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имени Франциска Скорины»

Л. И. Богатикова

CROSS-CULTURAL COMMUNICATION
Expressing Emotions and Exchanging Viewpoints

МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ
Выражение эмоций и обмен мнениями

Практическое пособие
для студентов специальностей
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в овладении межкультурной компетенцией иноязычного
общения на основе анализа коммуникативного контекста и
ситуаций общения, особенностей коммуникативного поведения
представителя англоязычной лингвокультуры в условиях
межкультурной коммуникации.

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Введение

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

В межкультурной коммуникации очень важно понять смысл каждого конкретного поступка, ибо он чаще всего скрыт традиционными представлениями о нормах, правилах общения, которые в разных культурах и социокультурных группах также разные. Для овладения иноязычной культурой общения необходимо развивать межкультурную компетенцию и обучать коммуникативному поведению, начиная с начальной стадии обучения иностранному языку, что и является основной целью данного пособия.

Содержание данного пособия охватывает различные коммуникативные нормы, правила речевого этикета и особенности поведения в различных коммуникативных ситуациях, включая и выражение различных эмоций (выражения соболезнования, сожаления, разочарования, удовольствия / неудовольствия, одобрения, комплимента и пр.) и обмен мнениями.

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

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

Unit 1 Expressing Emotions

Culture Learning Questions

1 If someone is upset or angry, do you think it is better for that person to talk about the way he or she feels? Is it better to keep feelings inside? Explain your answer.

2 In your country, how does one person usually tell another that he or she is angry?

3 If you see that someone is unhappy or upset, would you say anything about it? Would you ask the person why he or she was feeling that way?

4 Are there any expressions or idioms in your language that can help people understand cultural beliefs about expressing emotions? For example, in English the following are common:

Get it off your chest.

Talk it out.

Get it out; don't hold it.

Cultural Note

People experience similar emotions all over the world, but sometimes express them differently. Children see their parents expressing such emotions as sadness and anger and, when they grow up, they express them in more or less the same way. In some parts of the world, people express these emotions very freely and you can *read their faces like a book*. In other parts of the world, it is not always as easy to know what another person is feeling.

Boys and girls are sometimes taught different things about expressing sadness. Some American parents let their little girls cry, but feel uncomfortable when their sons cry. These parents may say, "Don't cry. Be a man!" This explains, in part, why men and women don't always express sadness in the same way. This is an example of how culture is learned, that is, how children learn to express emotions from those around them. Americans often ask each other, "What's wrong?" if they see by a person's expression that something is bothering him or her. Many people think that you should say what is wrong instead of just acting upset or angry. If a person acts upset, angry, or bothered, but doesn't say anything about it, some Americans think that person is being childish.

There are Americans who prefer not to express their emotions verbally or nonverbally. They may try to hide their emotions completely. In a culture made up of so many different types of people, it is not always easy or possible to describe how people react emotionally. In the area of

expressing emotions, there can be differences between people of different generations, between men and women and among Americans of different cultural backgrounds. Yet, there is still a general belief that it is good to "talk things out" or "get things off your chest" when there is a problem.

In any one country, you will see people expressing anger in different ways, but there are generalizations that can be made. People from certain parts of the world are said to be "hot-blooded" or "hot-tempered". This means that they express their anger easily and quickly. In some parts of the world, people are taught that expressing anger is wrong and shows a lack of control. There are some more phrases for **expressing feelings**:

"Let me explain how I am feeling / I feel."

"Let me tell you my reaction to that."

"It's not easy for me to say this, but I'm a bit upset about what happened."

"I will try to explain the way I'm feeling, but it's not easy to do."

"I am uncomfortable about what happened because..."

"In my culture, we don't usually talk about this, but I'd like to let you know how I feel."

Showing interest or surprise. When people are talking, they want to show that they are listening and that they are interested in the conversation. English speakers do this by making eye contact, by nodding their heads and by using words and phrases that encourage the other speaker to continue. Here are some expressions for showing interest:

Really? Oh no! Oh? And? Well? What a surprise!

Yeah? Oh yeah? (Good) heavens!

I see. Mmmm-hmm. Indeed? (coldly formal)

Fancy (that)! (informal) That's really interesting!

That's an interesting / great / nice story.

If you are surprised by something you hear, you can say:

(That's) incredible! (That's) unbelievable!

(That's) amazing! I can't believe it.

To express surprise (often mixed with disbelief) at what other people tell us one can say:

Do / Have you really? (semi-formal, rather mild)

You haven't, have you? You don't, do you?

You don't say (so)! (more colloquial)

Go on with you! Well, I never! (colloquial, mixed with disbelief)

Disappointment is the unhappiness (bitterness) you feel at not seeing your hopes come true, for instance when somebody lets you down or things do not go the way you had expected. It can be expressed as follows:

I am / was rather / very / extremely disappointed...

