Ministerstvo obrazovaniya Respubliki Belarusь

Uchrezhdenie obrazovaniya
"Gomelskiy gosudarstvennyiy universitet
imeni Frantsisa Skoriny"

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CROSS-CULTURAL COMMUNICATION
Making Contact in Another Culture

MEZH KULTURNAYA KOMMUNIKACIYA
Vstuplenie i podderzhanie obshcheniya

Prakticheskoe posobie
 dlia studentov spetsialnostей
1 – 02 03 06 04 «Angliyskiy yazyk. Perspektivy obshcheniya»
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Gomel
GGU im. F. Skoriny
2012
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Введение

Интерперсональные общения, возникшие из-за коммуникационных пластов, обладают огромной ценностью для понимания языка и культуры, которую они представляют. В рамках обучения изучаемой культуры, как правило, ожидается, что студенты смогут адаптироваться к новой культуре, общением и выражением своих идей.

Чтобы изучить поведение представителей другой культуры, необходимо изучить их культуру и язык. Это важно, так как язык является важным инструментом общения. Понимание культуры и языка помогает лучше понимать и уважать другие культуры и представителей.

Описанные выше области обучения иноязычной культуры могут быть полезны в различных областях, таких как коммуникация, бизнес, туризм и международные отношения. Они могут помочь улучшить навыки общения и позитивно влиять на образование и развитие.

Учебное пособие по обучению иностранному языку может быть полезным для студентов, желающих усовершенствовать свои навыки общения, а также для преподавателей, которые ищут дополнительные материалы для своих курсов.

Unit 1 Making Contacts in Another Culture

Culture Learning Questions

1. Do you have a plan for conversation? 2. What do people usually meet and meet other people in your own country? 3. How do people make contact in your language and culture (in English / American culture)?

Cultural Note

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

- greetings and introductions;
- finding a topic for discussion;
- asking questions;
- exchanging information;
- visiting;
- showing and receiving.

Where Americans make contact. Some joint religious institutions such as churches. Some become involved in community affairs, joining groups, associations and organizations or taking part in volunteer work. Others join clubs, where they know they'll meet people with whom they have interests in common. But there are more social places to make contact.

Stop talking to them. Some may not respond very much, others will respond in a way that helps you enjoy talking to them again. Don't be disappointed if some of your efforts to make contact are not successful. You can always know who will and who won't be responsive.
People who met each other on a train were not usually expected to develop lasting and deep friendships. Two men take each other only if they are close friends or relatives who don't see each other often. However, two men might hug when they are very, very happy about some good news.

Greetings and openings in most languages mean almost the same.

### Phrases for Greeting and Responding toGreetings:

- **Greetings and Openings**
- **Responses**
- **Hello:** How are you? 
  - Fine, and you? 
- **Hi, How are you doing?** 
  - O.K., how about you? 
- **Hi, How is it going?** 
  - Pretty good, How about you? 
- **How've you been?** 
  - Not too bad. How about yourself? 
- **Hi, How are things?** 
  - O.K. Can't complain. Very well. 
- **Hi, What's happening?** (very informal) 
  - Oh, nothing much. How about you? 
- **Hi, What's new?** (very informal) 
  - Not a whole lot. How about you? 

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

### Phrases for Initiating the Conversation:

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

Some questions which can encourage conversations are:

- **What about you?** 
- **What do you think of?** 
- **What do you think about it?** 
- **What do you think?** 
- **What do you think of it?**

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

- **At a party:** How do you know Kate? 
- **At the store:** Do you know [name of store or store worker]? 
- **At the library:** Do you have any interest in [name of store or store worker]? 

In English, one of the best ways of initiating and maintaining a conversation is for at least one of the speakers to ask the other questions or...
to add extra information to a one-word response. In the following conversation, the student helps to maintain the conversation by giving more than a one- or two-word response.

1. Where are you from?

Student: I'm from New York.

Teacher: Nice to meet you. Where are you from?

Student: I'm from New York.

Teacher: Nice to meet you.

2. Do you speak English?

Student: Yes, I do.

Teacher: How long have you been speaking English?

Student: I've been speaking English for about five years.

Teacher: That's great.

Phrases and Expressions for Ending a Conversation:

Closing: "See you later." "Goodbye." "Take care." "Have a good day/night." "Take care of yourself." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care." "Call me soon." "See you tomorrow." "Have a nice day/night." "I'll call you later." "Talk to you later." "See you soon." "Have a great day/night." "Take care.”

Cultural Practice: Responding to Greetings and Openings

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

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

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

- libraries
- local organizations
- groups
- local clubs
- adult school classes
- volunteer organizations
- neighborhood clubs
- your choice

b) Report back to the group and compile a list of ways to make contact in your country.
6 Ask another student his or her opinion by using one of the following questions:

For example:

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

Student 2: “I think it’s a good rule. It’s not fair to the people who want to enjoy food.”

1) Student 1: “I think people in restaurants should stop smoking. It’s not fair to people who want to enjoy food.”

2) Student 2: “I don’t agree. When we do business with Americans, we have to do it in English even when they’re in our country. They should learn our language.”

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

4) Student 2: “I think you have to learn the language of a country when you go there.”

5) Read the following conversation and discuss the problem with it.

Rick: Hello. Where are you from?
Debbie: From New York.
Rick: Why did you come to California?
Debbie: To study.
Rick: Oh, what are you studying?
Debbie: Architecture.
Rick: How long do you plan to stay here?
Debbie: Two years.
Rick: When did you come?
Debbie: Three weeks ago.

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

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

Rick: Hello. Where are you from?
Debbie: From New York. Why did you come to California?
Rick: What are you studying?
Debbie: Architecture. How long do you plan to stay here?
Rick: Two years. When did you come?

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

Mr. Sefter: Do you think that learning a foreign language is difficult?
Mr. Sefter: Yes.
Mr. Sefter: Are some languages easier to learn than others?
Mr. Sefter: Yes.
Mr. Sefter: Should children in elementary school be required to study foreign languages?
Mr. Sefter: Yes.

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

For example:

“I’m glad to talk to you.”

