle.

Types of Lifestyle

Lifestyle can be diverse, ranging from healthy and active to **sedentary** or even alternative, and are often influenced by cultural, social and personal factors. There are the following types of lifestyle:

Active lifestyle is characterized by high levels of physical activity, often associated with sports, exercises and outdoor.

Healthy lifestyle focuses on well-being through balanced diet, regular exercise, adequate sleep and stress management.

Solo lifestyle. Living independently, often involving single-person households and a focus on **self-reliance**.

Rural lifestyle involves living in a rural area with close proximity to nature, often associated with agriculture and a slower pace of life.

Urban lifestyle is characterized by living in a city with access to diverse amenities, often with a faster pace and more social interaction.

Nomadic lifestyle involves frequent travel and a lack of permanent residence, often associated with freedom and flexibility.

Bohemian lifestyle involves a non-traditional artistic and unconventional way of living, often embracing **creativity** and individuality.

Digital lifestyle is characterized by heavy **reliance** on technology and digital tools for work, communication and entertainment.

Sedentary lifestyle involves minimal physical activity and prolonged periods of sitting.

Minimalist lifestyle focuses on reducing possessions and consumption to live a simpler, more intentional life.

Sustainable lifestyle emphasizes reducing environmental impact through conscious consumption and **eco-friendly** practices.

Spiritual lifestyle may involve a strong emphasis on meditation, yoga and other practices, focused on inner peace and well-being.

Examples of different types of lifestyle:

– A “workaholic” might be someone who prioritizes their career and works long hours while a “fitness enthusiast” might focus on daily **workouts** and healthy eating.

– A “minimalist” might live in a small apartment with few belongings while a “bohemian” might live in a shared space with other artists and engage in creative activities.

– A person who lives in a rural area might have a different lifestyle than someone who lives in a **bustling** city, with different social and cultural influences.

7 Expand on the following:

21st Century Lifestyles

The “Intelligent House”. The “smart” fridge will be connected to the Internet as part of a home network that runs your domestic life, interacting with the barcodes on your food, and re-ordering them online as you use them. Virtually all domestic appliances will be linked by computer, so that the fridge can communicate with the cooker and rubbish bin, coordinating complex tasks such as cooking a meal. Your electric toothbrush will even be able to let your toaster know that you are ready for breakfast!

Global Games. Children of the future will never be able to complain that there’s no one to play with. Equipped with a virtual reality headset, this twelve-year-old is taking part in global games, here a medieval jousting tournament. His opponent, selected for him by the computer, lives on the other side of the world!

Behind the Wheel. Cars of the future will take much of the strain out of driving. The intelligent navigation system in this 2010 model can choose the best route for you by monitoring an online traffic database for hold-ups, while the cruise control keeps a constant distance from the car in front. And if you exceeds the speed limit, the speedometer speaks a polite warning to you. Security worries will also be a thing of the past – your car will only allow *bona fide* drivers behind the wheel, recognizing them by the irises of their eyes!

Holographic Conferencing. Holographic Conferencing and virtually reality meetings will people to interact with colleagues and clients via computer, without needing to leave the comfort of their own homes. Through the headset a person can see a virtual meeting with several people sitting around a table. The people involved live all over Europe.

8 Answer the questions:

Which of these things already exist as far as you know?

Which most appeal to?

Do you think they will catch on or not? Why / Why not?

What other things have been invented lately?

9 Compare your ideas with the experts' ideas below. Which of these did you come up with?

But what will it mean?

1 *Teleworking and computer conferencing* will mean that a lot more people will either work freelance from home, or on flexible short-term contracts. The old concept of “jobs for life” will soon be a thing of the past.

2 *Highly-skilled* professionals will be under pressure to work longer and longer hours, while much of the *mundane* work will be done by machines, leading to high unemployment amongst *unskilled* workers. By 2050, we are going to have a small number of hardworking rich and a vast majority of idle poor.

3 With inventions like cell phones and hand-held computers it is becoming more and more difficult to escape from work – the boundaries between work and leisure are gradually becoming blurred, and in the future it will be harder and harder to *get away from it*. Already the average American is working 163 hours a year more than thirty years ago – that's the equivalent of an extra month a year.