It / She / You disappointed me. I found it rather / very disappointing.

Some Americans and English try to conceal their feelings. To conceal your disappointment and / or show more reserve, you may answer the same question in a somewhat softer key:

Well, to be frank } it wasn't as good / nice as I'd expected.
Well, to tell (you) the truth } I'd expected it to be (much) nicer.

Stronger expressions of disappointment include:

Oh, how (very) disappointing.

That's (really) disappointing. Oh, what a pity!

Pleasure is a feeling of happiness, enjoyment, or satisfaction is usually expressed in the form of an exclamation:

What a wonderful / nice / lovely / beautiful...! (That's) marvelous! (That's) terrific! (That's) fantastic! (That's) great! (more colloquial)

Americans are very enthusiastic in expressing their emotions; they speak and laugh very loudly. The most usual response to exclamations of pleasure about other people's possessions, ideas, presents, etc. is **agreement**: (Oh) yes, isn't it? (rather enthusiastic) Yes, rather (less enthusiastic) or **disagreement**: Do you think so? (cold, formal or sarcastic) Is it really? (rather mild)

Remember, though, that while it is quite all right to be enthusiastic about other people's achievements or qualities, you have to be more reserved about yourself. So in most cases all you can say without being boastful will be:

Yes, it's not bad, is it? Do you like it? I am glad you like it.

Displeasure (annoyance and anger), as is nearly always the case with strong feeling, is usually expressed with exclamations:

Oh no! Oh really! Oh dear! That is a bore! Well, I like that! Oh Heavens!

What a bore! There! / There it is! / you are! How annoying!

Isn't that annoying / infuriating / maddening! (more colloquial)

That's the limit / last straw! (colloquial) (Oh,) bother! (rather mild)

Mind what you're doing! Mind your own business! (possibly rude)

Who d'you think you are? } rather rude

Who d'you take me for?

Regret is feeling of sadness about something that has happened or you wish you had not said or done can be expressed as follows:

I wish I / we had / hadn't...
If only I had / hadn't...
It's a pity I didn't... I / we can't
I wish I could...
It's a pity I / we can't...

emphatic

The most usual response to regret is either reassurance and consolation or agreement.

Worry and other similar emotions, such as nervousness and depression, can be expressed as follows:

I'm worried (the most widely used)
I'm rather / very / really / terribly worried (about)...
I'm (rather / very / terribly) anxious about... / concerned about...

Concerned also means practically the same as **worried** but is less emotional and more formal.

I'm } very { *nervous* (slightly afraid)
I feel } *depressed* (in low spirits)
I feel } *miserable* (very unhappy)
I feel } *fed up* (unhappy, tired and discontented)

Frustration is the way people feel when they cannot get what they want, even after many attempts. For example, suppose your neighbour's dog wakes you up every night. You complain to your neighbour many times, but the situation does not improve. In this situation you will feel *frustrated*. The underlined idioms in the following sentences mean that a speaker is frustrated. Notice the grammar in each sentence.

- My roommate is a total slob! She never cleans up after herself! *I am fed up with her mess!*

- Mother (to fighting children): *I've had it with your fighting!* Go outside right now. I want some quiet in here!

Student: I've been working on this physics problem for three hours. *I'm sick of it!*

Reassurance is the act of making someone feel less worried about something. To reassure someone who is worried, nervous, etc. English speakers say:

Cheer up. Don't worry. Try not to worry (about it).
There's no need to worry. Try to look on the bright side (of things).
Everything will be all right in the end. Take it easy.
Things will come right in the end. Don't let it get you down.
Why worry (about that)? It may never happen.
Try to look on the bright side (of things).

To express **sympathy and consolation** one can use:

I (do) feel for you. It's very sad / unfortunate about...
I'm so sorry about... (more colloquial)
How terrible for you! That's too bad! What a shame / pity!
What / that's bad luck! How annoying / terrible! What a nuisance!
I / we all sympathize with your loss. I'm (was) sorry to hear that...
 Here are some things English speakers can say for consolation:
Don't let it upset / distress you (formal). Better luck next time. Cheer up.
Don't let it worry you (informal). These things do happen. Never mind.
Everything will turn out / be all right in the end. You'll soon get over it.
It's not the end of the world. Things will come right in the end.
It could / might be much / a lot worse. Don't let it get you down.

Cross-Cultural Interaction

Showing interest or surprise

1 Choose the words and phrases used to express different emotions such as: a) reassurance; b) frustration; c) sympathy and consolation; d) interest or surprise; e) regret; f) pleasure and displeasure:

1) That's great. 2) Things will come right in the end. 3) It's a pity I didn't know anything about it. 4) It's very sad / unfortunate about your losing a job. 5) It could / might be much / a lot worse. 6) Isn't that annoying and infuriating. 7) Really? What a surprise! 8) There's no need to worry.