“Nice talking to you.”

“Nice to see you again.”

“I hope you enjoy the class.”

1) “Nice talking to you.”
2) “I hope you enjoy the class.”
3) “I hope you enjoy the class.”
4) “I hope you enjoy the class.”
5) “Nice talking to you.”
6) “Nice seeing you.”
7) “I hope you enjoy the class.”
8) “I hope you enjoy the class.”
9) “Nice seeing you.”
10) “I hope you enjoy the class.”

II
Unit 2 Keeping the Conversation Moving

Culture Learning Questions

1. What questions do you ask to keep the conversation going?
2. What information do you ask to keep the conversation going?
3. What other moves do you use to keep the conversation going in your own culture or other cultures?
4. Do the speakers have to give any information and respond as it is to keep the conversation going and others out of the conversation also have a turn?

Cultural Note

When speakers ask a conversation they usually say yes, no, or give short answers to questions, the conversation will probably not proceed anywhere that it is to the conversation will stop. If Americans build a conversation, it seems to them they are having a Ping-Pong game. One person has the ball and then hits it to the other side of the table. The other player hits the ball back and the game continues. Good conversation involves know and use the format that keep themselves and others out of the conversation also have a turn.

To keep the conversation ball going one should:

1. Start a new round. Introduce a new topic. This is easier if you approach any important conversation at least three times you should start at this point:
   - "I saw a fantastic old film last night.
   - "What do you think about...?"
   - "I wonder if you think about "
   - "Did you think about...?"
   - "Oh, I just remembered..."
   - "That reminds me of..."
   - "I can't believe what I heard about..."
   - "There's something I wanted to share with you..."
   - "Oh, learn to this..."

2. Expand. Try to stretch the topic in another direction by adding a different dimension to what was just said. If you've been chatting about a sport, for instance, correct three levels of play:
   - "You should expect more than that..."

Options:

- "Don't you think the team is doing a great job keeping the mind open?"

Examples and experiences:

- "Until I started playing I was always inside all winter. Now I look forward to a big summer."

3. Pick up a dropped topic. Return to the information that came up earlier. This is good for listeners all along in order to keep in mind what was exchanged earlier you can then talk in another context.

- "You mentioned you're interested in building your own home. Do you have a site picked out yet?"

4. Allow turn one. Comfortable conversations include some silent periods. Let a turn out by waiting some in your head the next time there is a silence. You may be surprised to find that your partner has intently followed the volley and is ready to go again.

5. One more way of keeping the conversation going is to give a short story or idea information and related to information.

- "If someone says...
   - "You could respond...
   - "I'm not feeling well today."
   - "Oh, I'm sorry."
   - "Just as you're feeling now?"
   - "That's too bad. What do you think the problem was?"

Cross-Cultural Interaction

1. Choose the words that are often used when people give a) examples, b) some facts and information, c) express their opinion, d) share their experience and e) pick up a dropped topic. Rearrange them into groups:
   - 1) Until I began putting on some weight I never dreamed of becoming too heavy and going to a fitness class.
   - 2) You received your trip to Cairo. What is your impression of it?
   - 3) How do you like American food?
   - 4) Did I tell you what happened to me the other day?
   - 5) It is not always easy, however, to accept a different way of interacting.
   - 6) Do you feel that Americans and English would have difficulty communicating in your language with people of your background?

2. Study the phrases and situations used in responding to information:
   - "How can I correct my name? Cpure -"I am not feeling too well today".
3 What responses do you associate the following phrases with space and time, emotions, experiences, and situations, picking up a dropped topic or starting a new one?

Not on the list. Really? Look at it possible? That reminds me... is it? Did you? When I was in... I saw... That's fascinating! Referring back to the problem... It's exciting! In my opinion, talking should be forbidden. That's something I wanted to hear from you... You mentioned you're interested in... It doesn't mean that to me. Until I wanted to hear English. I thought it was quite easy to do. Oh, I just remembered. I wanted to ask you about...

4 Read the following short dialogues and say which words and expressions are odd ones, change it and rephrase it.

a) "I'm sorry that I didn't phone you. Really! No problem. Don't worry." "Neither have I been busy."
   "Congratulations! Well done! What do you think?"
   "That's terrible! What's the problem? As far as I know you liked the class."
   "Oh, it's something for you. Congratulations? Where did you find such interesting information?"
   "Why is difficult? That's disappointing." "It's easy for you."

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

Example: Two students are standing near the door in a classroom. It is almost time for class to start.

Lily: Hi. Are you in this class?

Mike: Yes.
Lily: My name is Lily. You are...?
Mike: Mike.
Lily: Where are you from?
Mike: India.
Lily: Tell me about your family. How long do you plan to stay here?
Mike: Yes.
Lily: What are you studying?
Mike: Mathematics.
Lily: How long do you plan to stay here?
Mike: I'm not sure yet.

6 Expand the following statements giving more facts and information or expressing your opinions.

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

If someone says: "I've just got some bad news."
"I'm really sorry you had to hear about it."
"I heard some good news today."
"I heard some bad news today."
"I heard some good news today."
"I heard some bad news today."
"I heard some good news today."
"I heard some bad news today."

7 Fill in the following dialogues with suitable phrases (avoid repeating the conversation going).

Example: Two students are standing near the door in a classroom. It is almost time for class to start.

Lily: Hi. Are you in this class?
Mike: Yes.
Lily: My name is Lily. You are...?
Mike: Mike.
Lily: Where are you from?
Mike: India.
Lily: Tell me about your family. How long do you plan to stay here?
Mike: Yes.
Lily: What are you studying?
Mike: Mathematics.
Lily: How long do you plan to stay here?
Mike: I'm not sure yet.

8 Fill in the following dialogues with suitable phrases (avoid repeating the conversation going).

Example: Two students are standing near the door in a classroom. It is almost time for class to start.

Lily: Hi. Are you in this class?
Mike: Yes.
Lily: My name is Lily. You are...?
Mike: Mike.
Lily: Where are you from?
Mike: India.
Lily: Tell me about your family. How long do you plan to stay here?
Mike: Yes.
Lily: What are you studying?
Mike: Mathematics.
Lily: How long do you plan to stay here?
Mike: I'm not sure yet.