4 *Labour-saving device* and the resulting *sedentary lifestyle* could well lead to an *epidemic* in *obesity*. It is predicted that the average man will weigh ten kilos more, and the average woman will weigh eight kilos more.

5 A growth in online shopping and home-working may mean that our city centers become *deserted wastelands*. The physical isolation and loss of *social interaction* resulting from these changes could *put* further *strain on* family relationships and lead to depression and *mental health problems*.

6 There will be a huge growth in the *leisure and fitness industry* as people struggle to combat the effects of *inactivity*, and *social isolation*.

10 Read the text below and account for the American habit of mobility: where it stems from.

The pragmatism of Americans and their trust in an abundance of resources relates to the American habit of mobility. As a nation of immigrants, *Americans have* from the beginning *shared the assumption* that the practical solution to a problem is to move elsewhere and *make a fresh start*. After all, this is the attitude that settled the West. Mobility in America is not a sign of aimlessness but optimism. Americans move from place to place, hoping to *secure* a better *job* or enjoy a warmer climate. Moving about from place to place is such a common and accepted practice that most Americans take it for granted that they may live in four or five cities during their lifetime, perhaps buying a house and then reselling it each time they move. Consequently, when Americans *go house-hunting*, their *foremost concern* is usually how profitably they will be able to resell the house. A comfortable, well-designed house is not necessarily desirable unless *it has a good resale value*. Americans hate to feel that buying a house might immobilize them forever, thereby *inhibiting* their chances of *bettering* their *lives*. The American habit of mobility has been important in *contributing a degree of homogeneity to a society of* such *extreme cultural diversity and spaciousness*. A further consequence of Americans' mobility is that they develop relatively little *attachment to place*.

11 Suggest arguments to support the idea that

1 the habit of mobility is a specific lifestyle of Americans.

2 American individualism, resourcefulness, mobility, patriotism are deeply rooted in their history.

12 Match the words and word combinations with their English equivalents:

Образ жизни, богатые люди, люди среднего достатка, за чертой бедности, социологи, характеристики, принадлежащие к разным социальным слоям, состоятельные люди, пренебрегать, служить индикацией социального статуса, эвфемизм, языковой дефицит, средний класс, рабочий класс,

формальная и обыденная речь, развернутый код, уровень жизни, образовательный уровень, вышучивать, для людей с небольшими доходами, ограниченный набор.

Feature; property dominated; indicate social status; to afford; to neglect; occupation-dominated and poverty-dominated lifestyles; social scientists; linguistic deficiency (linguistically-challenged people); formal vs vernacular speech (communication); euphemisms / politically correct words; from / born in(to) different social background / people from different walks of life; living standards / quality of life; well-off / better-off / well-to-do / affluent; well-developed code; to mock smb; low-income / humble background; educational background; meant for; limited choice; below the poverty line; the middle class; working class families.

13 Render the text to follow and use it as a starting point for communication in informal setting. Use the words from ex. 8.

Стиль жизни

Различие между социальными группами людей проявляются в жизненных стилях. Так, например, противопоставление *образа жизни* очень *богатых людей, людей среднего достатка* и тех, кто находится *за чертой бедности*, позволило выявить следующие характеристики.

В качестве аспектов сопоставления также фигурируют одежда, мебель, полезные предметы, развлечения, еда и напитки, форма досуга. Так, *социологи* дифференцируют формы поведения современных американцев, *принадлежащих к разным социальным слоям*, следующим образом. Например, умение модулировать голос – показатель среднего класса; в пролетарских семьях чаще кричат друг другу из комнаты в комнату. В домах богатых людей не принято делать комплименты хозяевам относительно качества вещей, пищи и т. д., это воспринимается как грубость. Приметой пролетарского вкуса в США является одежда с надписью (например, Adidas). Стремление к исключительной опрятности часто характеризует неустойчивую часть среднего класса: *состоятельные* люди *могут* появиться в старой одежде, как бы подчеркивая, что они *пренебрегают* социальными условностями. Языковой фактор также может служить *индикацией социального статуса* человека. Представители среднего класса, стремящиеся выглядеть более образованными, чем они есть на самом деле, допускают гиперкоррекцию, часто изъясняются претенциозно, для среднего класса характерно частое использование *эвфемизмов*. Существует гипотеза о *языковом дефиците*, согласно которой, установив характеристики речи детей из семей *среднего класса*