9) Yeah? Oh yeah? Good heavens! 10) That's the limit / last straw! 11) I see. Mmmm-hmm... Indeed? 12) If only I had known about it I would have helped you.

2 Read the following groups of words and phrases used to express emotions and say which are the odd ones:

That's it! Well done! It's disgraceful / disgusting! It all depends... That's terrific! That's fantastic! How exciting! I can show you the numbers, if that will help. Don't let it get you down. What a nuisance! Do you really think so? Let me see... Well... you know...

3 What responses do you associate the following phrases with?

Well, really! Well / now! then. Sure. Uh-h-h! Ah-h-h! Why! Anyway. Oh-oh! Not in the least. Quite the contrary. Really? Is it possible? Is it / Did you?

4 Guess what is meant by the following response, phrase.

1) These things do happen. 2) Everything will be all right in the end. 3) Cheer up. 4) That is a bore! 5) Well, to be frank it wasn't as good / nice as I'd expected. 6) There it is! / There you are! 7) It's a pity I didn't know anything about it. 8) Well, to tell (you) the truth I'd expected it to be

(much) nicer. 9) What a surprise! 10) Well, I like that! 11) I am fed up with her mess! 12) You haven't told him about it, have you? 13) That's the limit / last straw! 14) Try to look on the bright side of things.

5 Think out responses to the statements (exclamation; request; displeasure; sympathy and consolation; interest or surprise; regret).

- 1) "Here's Mike. Late as usual. What's your excuse this time?"
- 2) "Oh, I've known it! The train has just left."
- 3) "I have searched everywhere for my keys."
- 4) "Don't put off doing this work any longer – you should do it now."

6 Match the following phrases and make up a dialogue:

Let me show you the way to the cinema.	Where do I sigh?
Will you fill in this form, please?	With pleasure.
Would you like to see this collection?	It's very kind of you.
Are you coming with us?	Well... really.

7 Read the conversation and circle all the phrases that Anna and Nancy use to show interest in what the other is saying, then act it out:

Anna: Excuse me. Could you tell me where Kimbell Hall is?

Nancy: Oh, you mean Campbell Hall?

Anna: Oh, yeah, right.

Nancy: Do you see that brown building over there?

Anna: Uh, behind the fountain?

Nancy: Yeah, that's it. Come on, I'm going there too. Are you here for the English placement test?

Anna: Yes, I am. How about you?

Nancy: Actually, I'm one of the English teachers here.

Anna: Oh really? Maybe I'll be in your class!

Nancy: It's possible.

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

Nancy: I see. Uh, what do you want to major in?

Anna: International business. My father has an import-export company, and he has a lot of business here. And I also want to take art classes, because I'm really into art.

Nancy: Can't you study those things in Italy?

Anna: Of course, but you have to speak good English these days to get ahead in business. It's better for my career if I go to college here.

Nancy: Well, here's Campbell Hall. Good luck on the placement exam. It was nice meeting you, Anna.

8 Work in pairs. Take turns telling each other a story about a very important event in your life. As one student speaks, the other should show interest by making eye contact, nodding, and using phrases of encouragement from the box.

Some sample topics (but feel free to choose your own):

- 1) My favourite vacation.
- 2) A serious accident.
- 3) The best meal I have ever eaten.
- 4) The day I met my (boyfriend / girlfriend / husband / wife).
- 5) My first day of university / work.

Disappointment and Frustration

1 Using the hints in brackets, express disappointment in response to the following questions and remarks by a fellow-student:

- 1) How was the party at the Jones? (Very few people I know).
- 2) How did you find the French Impressionists exhibition? (Very few paintings by well-known artists and mostly sketches).
- 3) I hope you enjoyed your visit to the Students' Union. (Not so interesting as I'd expected).
- 4) You seem rather disappointed with what we were shown by the Headmaster. (The equipment in the language rooms is outdated and there are too many students in each class).
- 5) How was the game? (The field was muddy and the players soon got tired).
- 6) Did you talk to Professor Higgins about your paper? (He seemed to be in a hurry and just made some very general remarks without going in to details).
- 7) Did you find the book I recommended useful? (Nothing really new. Mostly the same stuff as in the textbooks).
- 8) I enjoyed watching your game with Pete. Did you enjoy it? (He didn't play as well as I'd expected).