9 Fill in the following dialogues with suitable phrases (avoid repeating the conversation going).

Example: Two students are standing near the door in a classroom. It is almost time for class to start.

Lily: Hi. Are you in this class?
Mike: Yes.
Lily: My name is Lily. You are...?
Mike: Mike.
Lily: Where are you from?
Mike: India.
Lily: Tell me about your family. How long do you plan to stay here?
Mike: Yes.
Lily: What are you studying?
Mike: Mathematics.
Lily: How long do you plan to stay here?
Mike: I'm not sure yet.
Unit 3 Choosing Conversation Topics

Culture Learning Questions

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

2. What topics or questions do people usually avoid in conversation?

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

4. In your culture, do people commonly talk about values and other things that are related to money? For example, the price of things. Is it acceptable to ask someone: “How much money do you make?”

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

Cultural Note

In every culture there are certain topics that people commonly talk about.

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

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

- Small talk can lead to conversations about more interesting, more serious, and more important topics.
- A topic can begin as small talk and then turn into a more serious topic for conversation. After introduction you may think about what you have in common with the other person to decide what to say. You will even have certain things in common with strangers. At a beach party, for example, there are physical surroundings, the sun and sand, the food, the music, and yes, the weather. Try a simple comment or a question:
  - “Incredible day!”
  - “Your skin looks great! It’s a good day!”
  - “What’s going on?”
  - “Are you going to the beach today?”

Some common topics of small talk and conversation are:

1. Joke. Work. One of the questions people ask when they first meet is, “What do you do?” This question may be: “Where do you work?” or “Do you have children?”

2. School. Students are always asked about studies and classes:
  - “What are you studying?”
  - “What classes are you taking?”
  - “What is your major?”
  - “How do you like your classes (teachers)?”
  - “What do you plan to do after you finish school?”

3. Weekend and vacation activities. On Fridays, people talk about the weekend:
  - “Where did you go this weekend?”
  - “How was your weekend?”

4. Family. People often ask married couples: “Do you have children?”

5. “What are you good at?” or “What do you enjoy doing? (other than work)”

6. “What do you do for a living?” or “What is your job?”

7. “What are you studying?” or “What classes are you taking?”

8. “What is your major?”

9. “How do you like your classes (teachers)?”

10. “What do you plan to do after you finish school?”

11. “Where did you go this weekend?”

12. “How was your weekend?”

13. “What did you do this weekend?”

14. “What are you planning to do this weekend?”

15. “Do you have any plans for the weekend?”

16. “What are you going to do this weekend?”

17. “What are you going to do this weekend?”

18. “What are you planning to do this weekend?”

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47. “What are you planning to do this weekend?”

48. “What are you planning to do this weekend?”

49. “What are you planning to do this weekend?”

50. “What are you planning to do this weekend?”
"How many children do you have?"
"What are their names?"
"How old are they?"
"Are they in school?"
People also ask questions about each other's spouses:
"What does your husband/wife do?"
"Where does your husband/wife work?"
People usually like to talk about their spouses. If they don't want to, they will probably give short answers to questions about them.
5. Weather. The weather is a common topic of conversation, especially when there isn't much else to talk about. Strangers often talk about the weather for brief periods of time.
(A two people older people are leaving a store:
A: "Nice weather we are having."
B: "Sure is. I hope it stays this way."
A: "Beautiful day isn't it?"
B: "Oh, yes. I hope so."
A: "What awful weather we are having!"
B: "I know. When, it's going to end?"
6. Money matters. Men seem to talk more about money except their own children when women. Money matters include things like investments, stocks, etc.
7. Possessions. Things. Again, men seem to talk more about possessions and women would like to talk about computers, stereo equipment, television sets, cars, etc.
8. Sports. Many men and some women like to talk about sports such as baseball, basketball, soccer, and hunting. Football is enjoyed by many women as well. (all year round)
9. Themselves. People enjoy hearing other people talk about themselves, as long as one person doesn't do all the talking! You probably have had many experiences that other people (e.g. Americans) have not had. Moreover, many Americans are interested in hearing about your experiences in the new culture.

**Avoiding Certain Topics**

The following is a list of topics and questions that people usually avoid when they do not know each other well or if they are not close friends:
1. Money. Although some people will tell you how much they paid for something, many do not like to be asked such questions as:
   "How much did your house cost?"
   "What did you pay for your car?"

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

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

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

4. Physical Appearance. People are compliment each other's physical appearance for example, "Your hair looks nice," or "I like your blouse." However, they usually do not ask questions about this topic. For example, many Americans would not like to be asked:
   "How much do you weigh?"
   "Have you gained or lost weight?" If you are losing weight, it is usually acceptable. However, if you know that the person wants to lose weight.
   "Is that your original hair color?"

5. Certain Information about Marriage. There are some questions that are common and acceptable as other cultures about marriage that are not considered polite in the U.S. They include:
   "When are you going to get married?"
   "When are you going to have children?" (although sometimes it is acceptable to ask, "Are you planning to have children?
   "Why don't you have children?"
   "People usually don't like to be asked:
   "You should have children!"
   "You should have another child!
   "Why don't you have children?"

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

7. Personal Questions. When you're not sure if a question is personal, you could say:
   "I have a question to ask you, but I'm not sure if it's a personal one for you."
   "I'd like to ask you a question, but I'm not sure if it's a personal one for you."

8. If you've already asked the question, you can say:
   "I've asked you this question. I'm sorry. In my culture, people ask this question all the time."
   "Please tell me if I'm asking any questions that are too personal."
If you know someone well, you might be able to ask personal questions. You could say: "Would you mind if I asked you a personal question?" If you don't want to be rude, you can say: "I have a question to ask you, but please don't answer if you don't want to." 