и **рабочих семей** и параметры формальной и обыденной речи, исследователи выдвинули предположение о том, что способность к усвоению развернутого кода определяет способность к обучению и, следовательно, жизненный успех (**уровень жизни**) в современном обществе. Чем ниже **образовательный уровень** людей, тем более важно для них соблюдать правила языковых игр: моментально давать реплики, обмениваться шутливыми оскорблениями, **вышучивать** партнера, вести словесную дуэль, а также уметь рассказывать истории, сочинять песни, рифмовать. Существует корреляция между типичным мальчишеским стилем поведения и умением вести языковую игру.

Коннотации социального статуса свойственны цветообозначению модных товаров **для женщин** в Англии и США. Отмечено, что реклама одежды для людей с **небольшими доходами** использует **ограниченный набор** основных цветовых терминов: синий, красный, зеленый, желтый, пурпурный, включая модификаторы светлый / темный. Дорогая одежда рекламируется с использованием более богатого словаря: рыжевато-ржавый, красновато-коричневый, цвет верблюжьей шерсти, тусклый темно-фиолетовый (как слива), темно-красный, винный, бордо, пурпурно-красный, темно-зеленый с синим отливом, сапфировый; бирюзовый, изумрудный, цвет морской волны, цвет слоновой кости, серо-коричневый (*rust, russet, camel, plum, wine, fuchsia, teal, sapphire, turquoise, emerald, sea foam, bone, taupe*).

В. И. Карасик. *Социальный статус человека в лингвистическом аспекте*

Communication Practice

14 **Role play.** Assume one of the following roles.

1 Informal setting

An elderly lady is asking her neighbour to help raise funds for the church by going door-to-door around then local community.

Setting / target group (e.g. neighbor, single, in his 30s, never goes to church and would rather stay away from any community duties) / *degree of familiarity / intentions* (e.g. to instil in the youngster a sense of community and insist on his participation in the proposed activity or at least encourage him to donate to church).

2 Semi-formal setting

A frustrated client who has been having a hard time with his wife lately and is strongly convinced that there is no future to their relations is seeking his lawyer's advice on how to go through the divorce routine with minimum losses.

Setting / target group (e.g. white well-off male with an Oxford degree, employed with a blue-chip / upscale company, whose greatest concern is that the divorce would suck out most of his savings) / *degree of familiarity / intentions* (e.g. provide convincing arguments to prevent going to court and reach an amicable settlement instead).

3 Formal setting

One of the guests at public event which is widely broadcast argues for better promotion opportunities for single mothers.

Setting / target group / degree of familiarity / intentions (e.g. provide convincing arguments in favour of the issue in question).

15 Role play. Employ the *Prioritizing* strategy in the settings to follow.

1 Family circle: parents suggesting arguments and doing *prioritizing* after their 20-year-old daughter announced her plans to marry a man in his 50s.

2 Working environment: two elderly colleagues gossiping about a younger colleague going out to dinner with a boss.

3 Formal setting, at the UNICEF session: concerns raised, and pros and cons voiced about the controversial demographic situation in most European countries due to the increased number of misalliance.

16 Offer a comprehensive description of the lifestyle of different social groups.

17 Create a “**time capsule**” for future generations.

You’re going to create a “time capsule”, not to be opened before the year 2250, to help future generations understand life at the beginning of the 21st century.

a) read the guidelines and make your list of ideas individually.

– it will be the size of the suitcase, and can be sealed so effectively that even fresh food will be perfectly preserved;

– you can put in whatever you like, but should bear in mind that the technology may no longer exist to play your CD, videos, etc.;

– aim to include about 15 items which best represent the most typical aspects of modern life;

– think about which of these things you want to represent / include, and the main ideas that want to get across:

culture and entertainment; politics and important events;

technology and media; everyday objects that may no longer exist;

food and drink; fashion /design; interesting documents, etc.;

b) think about how to explain why you have chosen those things.