2 Express disappointment or resignation at the following:

- 1) You have come to the station to meet a friend and when the train arrives, you find she isn't on it.
- 2) A friend tells you he has forgotten to bring the book he promised.
- 3) Your friend telephones you and tells you she can't come to your party next weekend because her husband has sprained his ankle and has to stay at home.
- 4) You've come to a picture gallery and find it's closed for repairs.
- 5) Your colleague, who promised to fill in for you while you are away on a short holiday, tells you he can't do it.
- 6) You've been dialing your friend's number for several minutes, but have been unable to get through.
- 7) You are waiting for a friend to pick you up in his car after work. He fails to come and you see there's no reason to wait any longer. You'll have to take a taxi.
- 8) A friend tells you he has been unable to get tickets for a concert to be given by a famous pop singer.

3 Think out responses to the statements (disappointment, displeasure, regret, frustration):

1) Delays in the tunnel may be terrible in the main holiday period.
2) Harris was late again for his work because of traffic jam.
3) Hundreds of homes will be destroyed in this part of the city to provide space for a new motorway.
4) They've bought a brand new and very expensive car but in a week it broke.

4 Work in pairs. Take turns telling each other a story about an unpleasant event in your life. As one student speaks, the other should show interest by making eye contact, nodding, and using phrases of encouragement from the box.

Pleasure, Displeasure and Reassurance

1 Choose the words and phrases used to express pleasure and displeasure:

Cheer up. That's marvellous! Don't worry. That IS a bore! Let me try to say this correctly...! That's great! That's terrific! I can't believe it. I'm shocked. That's fantastic! Well, I like that! Try not to worry about it. Oh, bother! How annoying! I found it rather / very disappointing. Mind what you're doing! Isn't that annoying / infuriating / maddening? Well, to tell (you) the truth. That's the limit / last straw!

2 Express pleasure or delight in response to the following statements / questions asked by a fellow-student:

1) Here's a present for your birthday. And many happy returns.
2) Is this your watch? I found it in my room after the party last night.
3) Uncle Jack is coming for the weekend. I got an e-mail from him this morning.
4) We shan't have classes on Saturday. We're going to the Hermitage.
5) Try this. It's English plum pudding. My mother made it.
6) We'll take easy today, shall we? Have a rest in the afternoon and in the evening we'll go to the cinema.
7) This painting had been stolen twice and was only recently returned to the owner, who gave it to the museum.
8) We'd like to invite you to spend this weekend with us at our country cottage.

3 Think out responses to the statements ((disappointment, displeasure, regret, frustration):

1) I am very glad that this affair is completely finished.
2) You don't need to have a sofa to sit on, you can manage without one.
3) What she told me was irrelevant to the subject we were discussing.
4) I have lost some weight.

4 Find a mistake in the following dialogue and correct it.

Manager: Yes? Who is it?

Tenant: It's Donna from 206. I've got a check for you.

Manager: Oh, it's you. Do you know it's the fifth of the month?

Tenant: Yes, Mr. Bradley. I am sorry. I know it was due on the first, but my grandma got sick and I was very happy to go out of town suddenly.

5 What would say in the following situations? Address your remark to a fellow-student, who tries to reassure you.

1) You think you've lost your passport.
2) A friend of yours is seriously ill.
3) You haven't heard from your mother (who lives in another town) for several months.
4) You are going to an interview (for a job) tomorrow.
5) Your dog has run away.
6) You have more work than you can cope with.
7) Your car has broken down the day before your holiday. (You were planning to go camping with some friends).
8) Your leg has suddenly swollen up.
9) You have not been promoted (at work) as promised.
10) Your parents won't allow you to have a party in your family flat.

6 Choose the best reaction to the following statements:

1) I've lost my train ticket.
a) Oh, that doesn't matter. b) I wouldn't let that worry you.
c) That's too bad.
d) They say your father is very ill.
2) Oh, bad luck! b) How terrible! c) It might have been worse.
3) I'm awfully sorry, Mrs. Briggs, but I've broken one of your tea cups.
a) It might have been worse. At least it's only one cup. b) How annoying! c) Oh, that doesn't matter. d) Better luck next time.

7 Find a mistake in the following dialogue and correct it (use the phrases *There's no need to worry. Everything will be all right in the end. Try to look on the bright side (of things)* etc.):

Customer: Hi, my name is Chang Lee.

Teller: How can I help you?

Customer: I want to check my balance.

Teller: OK. Can I have your account number, please?

Customer: 381335.

Teller: Your balance is \$201.

Customer: OK. And I asked my father to wire me some money. I'd like to know if it's arrived.

Teller: I'm happy to say that your account doesn't show any deposits.

Customer: Oh, no. I need to pay my rent tomorrow. What do you think I ought to do?

Teller: Well, the computer's a little slow today. Why don't you come in again tomorrow? Or you can call us. Here's the number.