Phrases and Expressions for Avoiding Answers

If someone asks you a question that you don't want to answer, there are public ways of saying no:

"I'm sorry, I prefer not to answer that question." "I'm busy." "I won't answer that question." "I don't want to answer that question." "I don't want to talk about that." "I can't talk about that." "I've been thinking about it..." "I'm tired..." "I'm not interested..." "On another subject..."

"Speaking of a new topic I wanted to tell you about..." (use a word or phrase that has been mentioned before in the conversation).

Cross-Cultural Interaction

1. Study the phrases and situations used in avoiding answers.

2. Make a list of "typical" questions that people ask you in the United States or in Britain. Ask someone at home or at school if this is true: "What do you do for work?" "Do you have children?" "Where do you go on vacation?" "What's your favorite hobby?" "What do you think of the weather?" "What do you think of the food?" "What do you think of the music?" "What do you think of the fashion?" "What do you think of the art?" "What do you think of the architecture?" "What do you think of the architecture?" "What do you think of the architecture?"

Other "typical" questions that can be asked at the dinner party by the person sitting next to you:

1. "What do you think of the food?"
2. "What do you think of the wine?"
3. "What do you think of the dessert?"
4. "What do you think of the service?"
5. "What do you think of the ambiance?"
6. "What do you think of the decor?"
7. "What do you think of the setup?"
8. "What do you think of the layout?"
9. "What do you think of the menu?"
10. "What do you think of the prices?"
11. "What do you think of the value?"
12. "What do you think of the location?"
13. "What do you think of the parking?"
14. "What do you think of the facilities?"
15. "What do you think of the facilities?"
16. "What do you think of the facilities?"
17. "What do you think of the facilities?"
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53. "What do you think of the facilities?"
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56. "What do you think of the facilities?"
57. "What do you think of the facilities?"
58. "What do you think of the facilities?"
59. "What do you think of the facilities?"
60. "What do you think of the facilities?"
5) When Jan says, "I can pay my bills and put food on the table," he means that he makes a lot of money (that is, he is rich).

b) The conversation stops because Joe and Pat have a lot of work to do.

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

Joe: Hi, Pat. How is it going?
Pat: O.K. How are things with you?
Joe: Not too bad. In fact, pretty good! Did I tell you that I got a new job?
Pat: No, you didn't. That's good news!
Joe: Well, you know that I was laid off last month. I heard about a job opening in another company. I applied and had an interview. Three days later, someone called to tell me that I got the job.
Pat: That's great. How do you like the job?
Joe: I like it. The salary is a bit higher than on my last job and the benefits are very good.
Pat: I am glad to hear that.
Joe: Yeah. The other job was really starting to get me down. There was never enough work. And I don't want to work in six months if I do well.
Pat: Sounds good. How long does it take you to get to your new job?
Joe: and Pat continue talking.

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

1) One of the most common questions that people ask each other when they first meet is, "What do you do?" Which means, "What job do you have?"

2) It is usually acceptable to ask people, "How old are you?"

3) Many people think that religion is a personal subject and so they usually don't talk about it when they first meet each other.

4) It is not polite for people to talk about themselves when they first meet each other.

5) The question, "How much do you weigh?" is an acceptable one to ask Americans / English.

6) Is it acceptable to ask a married couple, "When are you going to have children?"

7) It isacceptable to ask a single woman, "When are you going to get married?"

5 Expand the following sentences trying to avoid certain topics:

1) Here's what has happened:

2) My friend's car is going to have a repair.

3) I am totally confused about this weekend.

4) As I was laid off I have got a new job in another company.

5) Hello. Nice to meet you.

6) I have got some friends but I don't have a close one.

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

1) You are at work taking a break. You have only three minutes left.

2) It is the first day of your English class. You meet one other student who was away. You are standing in front of the classroom waiting for the teacher and the other students to arrive.

3) You are at work and one of your co-workers is ready to leave. It is 3:30 p.m. employees usually leave at 5 p.m. [i.e. Friday afternoon].

Unit 4 Interacting in a Group

Culture Learning Questions

1) Which do you feel is more difficult, communication between two people or communication in a group?

2) Which is more difficult when you are speaking your own language? When is more difficult when you are speaking English? Give examples from your own experience.

3) Do you think that people who had the meetings in your culture would take the time to speak slowly and explain difficult words to non-native speakers of your language? Explain your answer.

Cultural Note

You probably find yourself in situations where there are conversations or discussions among two or more people. These include class discussions, meetings at work and social conversations. It is often difficult for non-native speakers of English to participate in group discussions and conversations when the others are native speakers of English.
It is not always possible to follow the conversation in a group discussion or meeting. You can be more prepared if you know certain phrases to get into a conversation and if you try to use them. You can also remind people, both directly and indirectly, that you are a non-native speaker of English and that group discussions or meetings are sometimes difficult to follow. The following list includes ways to help you participate in and understand meetings and group discussions:

1. Find a person who can help you understand a meeting or group discussion while it is going on and after it has ended.
2. Take notes and discuss issues in a meeting or group discussion.
3. Ask questions and give instructions in a meeting or group discussion.
4. If you are not involved in a meeting or group discussion, you can use the skills of holding your turn and interrupting to be more active in a meeting or group discussion.

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

a) Phrases and Expressions for Getting into a Group Conversation

- "Excuse me, I have something to say.
- "Could I ask a question?
- "Could I interrupt for a quick second?
- "Just a quick interruption.

You could interrupt, hold your turn, and then say what you want to say. "I think this is what we need to do." "You mean, uh..." "Can you tell me..." "Oh, I'd like to know..." "I've said something here..." "All right..." "Well, you know..."

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

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

- "I had a question earlier about (note the topic)."
- "I wanted to add something to what we were saying earlier.

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

- Ask for permission when it is necessary to interrupt quickly before the topic of conversation changes.
- Encourage others to speak up by being cooperative and by accepting different points of view.

Following are some examples of each:

- "Excuse me, I have something to say."
- "Could I interrupt for a quick second?"
- "I think this is what we need to do." "You mean, uh..."
- "Can you tell me..." "Oh, I'd like to know..." "I've said something here..." "All right..."
- "Well, you know..."