3.2 Gossiping

Tips to Keep in Mind

The English are certainly a nation of gossips. Recent studies in this country have shown that about two-thirds of our conversation time is entirely devoted to social topics such as who is doing what with whom; who is “in”, who is “out” and why; how to deal with difficult social situations; the behavior and relationships of friends, family and celebrities; our own problems with family, friends, lovers, colleagues and neighbours; the miniature of everyday social life – in word: GOSSIP. Although it has been shown that criticism and negative evaluations account for only about five per cent of gossip time, gossip does generally involve the expression of opinions or feelings. Among the English these opinions or feelings may often be implied, rather than directly stated, but we rarely share details about “who is doing what with whom” without providing some indication of our views on the matter.

Contrary to popular belief, researchers have found that men gossip just as much as women. In one English study the difference was found to be quite small, with gossip accounting for 55 per cent of male conversation time and 67 per cent of female time. Men were certainly found to be more likely than women to discuss such important or highbrow subjects as politics, work, art and cultural matters, still it is only in mix-sex groups, where there are women to impress, that proportion of male conversation time devoted to these more highbrow subjects increases dramatically.

The gossip tone should be high and quick, or sometimes a stage whisper, but always highly animated. You have to take it sound surprising or scandalous, even when it is not really that big of a secret. Females also stress the importance of detail in the telling of gossip. For women, the detailed speculation about possible motives and causes is a crucial element of gossip, as is detailed speculation about possible outcomes. English males find all this detail boring, irrelevant and un-manly. Among English women, it is understood that to be a good gossip requires more than a lively tone and attention to detail: you also need a good audience, by which they mean appreciative listeners who give plenty of appropriate feedback. The feedback rule requires that listeners be at least as animated and enthusiastic as speakers. The reasoning seems to be that this is only polite: the speaker has gone to the trouble of making the information sound surprising and scandalous, so the least one can do is to reciprocate by sounding suitably shocked. You are supposed to say *NO! Really? And Oh my GOD!*

K. Fox. *Watching the English*

1 Study the **Gossiping** vocabulary:

Guess what? Listen, you know what I heard?

There is a rumour / it's rumoured / people say...

NO! Really? / Oh, dear. Fancy that!

They are going to separate.

It's going to be her third marriage, besides, he is five years her junior.

Oh, it's ridiculous / scandalous. / I can hardly believe it.

There is talk they have been on these terms for a year already.

I am shocked / totally embarrassed.

2 Practice **Gossiping** communication strategy in the situations to follow.
Assume the roles to follow.

1 Two female colleagues discuss the new appointment in their department for the position of their superior (it's going to be a *he*).

2 Two male colleagues discussing the same news.

3 A PA brings the news about the engagement of two of your subordinates, you are surprised to learn they are in love.

4 A friend of yours breaks the news about an acquaintance you both know who is divorcing with three children.

5 You've read the news about another plastic surgery of a celebrity and call your friend to discuss the miraculous young look of an ageing star.

3 The text to follow deals in a serious public concern. Study the text and use it as a starting point for discussing the problem of true happiness and happy life.

What Does Happiness Really Mean?

Happiness is something that people seek to find, yet what defines happiness can vary from one person to the next. Typically, happiness is an emotional state characterized by feelings of joy, satisfaction, contentment, and fulfillment. While happiness has many different definitions, it is often described as involving positive emotions and life satisfaction. When most people talk about the true meaning of happiness, they might be talking about how they feel in the present moment or referring to a more general sense of how they feel about life overall. Because happiness tends to be such a broadly defined term, psychologists and other social scientists typically use the term '**subjective well-being**' when they talk about this emotional state. Just as it sounds, subjective well-being tends to focus on an individual's overall personal feelings about their life in the present. Two key components of happiness (or subjective well-being) are:

The balance of emotions. Everyone experiences both positive and negative emotions, feelings, and moods. Happiness is generally linked to experiencing more positive feelings than negative ones.