8 Role play the following situations:

- a) Your friend has failed his exam. Try to reassure him/her that he/she can take it another time.
- b) The roof of the neighbour's house is leaking. Try to reassure him that it's not difficult to mend and it won't take a lot of time and money.

Regret and Worry, Sympathy and Consolation

1 Express regret at:

- 1) being unable to afford a car / a new DVD; 2) having very little free time for sports; 3) not knowing what to give to your friend for his birthday; 4) having been rude to your sister; 5) your friend's winning first prize in a quiz; 6) your friend's getting a very expensive present (a video recorder) from his mother; 7) your friend's getting the job for which you both applied; 8) not having studied English hard enough at school; 9) your inability to accept an invitation to your friend's party, as you are going to be very busy next week; 10) being unable to lend your friend the sum he is asking for (£100).

3 Express your worry about

- 1) your health; 2) having so much work to do; 3) the essay you've got to write; 4) the future; 5) losing your job; 6) your father's illness; 7) your project being rejected; 8) having to stay at home all the summer; 9) your exams; 10) the children's safety; 11) your interview with the employer; 12) your being made redundant

4 Respond to the following statements with expression of:

a) Sympathy

- 1) Oh, I had a very bad night. The people in the next room were having a party till about four in the morning. 2) The plane was two hours late, so we had to wait for it. And when we were half way to Chicago, we were told that because of a heavy snowfall Chicago was closed and we were landing in New York. 3) I caught an awful cold last week. 4) I had such a terrible headache that I couldn't sleep at all last night. 5) Our poor dog was run over last month. 6) We had very poor weather most of the time. It was the worst holiday I've had for years.

b) Consolation

- 1) Oh, dear, we are going to be late again. 2) I'm sorry, Mrs. Carson, I've broken the vase which was on the table. 3) I'm sure I've failed the exam. 4) You know, we were burgled last night. They took all our money

and valuables. 5) I'm afraid I've lost their telephone number. 6) My arm and my right shoulder are bruised. I had a car accident last Sunday.

5 Express sympathy or consolation in the following situations:

- 1) A friend missed his plane, coming to the airport just after his flight had taken off. 2) A friend's father has died in an air crash. 3) A friend came to a small town on business without booking of the hotel, which turned out to be fully booked. 4) A friend has failed the exam. 5) A friend was mugged last night. The muggers took all the money he had on him. 6) A friend's dog has died. 7) A friend is in trouble with his boss, as he is (the friend) is often late for work. 8) A friend has been given notice by his boss and will have to find a new job. 9) A friend slipped in the street and fell down, breaking his arm. 10) A friend has lost his wrist-watch.

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

Situation: Mary, a non-native employee and her American co-worker, Sara, are leaving work to go home. The two are friendly with each other, but they are not close friends. Sara notices that Mary seems upset about something, so she decides to ask her about it.

Sara: "You seem upset about something. Is everything Okay?"

Mary: "Everything's fine."

Sara: "Are you sure? You look upset."

Mary: (Thinking, "Why is she asking me how I feel? She shouldn't ask me so many questions"). "No, there's no problem." (She looks away).

Sara: (Thinking to herself, "I'm just trying to help her and to show her that I'm interested in her.") "Well, I hope everything's okay. Remember, you can always talk to me."

Mary: (Thinking to herself, "Why should I talk to her?") "Okay."

Sara: (Thinking to herself, "I hope she talks to somebody. She'll feel better if she gets her feelings out.") "See you tomorrow."

a) Analysis: Can you explain?

- 1) Why do you think that Mary said, "No, there's no problem" when something was bothering her?
- 2) How do you think Sara felt when Mary didn't want to talk to her?
- 3) Do you think Sara should continue to ask Mary to talk about her problems? Why or why not?
- 4) If you were in the same situation as Sara, would you try to get the other person to talk? How about with a close friend? Explain your answer.
- 5) How important do you think it is to "get things off your chest" (that is, to talk about problems)? Can you think of times when it is better not to talk about things?

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

- 1) Mary wanted to talk to Sara about the way she was feeling.
- 2) Mary told Sara how she was feeling.
- 3) Mary thought that it was okay that Sara was asking her questions.
- 4) Mary was too busy to talk to Sara.
- 5) Sara knew that she shouldn't ask Mary questions.

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

Sara: "You seem upset about something. Is everything okay?"

Mary: "Everything's fine."

Sara: "Are you sure? You look upset."

Mary: "Well, something is bothering me, but I'm not used to talking about my feelings."

Sara: "You can always talk to me if you want. You might feel better if you do."

Mary: "Thanks, but in my culture we don't usually talk about our feelings with others."

Sara: "That's hard for me to understand, but I'm glad you explained to me. I hope you feel better soon."

Mary: "Thanks. I'm sure I will."