If you miss the chance to say what you want to say, you can often go back to a later time in the conversation.
"My feeling is that we should go ahead and buy the product."
"I can show you the numbers, if that will help."

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

Summary
"So you’d like us to discuss this in the next meeting?"
"If we meet again in one more time before we can consider it?"
"If I can summarize what we’ve been talking about..."
"Let me ask it in a different way...
"To summarize, we all agree that it has to wait until we have more information."

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

Cross-Cultural Interaction
1. Match the following phrases with the skills of interacting in a group:
   - Do you have the same opinion?
   - Encouragement
   - "I’m not sure if everyone heard. Let me repeat what I think on this matter."
   - "You mean we all need to meet one more time before we can decide?"
   - "It seems to me that the only solution is to lower the prices."
   - "Maybe we can figure out a way to make everyone happy."
   - "I reviewed the explanation. Would you mind repeating it?"
   - "Could we go back to what we were discussing earlier?"

2. Say whether the following statements are true (T) or false (F):
   1) If two people are speaking and a third would like to speak, he or she should never interrupt the speakers.
   2) In a group conversation or discussion, it is rude to talk about a topic already talked about earlier.
   3) Americans usually give non-native speakers of English extra thinking time and more room to formulate their own language into English.
   4) Americans generally think that it is good to speak up in meetings rather than wait to be asked.
   5) Americans are expected to bring up new ideas and suggestions in their meetings.

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

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

Bill: Okay, so that’s the insurance plan. Any questions?
Anna: Yes, I...
Margie (Margie interrupts Anna). Bill, where do I sign up for this insurance?
Anna (Anna thinks to herself, "What did Margie ask? I couldn’t hear the question."). Anna does not speak.
Bill: See Jim in the Personnel office. (Then Bill looks at Anna).
Anna: Personnel office?
Bill: You don’t know where the Personnel office is?
Anna: Anna, think to herself, "No, that’s not my question. I want to know what Margie asked you.") Anna is not sure what to say, so she says nothing.

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Bill: Margie, after the meeting will you show Anna where the Personnel office is?
Margie: Okay.
Bill: Any other questions?
Anna: Anna thinks to herself, “Yes, I have a question about the insurance and I still don’t know what Margie’s question was, what did they mean about the Personnel office? How can I answer it?” Anna looks confused but says nothing.
Bill: (No one asks a question, so he continues speaking quickly.)
Okay, let’s move on then. Have you all filled in your vacation schedules for this year?
Anna: (Anna thinks to herself, “What does he mean, ‘filled in’? I’m not going to ask about everyone else you probably understand.”)

a) Analyze: Can you explain?
1) Bill looks at Anna after he answers Margie’s question. Why do you think he does?
2) Anna thinks to herself, “Why, that’s not my question.” Why doesn’t she say this aloud to Bill?
3) Bill asks Margie to show Anna where the Personnel office is, even though this was not Anna’s question. Why do you think Bill did this?

b) Say whether the following statements are true (T) or false (F):
1) Margie needs to see John to the Personnel office to sign up for insurance.
2) Anna wants to know where the Personnel office is.
3) Anna asks Margie to show her where the Personnel office is.
4) Bill doesn’t ask the question that she wanted to ask before Margie interrupted.

4. Read the skills listed below and then read the dialogue. Identify the skill that is being used and say “What is happening? The first one is done:
- Gives feedback (1 example)
- Asks for or gives more information (1 example)
- Checks for understanding (1 example)
- Asks focused question (1 example)
- Asks focused question for more information (1 example)
- Holds her turn (2 examples, not marked)

Dialogue
Bill: Okay, so let’s fill in the schedule. Any questions?
Anna: Umm... can you fill mine...
Margie: (She interrupts.) Bill, where do I sign up for this insurance?
Bill: See John in the Personnel office.
Anna: Excuse me, Bill, what was Margie’s question?
Bill: Uh... Margie asked where to sign up for the insurance.
Anna: Umm... thank you. We can sign up in the Personnel office.
Bill: That’s right. Oh, now... let’s move on...
Anna: Before you move on, I got another question.
Bill: Oh yes, what was it?
Anna: I am not sure. I understand about the dental insurance. It is for my children.
Bill: Let me check the computer sheet I gave you.
Anna: Oh, thank you. Umm... I read it and then ask you later. I still have a question.
Bill: Okay. Then, (He is speaking more slowly.) Are there any more questions before I go on to vacation scheduling? (Bill pauses and makes eye contact around the room.)

5. Expand the following statements trying to use phrases and expressions of Initiation, Asking people for opinions, information and explanations. Offering opinions and giving information when needed. Repeating ideas, information and explanations, Summarizing and Encouraging:
1) A) I know she wants to continue her studies. She is planning to major in art at the University of Washington.
   B) Oh... once I used to visit art fairs.
   C) A)
2) A) She has such a successful career as a fashion designer.
   B) There are so many fashionable clothes nowadays.
   C) A)
3) A) You have to get a good education if you want to get ahead in life.
   B) By the way I will going to sign up for an exercise class at the gym of our University.
   C) A)
4) A: The information in lectures is the same as the information in textbooks, so attending lectures is usually not necessary.
   B: In fact, the ability to write well is not very important for undergraduates.
   C: I hope the same; it's difficult to part an exam and not to fail it.

5) A: If you cheat and are caught, you might have to leave the university.
   B: Sometimes students take exams in a written form.
   C: Just the same, it's difficult to pass an exam and not to fail it.

6) With two other who speak your language, demonstrate for the class how you would break into a conversation in your language.
   - See if the class can identify any "interruption sounds" you use (in English, "uh..." and "um..." are interruption sounds).
   - Translate into English the phrases and expressions that you used to break into the conversation.

7) Respond to the following situations and act them out:
   - Some students are discussing the problems of speaking a second language and solutions to those problems. You would like to join this conversation.
   - Complain to the principal of your school about the amount of homework you are given.

**Unit 5 Guiding the Conversation**

**Culture Learning Questions**

1. When you are speaking your own language with someone who is not a native speaker, do you change the way you speak? For example, do you:
   - talk more slowly?
   - ask more loudly?
   - use simpler words?
   - repeat and explain?
   - avoid long conversations?