Life satisfaction. This relates to how satisfied you feel with different areas of your life including your relationships, work, achievements, and other things that you consider important. Happiness, Aristotle suggested, could be achieved through the **golden mean**, which involves finding a balance between deficiency and **excess**.

Signs of Happiness. While perceptions of happiness may be different from one person to the next, there are some key signs that psychologists look for when measuring and assessing happiness. Some key signs of happiness include: feeling like you are living the life you wanted and the conditions of your life are good; enjoying positive, healthy relationships with other people; feeling that you have accomplished (or will accomplish) what you want in life and experiencing gratitude; feeling satisfied with your life and that you are living life with a sense of meaning and purpose; being open to new ideas and experiences; wanting to share your happiness and joy with others.

One important thing to remember is that happiness isn't a state of constant **euphoria**. Instead, happiness is an overall sense of experiencing more positive emotions than negative ones. Happy people still feel the whole range of human emotions – anger, frustration, boredom, loneliness, and even sadness – from time to time. But even when faced with discomfort, they have an underlying sense of optimism that things will get better, that they can deal with what is happening, and that they will be able to feel happy again. Some types of happiness that may fall under these three main categories include:

Joy: An often relatively brief feeling that is felt in the present moment.

Excitement: A happy feeling that involves looking forward to something with positive anticipation.

Gratitude: A positive emotion that involves being thankful and appreciative.

Pride: A feeling of satisfaction in something that you have accomplished.

Optimism: This is a way of looking at life with a positive, upbeat outlook.

Contentment: This type of happiness involves a sense of satisfaction.

4 Read the following texts a) and b) and compare the notion of happiness meant by different people.

a) The Happiest Day in My Life – A Joyful Personal Memory

Every person has that one unforgettable day that shines brighter than the rest – a day filled with joy, pride, and meaning. The happiest day in my life might

seem simple to others, but for me, it was a ***turning point*** that ***filled my world with color***. It was the day I scored the highest marks in my class – a day that transformed my confidence, changed how others saw me, and taught me the value of ***persistence***. Though life is full of moments that bring joy, some days leave a ***lasting imprint***. They remind us of what we're capable of and encourage us to keep ***striving*** for greatness. The happiest day in my life did just that.

What I Learned from the Happiest Day in My Life. Looking back, the happiest day in my life taught me something very important – success is earned through ***consistency*** and belief in oneself. It also made me understand that anyone can change their story. Even if you're not the best today, with effort and the right guidance, tomorrow can be your moment.

b) The Happiest Day of My Life

There is hardly any living being who has never gone through ***ups and downs*** in his life. Life is full of incidents both good and bad. Some of them may be forgotten with the passage of time whereas others leave an ***everlasting imprint*** on the mind.

Last year, I passed the Senior School Certificate Examination. In order to celebrate our success, we decided to go for a picnic. We reached a lovely picnic resort, at 12 noon. The heavy rush of visitors could not ***deter*** our enthusiasm as we sought out a huge banyan tree on the banks of the canal. We spread out our mats and opened up the food hamper. The lively music and delicious food swept away all the tension of the past few days. The idyllic atmosphere was abruptly broken by some loud cries. The sound came from the canal side. I immediately rushed towards the canal and was shocked to see a boy drowning. He was crying for help. I jumped into the canal and swam towards the drowning boy. After a great struggle, I dragged him towards the bank. He was in a very bad state. When I observed him carefully, I was surprised to see that he was an old classmate of mine. He was given medical aid and after some time, he regained consciousness. I was delighted to see him recovering. My joy ***knew no bounds*** because I had saved the life of a boy, who happened to be my old classmate.

It was a day of great joy and happiness. Not only did I secure the second position, but also did a brave and noble act by saving a boy from ***the jaws of death***. This day would go down as one of the happiest days of my life.

Communication Practice

5 Speak on **The Happiest Day of your Life.**

6 Share your ideas on the issue “a place in the sun“.

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Богатикова Людмила Ивановна

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