7 Work in pairs. Take turns telling each other a story about an unpleasant event in your life. As one student speaks, the other should show interest by making eye contact, nodding, and using phrases of encouragement, sympathy and consolation from the box.

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

- 1) When Americans are feeling sad or upset, most of the time they smile to hide their true feelings.
- 2) Some American parents teach their sons and daughters different things about expressing emotion (for example, they sometimes tell their sons not to cry, but do not tell this to their daughters).
- 3) It is unusual for Americans to express their anger directly to another person.
- 4) If you seem upset about something, an American will never ask, "What's wrong?"

9 Culture puzzles:

a) Read the situation and choose the appropriate explanation or explanations. There may be more than one possible answer.

Situation: Kim is an immigrant living in the United States. She is talking to Judy, an American neighbour. Judy asks Kim if she plans to go to the neighbourhood picnic. Kim answers, "No, I won't be going." Smiling, Kim tells Judy, "Maybe you don't know this, but my husband passed away last month." Judy is surprised and saddened by the news and she expresses her sympathy. Later she thinks about her conversation with Kim. She felt that there was something strange about the conversation.

Judy felt that there was something strange about her conversation with Kim because:

- a) An American woman whose husband had died recently would be wearing black clothing.
- b) Most Americans would not smile when telling sad news.
- c) An American would put a notice in the newspaper so that everyone would know about it.

Discuss the following questions:

- 1) What do you think Kim's smile meant?
- 2) In the U.S., the usual meaning of the smile is happiness or friendliness. What else can a smile mean?

b) Read the situation and choose the appropriate answer. There may be more than one possible answer.

Situation: Joe and Gary, both Americans, are friends. They have just run into each other at a store.

Joe: "Hey, Gary. How've you been? (Joe is happy to see Gary. He slaps him on the back).

Gary: "Oh, hi Joe. How's it going? (Gary doesn't seem happy to see Joe).

Joe: "Pretty good. Everything okay with you? It looks like something is bothering you."

Gary: "If you want to know the truth, I'm pretty angry at you."

Joe: "What did I do?"

Gary: "Well, I heard that you went out with Jennifer two nights ago. You know I've had my eye on her for a long time."

What do you think Joe's reaction will be?

- a) Joe will apologize many times and will promise not to go out with Jennifer again.
- b) Joe will say something like, "Wait a minute. You don't own her. You've never been out with her before."
- c) Joe will get angry with Gary because Gary got angry with him.

Discuss the following questions and then do the role-play of the situation:

- 1) Could the situation with Gary and Joe occur in your country?

2) If so, what might Gary and Joe say to each other? Would Gary express his anger? Can you make a *cultural generalization* or does it depend on the person?

3) What would you say if you were either Gary or Joe? How would you express yourself?

10 Role play situations in an apartment building:

Situation 1. a) *Student A.* You are a tenant in a large building. Your refrigerator has broken for the third time in less than six months. Call the manager to express your frustration and to tell him or her you also want the refrigerator replaced.

b) *Student B.* You are a manager of a large building. You have one tenant who frequently complains about problems in his or her apartment. This takes up a lot of your time. Now the tenant calls you with a new complaint. You feel that this tenant should pay for the repairs because you think the tenant doesn't take good care of the apartment.

Situation 2. a) *Student A.* You are a music major in college. You love to play your CDs while you do your homework at night. The problem is that your downstairs neighbour goes to bed early and does not like your music. This neighbour complained once, and since then you have tried to be quieter at night. However, you refuse to stop listening to music. Now it is 12:30 A.M., and someone is knocking on your door.

b) *Student A.* The neighbour above you plays loud music late at night. You wrote this neighbour a polite note about it, but the problem has not stopped. Now it is 12:30 A.M. and you cannot sleep because of the music. You are very frustrated. You go upstairs, knock on the neighbour's door, and tell the neighbour you want the problem to stop.

Unit 2 Expressing an Opinion and Exchanging Viewpoints

Culture Learning Questions

- 1) How do you usually express your opinion in your own culture?
- 2) In your culture, do people express disapproval tactfully?
- 3) In your opinion, is it possible to be both polite and honest when you tell someone that you're angry or wrong? If so, how? If not, why not?

Cultural Note

An *opinion* may be expressed simply as an assertion, without any introductory words. Sometimes, however, such statements may sound too

dogmatic and to avoid this effect one of the following phrases should be used.

I think (that)... – the most common

I believe (that) (it is sometimes an alternative to **I think**)

I feel (that) (it may be used instead of *I think* or *I believe* to express a belief or conviction)

I consider (that)... – formal, semi-formal and more intellectual than *I feel*, which is more emotional.

In my opinion

To my mind...

In my view...