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

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

4. **Cultural Note**

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

   There are different skills that you can use to help you guide the conversation. They are:
   - asking for focused explanation;
   - taking turns;
   - commenting on readings;
   - summarizing;
   - other ways of guiding the conversation.

   The following are definitions and examples of each skill:

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

   **2 Use question words**
   - For example: "Where do you want me to put it?"
   - Repeat the words that came just before the word you want repeated.

   **3 Make your voice less like a word with a question. For example:**
   - "Did you get a report from the editor?" (The speaker will then say, "The report")
   - Ask the speaker to explain what he said. Guide the speaker to use different words, examples, or more details.

   **Ways to ask for focused explanation (repetition):**
   - "I understand this, but could you explain the (sentence/paragraph) thing you said?"
   - "I got what you said about the first part, but I didn't get the next part."
   - "Do you mean that I need to come more than once or information in the computer?"
   - "Also, did you mean...?"
   - "Can you give an example of this?"
   - "I'm not sure what he meant, so I'd like to ask the question again."
2. Holding your turn. When you hold your turn, you are letting the
other person that you have not finished speaking and that you will say
something in a new sentence.

Show that you want to speak, but you need time to think first.
Ways to Hold Your Turn

This weekend" (Repeat part of the other person's question, with a
question mark.)
"I think..."
"Oh..."
"Well..."
"I'm not sure..."
"Let me see..."
"I'm not sure..."
"Just a second..."
"Um, how can I say this..."
"Let me try to say this correctly..."
"Well, let me think for a minute...

3. Correcting Misunderstanding. If you feel your partner did not
understand you correctly, interrupt and explain what you meant.
Ways to Correct Misunderstanding

"Oh, it's a Western Breakfast machine."
"Oh, that's P-O-N-T."
"This, well... actually my name is pronounced (pronounce your name)."
"I think that this is a word that is important that we do get the day off on
Monday."
"Let me see. You said to put another butter knife on the table."

Practice and Expressions for Checking
Checking Ideas:

"So you mean... they never received the typewriter?"
"So you mean that they have so far received the typewriter?"
"Do you mean that they have so far received the typewriter?"
"In other words: they have so far received the typewriter?"

Checking Word:
"You will call this color blue?"
"It's called pale blue?"
"I worry, did you say pale blue?"

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

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

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

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

"Let me see. You said..."
"Okay. Did you say..."
"Okay..."
"So you want me to put the knives on the table?"
"So you want me to not put the knives on the table?"
"So you want me to put the knives on the table?"
"So you want me to remove the knives now?"
"So you will call the boy? Is that right?"
"So you want me to bring new dishes now?"

Ways to Ask for Meaning:

1. Try to repeat the word or phrase that you didn't understand. Use a
question tone or "Excuse me!"
2. Ask for spelling: "Can you spell that?"
3. Say: "Color blue. What does that mean?"
4. Say: "Dishwash. What dishware is this?"

Practice and Expressions for Checking
Checking Ideas:

"Okay. So I put the col..."
Only words of guiding conversation such as hints, expressions of doubt and uncertainty are used. A hint is something that you say to show what you are thinking or feeling, without saying it directly. Tone can be warm and salaam. Strong hints are not used. Some hints may require more unfolding activity on the part of the hearer:

e.g. (hinting at a lift home) (going home)
Will you be going home now?

A student commonly uses one or more of the following which are of immediate relevance to the intended proposition, thus putting increased emphasis on context awareness and knowledge activation in the interaction:

1. (hinting at a lift home) (going home)
I didn't expect the service to end this late.

On the whole English people are still rather reserved and restrained, at least in comparison with Americans. This means that they are reluctant to present their opinions even verbally, or express their feelings strongly, at least is socially and economically important. This also leads them to play games for the sake of their institution and families. These tendencies are reflected in the following conversational habits:

1. wide use of such words as well, basically, as a matter of fact, etc., and question tags (e.g. Sally's a nice girl, isn't she? It was a good concert, wasn't it?)
2. use of understatement:
   e.g. (When one is very kind) I'm not too well at the moment.
   b) (When one has failed to get an important job) Well, naturally, I'm rather disappointed.
3. particular fights as well as asking questions of one's own possessions or achievements.
   e.g. Congratulations on winning the chess championship.
   b) (When one has been asked or given welcome news)
      That's great. We should do it ourselves, don't we?

Well, I'm in a way. It all depends.

Well, I'm not sure. I'm not sure what I should do.

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

For example:

Could you give me some time to think about this? 

1) "I'm not sure" 

2) "Do you think you could come to my appointment?"

3) "I'm sorry, did you say something?"

4) "Can you give an example of this?"

5) "Let me get back to you about that tomorrow."

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

7) "Um, how can I say this?"

8) "So you mean... they never received the questionnaire?"

9) "I'm not sure... but I think...

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

Situation: Pierre is from France. Pierre works for Western Biometrics Management Company. He works in the Shipping Department. At the moment, he is calling Mario Garcia at Alamosa Hospital about the late delivery. The receptionist at the hospital answers the phone:

Receptionist: Alamosa Hospital.

Pierre: Hello, is this Mr. Garcia on the line? ...this is Pierre, somebody Garcia here. Do you have a first name?

Receptionist: Um... we have several Garcia here. Do you have a first name?
Pierre: Uh... (He finds the piece of paper.) Maria Garcia
Receptionist: Maria Garcia's not in right now. She'll have to call you back.
Pierre: What?
Receptionist: She's out. She'll have to call you back later. (The receptionist begins to sound irritated.)
Pierre: Like, she's not there... She doesn't do anything...
Receptionist: Do you want to leave a message?
Pierre: Uh... You see, ah... I have some uh, paperwork, but I don't think that was... We delivered them ah...
Receptionist: Why don't you just tell me your name and number and she will call you back?
Pierre: What? Oh, my name is Pierre Dupont. My company is Western Business Machines.
Receptionist: Pierre Dupont, Western Business Machines... okay... give me your number. (The receptionist is speaking quickly.)
Pierre: Sure thing, I'm right now. (The receptionist sounds impatient.)
Receptionist: Does she have your number? (The receptionist sounds impatient.)
Pierre: Uh, yes. Ah... my number is 573-2194.
Receptionist: Okay. I'll give Miss Garcia your message. Good-bye.
Pierre: Ah... thank you. Good-bye. (Pierre hangs up the phone. He thinks to himself, "Sometimes I hate making phone calls.")

a) Analyze: Can you explain?
1. The receptionist does not say the name of Pierre's company correctly. Why do you think Pierre didn't give her the correct name?
2. Why do you think that the receptionist's voice began to sound impatient during the conversation?
3. How would Pierre have improved the conversation?

b) Say whether the following statements are true (T) or false (F):
1. In the conversation above, Pierre talks to Maria Garcia about the typewriter.
2. At first, Pierre cannot remember Maria Garcia's first name because he doesn't have the piece of paper with her name on it in front of him.
3. The receptionist says the name of Pierre's company correctly.
4. Pierre cannot remember his own telephone number.

The following interaction shows Pierre interacting more effectively with the receptionist. In this interaction, Pierre uses some of the skills for guiding the conversation. Read the skills listed below and then read the dialogue. Act out a similar situation.

Dialogue
Receptionist: (She answers the phone)
Pierre: Hello. This is Pierre Dupont from Western Business Machines. (He looks at a note on his desk.) Could I talk to Maria Garcia?
Receptionist: Maria Garcia? I'm afraid she isn't in right now. Carl...
Pierre: I'm sorry, she isn't...
Receptionist: She is not in... (She waits for Pierre to respond.) She's out. She'll have to call you back.
Receptionist: You see. She'll be in the office later.
Receptionist: I see... Ah... could I have a message?
Receptionist: Sure. (She waits for Pierre to speak.)
Pierre: Please tell me to call about the typewriter delivery...
Receptionist: the typewriter delivery...
Pierre: Uh, from...

What is happening?
Pierre introduces himself and his company at the beginning of the conversation. Pierre knows Maria Garcia's full name before he telephones.
Pierre interrupts to ask for focused repetition when he doesn't understand the phrase "She is not in right now."

The receptionist repeats the phrase "She is not in right now." before Pierre can finish explaining his reason for calling. Then, Pierre gives feedback that means "That's correct."
Receptionist: Okay... and what's your number?
Pierre: My number is 733-2064.
Receptionist: 733-2064. All right. And what's the spelling of your last name?
Pierre: I'm sorry, could you speak a little more slowly?
Receptionist: The receptionist's speech is not very clear. Pierre speaks more slowly.
Pierre: D-O-N-T.
Receptionist: All right, Mr. Dupont, I'll give Mr. Garcia a message.
Pierre: Uh... it's Western Business Machines.
Receptionist: Oh, I'm sorry, Western Business Machine.
Pierre: Yes, that's right.
Receptionist: Okay, Mr. Dupont, I'll give him the message. Thank you for calling.
Pierre: Please excuse me... she'll call the Pero's machine tomorrow.
Receptionist: Yes, she should call you back before 5:00.
Receptionist: Good-bye.

5 Read the following conversation between Dan, an American man, and his Chinese co-worker, Mei. Then answer the questions following the dialogue and see if it is making you more effective.

Situations: Dan and Mei are working together on a new product design. Dan calls Mei at his house to talk about the design.

Dan: Hello, Mei. This is Dan. Mei: Oh, hi, Dan. How are you?
Dan: Fine, and you? Mei: Fine, too. Have you had a chance to look over the designs I left on your desk?
Dan: No, I have not.
Mei: There are 3 or 5 seconds of silence
Dan: Mei, why are you there?
Mei: Yes, I am sorry. I didn't get to hear.

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

Dan: Yeah, but if you don’t get to them until Monday that’s fine. Is that okay?
Mei: I think I can look at them tomorrow afternoon. Can I call you tomorrow night?
Dan: Sure. Talk to you then.
Mei: He is gone for a couple of seconds. Okay. Good-bye.
Dan: Bye. (As Dan hangs up the phone he thinks to himself, “I guess Mei is not sure if I want him to work over the weekend.”)

Questions:
1. What did Mei do that made Dan think he was angry?
2. Do you think Mei was angry?
3. Why did Dan think Mei was angry?
4. Why did you think Mei did not reply quickly to Dan’s question?

6 Say whether the following statements are true (T) or false (F):
1. If someone, for example, a teacher or a supervisory has given you an explanation that you didn’t understand, it is not rude to ask questions about the explanation.
2. If you are talking to someone and you can’t think of what to say (for example, you’ve forgotten a word), it is better to be silent than to say something.
3. If you do not answer a question quickly, most Americans will understand that you need time to think and time to translate from your language to English. They will wait patiently for you to speak.
4. It normally takes to correct misunderstandings. It is better to not say anything about them.
5. It is helpful to summarize what a person has said because both you and he will know that you’ve understood.

7 Expand the following statements trying to use phrases and expressions of guiding the conversation, asking for focused explanation, holding your turn, summarizing other ways of guiding the conversation:
1. Your friend: My computer is a real joke. She never lets a finger to clean up after herself.
   You: __________________________
2. Your friend: How are you doing on your project tonight?
   Your: “I’m not sure how to clean up after myself.”
   You: __________________________
3) Your friend: "Is it important for you to know English if you want to get ahead in your career?"
   You: ____________________________

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

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

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

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

8) Your group mate: "My friend has been reading books for six years. He is lucky, and it was a good opportunity to get ahead."
   You: ____________________________

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

10) Your neighbor: "My dad has lost money on the stock market. He plans to buy a house in Malibu, California."
    You: ____________________________

8 Correcting Misunderstandings. Your teacher or a partner will say some things to you that are incorrect. Use the phrases to correct the misunderstandings. Then with the other students, make incorrect statements and have them correct you. For example:
   Teacher: "The book closes at 5:00 on Fridays."
   You: "Uh...I think it closes at 5:00."
   1) Your name is ____________________________ right?
   2) Your friends like you, don't you?
   3) You work at ____________________________ company. Don't you?
   4) haven't you been here for three years?
   5) You already knew English before you came here, didn't you?
   6) Class begins at 9:30.
   7) A person can have either full-time or part-time jobs.