} **emphatic**

Giving opinion implies agreement, disagreement, contradiction, approval and disapproval, etc.

Cross-Cultural Interaction

1 Choose the words and phrases used to fill in the pauses, to show hesitation and to express opinion:

Uh... Well... That's marvellous! It all depends... In my opinion... Let me try to say this correctly...! In my view... I believe that... Don't worry. That's fantastic! I'm not sure.... So you're going to... Try not to worry about it. Oh, bother! How annoying! Let me see... Well, I like that! Let me think...

2 All the words and phrases below belong to different groups: a) for filling in the pauses b) to soften a statement or opinion; c) when you want to add something that you have just remembered. But someone has mixed them up. Can you group these words in 3 groups?

actually; Oh, in a way; Well, by the way; Ah-ah, anyway; incidentally; personally; While we are on the subject of...; Why! Let me think. I believe that... Uh... Well... Let me see... etc.

3 Express opinions using the words given and an appropriate introductory phrase:

1) Jane, very pretty; 2) Nick, very smart / smart; Alec; 3) tennis, a wonderful sport; 4) classical music, boring; 5) a teenager, the parents treat him / her like a baby; 6) doing crosswords, waste of time; 7) an elderly woman, living in a retirement home; 8) more older people, choose to live alone in the past

4 Express your opinion about the following:

1) the climate of your home city; 2) women politicians; 3) life insurance; 4) supermarkets; 5) public transport; 6) smoking and health; 7) young married couples living with their parents; 8) divorce rate in your country

5 Ask someone's opinion about the following, using proper names. The person asked then replies:

1) a well-known writer; 2) a film or television programme; 3) a dress / sweater / jacket / jeans, etc. which a fellow-student is wearing; 4) a famous singer or a musician; 5) somebody's cooking; 6) Italian / Japanese / American / English cuisine; 7) virtual courses; 8) learning English online.

Agreement and Disagreement

Culture Learning Questions

- 1 How do you usually express your agreement in your own culture?
- 2 In your culture, do people disagree tactfully?
- 3 In your opinion, is it possible to be both polite and disagree? If so, how? If not, why not?

Cultural Note

The simplest way to express agreement with a statement is:

Yes; Sure; O.K.; All right; No problem; Of course; Certainly; With pleasure, etc. Yes, it is / does / can, etc. Yes, he / she is / does, can

To agree with a negative statement they say:

No, it isn't / doesn't / can't, etc.

The phrase **Yes, of course. But...** is used in discussion and arguments. To make an agreement more friendly, a question tag may be added. **Certainly** may be included for emphasis.

e.g. A: - We're very busy at the moment.

B: - (Yes,) we certainly are.

Other ways of expressing agreement are:

I (quite) agree (with you). I think so too. That's true.

You're (absolutely) right. You can say that again. That's for sure.

Yeah, that's right. (less formal) Exactly so. Quite so. (formal)

Partial agreement may be expressed by the following phrases:

I agree with you { up to a point } (but...)
 { in a sense }
 { in a way }

I see what you mean, but... That may be true, but (on the other hand)...

Americans try to avoid dogmatic phrases and expressions of disagreement. Disagreement sounds less formal between friends and the form of it depends on the social status of a person. Disagreeing may be expressed in the following way: No way! Not on your life! Not in a million years! If a person can't do what he / she is requested it's better to say:

I am afraid I am not up to it / that.

(Note: «Ну в коем случае!» - No way или Out of question.

Этого лучше не делать» - Perhaps you'd better not do that / It might be better for you not to do that)

(Note: it is incorrect to say: I cannot agree with / go along with you. - He мору с вами согласиться.

It is correct to say: I don't think I can / I am afraid I can't / I don't really agree with you.

Это не то, что я имел в виду. - That's not quite / not really what I intended / had in mind / meant / the way I see it).

Other ways of expressing disagreement are:

more formal

less formal

I don't think so. On the contrary.

That's wrong. No way!

I don't agree. I'm not sure.

Are you kidding? That's crazy!

I have a different opinion.

I'm afraid I can't agree (with you) (there) - milder, more tactful

Not at all.

Nothing of the kind. } direct, sometimes abrupt

Nonsense.

Rubbish.

(That's) ridiculous. } very abrupt, possibly rude

I'm afraid / I think you're mistaken (there).

Cross-Cultural Interaction

1 Agree with the following statements, using forms (Yes.) it is / he / she does, etc. or (No), it isn't / he doesn't, etc.

- 1) Jenny's very pretty.
- 2) John was very rude.
- 3) The tea isn't hot enough.
- 4) This dress doesn't fit properly.
- 5) Supermarkets and hypermarkets are very convenient.
- 6) The number of children declined to 1.6 per family.
- 7) More older people choose to live alone than in the past.
- 8) The life expectancy in Great Britain is almost 79 years.
- 9) Children who work will receive higher pay.
- 10) It is almost impossible for a disabled person to find a job.