9 Express doubt or uncertainty in reply to the following questions:
   1) What time does the movie about W.G. Wells start?
   2) Who's the book by?
   3) Is Martin an only child?
   4) When did the English change over to decimal currency?
   5) Why did the excursion take place? Because of the weather?
   6) Are these mints cigarettes, do you think?
   7) There are some changes in our life, aren't there?
   8) The apartment manager refused to rent an apartment to Barry and Frank.

10 Using the words given, make up questions, to which another student replies, expressing doubt or uncertainty:
   1) Paul - on the phone; 2) the film - American; 3) when - Sally's birthday; 4) what - you did at the weekend; 5) to - the nation; 6) fact - about having a new rainbow; 7) necessary - to have a beard.
   Paul: "Don't get a job at that expensive restaurant because of your appearance."
   1) Choose the words and phrases used to give a hint, express doubt or uncertainty:
      Well, anyway, in a way, it all depends... I'm not sure / certain; now, now, I think so as I'm not quite all certain; I couldn't say for sure by all means, I'd prefer; I'm afraid I have no idea; if I remember rightly; you were... weren't you; I wasn't at the lecture yesterday; I wish I had... If I'm not mistaken.

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

15 Respond to the following situations and act them out staying in control of the conversation and guiding it:
   1) Some students are discussing how a certain holiday is celebrated in your country.
   2) Your friends are discussing how weddings are celebrated in different countries.
   3) Your co-workers are discussing how to use a machine that the other person doesn't know how to use.
Unit 6 Advice

Cultural Note

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

People from other cultures do not listen to advice very attentively as they think that a person should solve his/her problems him/herself. In case people know the advice of giving advice are used in subjective mode:

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

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

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

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

The Russian expression Be careful, on the road... is rendered

What if you were to? What about your doing...? Perhaps you might do

A Dutch/English equivalent to do...

There are some more useful phrases giving advice:

Take it easy...
Relax...

informal, used only among friends

Don't panic...

Take your time.

Don't take it too much to heart.

Remarks like The label is striking out the back of our country with

four pairs of two legs in the back, who are given to a cleaner present by

mentioned in this culture they sound quite rude and tactless.

Asking for advice:

Can you give me any advice? What should I do?

What do you suggest (recommended) advice?

I'd like to know your opinion / what you think about this?

Giving advice:

You ought to... I advise you to... verb

I suggest that you... Why don't you...?

If I were you, I'd...

You'd better (not)...

Maybe you should... Would you mind if I made a suggestion?

Accepting advice:

Thanks for the advice. That sounds like a good idea.

Thanks. I'll do that.

Yes, I suppose I'd better / I should...

I think I will.

I think... Perhaps you're right.

Rejecting advice:

Thanks, but I don't think that's a good idea. Thanks. I'll think about it.

Thanks, but I'm not sure. I think that would be a mistake.

I am afraid I can't. It's too late / I can't afford it / it's too expensive.

Cross-Cultural Interaction

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

Jeff: Hi, Dad.

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

2. Advise someone (a friend, co-worker, etc.) how you to:
   1. Go to see a doctor.
   2. Write a letter of complaint.
   3. Prepare a report for your boss.
   4. Discuss a problem with your friend.
   5. Give advice to your friend (relative, friend, co-worker, etc.):
      1. to read more English books in English;
      2. to go and see a doctor;
      3. to take a taxi to the airport;
      4. to eat too much/to go on a diet;
      5. not to worry too much/to eat more fruit;
      6. to give up smoking;
      7. to work harder.

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

Situation 1: Person A is spending more money each month than he or she is earning. Person B gives suggestions for helping Person A to manage better.
(Example: Don't use credit cards.)

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

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

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

Keys
Ex. 4, p. 44
a) "Really?" No problem. Don't worry. "b) Congratulations. Well done!"
c) "That's really?" d) "Oh, it's nothing for you."
1) "What is difficult? That's disgraceful!"
Ex. 7, p. 54
Ann: Anna Mari Bytina, but most people call me Anna. And you? And what's your name?
Nancy: Really? Your English sounds great!
Nancy: Mire-anna. So why are you going to take the test in English?
Ex. 1, p. 29
1) either; 2) instance; 3) expression; 4) offer; 5) suggestion; 6) nomination; 7) offer; 8) consideration; 9) ask; 10) going back to early topics / consideration
Ex. 2, p. 5
1) summarizing; 2) correcting misunderstanding / checking ideas; 3) holding your turn; 4) correcting misunderstanding / checking words; 5) asking for feedback explanation; 6) dividing the answer; 7) asking for the detail explanation; 8) holding your turn; 9) correcting misunderstandings / checking ideas; 10) holding your turn
Ex. 5, p. 38
Summary of dialogue: Mike is a little embarrassed that he hasn't had time to look at Dan's design. He is unsure how to express this information politely in English. He needs time to think before he replies to Dan's question. Unfortunately, while Mike is thinking, Dan learns only long silence. Dan becomes very uncomfortable with this silence, and he thinks Mike must be annoyed or angry.
Here is an example of effective conversation between May and Dan:
May: "Oh, hi, Dan. How are you?"
Dan: "Hi, Thay. How's it going?"
May: "Oh, well... I tell you the truth, I didn't get to them."
Dan: "Oh, that's okay. Will you have a chance to take a look at the designs this weekend?"
May: "Um... this weekend? I wish... ah... I can't look at them tomorrow afternoon. Can I call you tomorrow night?"
Dan: "Sure, talk to you then.
May: "Okay. Good-bye."
Dan: "Bye."
Ex. 11, p. 41
Well, in a way, it all depends... I'm not sure I consider, I think so. I'm not quite sure at all certain. I couldn't say for sure. If I remembered rightly they were... weren't your... I wasn't at the house yesterday. It's not the same.