2 Agree with the following statements using other forms, including emphatic ones where appropriate:

- 1) In many U.S. cities it is illegal to cross in the middle of the street. Doing this is called "jaywalking".
- 2) My roommate is really easy to live with.
- 3) Anna's new haircut is nice.
- 4) Philip needs more exercise and fresh air.
- 5) A year ago there were 54 burglaries in your area; this year it's gone up to 70.
- 6) Anyone can make a mistake.
- 7) I think all modern blocks of flats look

the same. 8) Pete is having a hard time now. 9) Your friend has to work part time. 10) You have to refuse going on a trip around Europe.

3 Express partial agreement with the following statements:

1) All around the world, there are international students at institutions of higher learning. 2) High school and college graduates go to school in foreign countries for only one reason. They want to leave home. 3) Students don't like to go to school abroad. Colleges and universities don't want learners from other countries. 4) In some ways, life on the campuses of institutions of higher learning is the same everywhere in the world. 5) Children should become independent of their parents when they start work. 6) Having a car makes one lazy. 7) Distance learning doesn't give good education. 8) Most people spend too much time watching television.

4 Disagree with the following statements, using the constructions I wouldn't call it / him / her / them (exactly)...

1) Philip is good at computer programming. 2) A system of instant communication by computers is very efficient. 3) Jane is a very experienced psychologist. 4) My friend's English is perfect. 5) The information in lectures is the same as the information in textbooks, so attending lectures is usually not necessary. 6) We had a delicious meal at the hotel. 7) The restaurant items are always fried, and there are no vegetables. 8) Elements necessary for good nutrition and health are vitamins, fiber and minerals.

5 Disagree with the following statements:

1) Maybe student life is similar, but the system of higher education doesn't differ in countries around the world. 2) After they return, the students will need to adjust to life in their own countries. 3) The atmosphere in many classrooms is very formal. 4) Courses given by means of video, video conferencing, or computers to students in various locations are not efficient. 5) There are hardly any vitamins in cabbage. 6) "Fast food" is becoming the same around the globe. 7) All over the world, the global diet includes fast food - prepared items from inexpensive restaurants, snack bars, or food stands. 8) Some people believe food should be perfectly fresh and "natural".

6 Agree or disagree with the following statements, taking into consideration who is speaking (the speaker is given in the brackets):

1) (a friend) David is very smart. 2) (a neighbour) We had a nice boat trip down the river Dnieper last summer. 3) (a fellow-student) Agatha Christie is one of the best English writers. 4) (an acquaintance) The

football team of France played very badly. 5) (a colleague) The room is too small for the meeting. 6) (a colleague) Mr. Brown made an excellent speech at the meeting. 7) (a friend) Fast-food restaurants, snack bars, and other eating places are informal, comfortable, and familiar. 8) (your sister) Diana wears too much make-up. 9) (a neighbour) Your garden is very nice. Your father works hard to make it so nice. 10) (a visitor from the country) Life in a big city is unbearable. There's too much hustle and bustle.

Contradicting

Culture Learning Questions

- 1 How do you usually express contradiction in your own culture?
- 2 In your culture, do people contradict tactfully?
- 3 In your opinion, is it possible to be both polite and contradict? If so, how? If not, why not?

Cultural Note

"To contradict" means to say the opposite of what someone else has just said. We contradict people if we disagree with them or if they have made a mistake. For example, in the conversation, Anna has some incorrect ideas about American friendliness. She says, "Why do Americans say things they don't mean? They act so nice, like they always say 'How are you?', but then they keep on walking and don't even wait for your answer. They're so... how do you say it... two-faced?"

In her answer, Nancy contradicts Anna and corrects her wrong ideas; notice the language she uses: "I know it seems that way sometimes, Anna. But it's not true. It's just that for Americans, friendliness and friendship aren't always the same thing."

There are polite and impolite ways to contradict people. Here are some common expressions that are used for this purpose:

Polite: Well, you might think... but actually... Well, actually...
It's true that... but... No, that's wrong.

Well, as a matter of fact... That's not true.

Rude: You're wrong. That's ridiculous. What are you talking about?

Cross-Cultural Interaction

1 Choose the words and phrases used to express contradiction:

Uh... Well... That's marvellous! In my view... Well, you might think... but actually... It's true that... but... It all depends... In my opinion... No, that's wrong. That's ridiculous. You're wrong.

2 Change the rude expressions for contradiction into polite:

You're wrong. --
What are you talking about? --
That's ridiculous. --

3 Contradicting Stereotypes. Discuss stereotypes with your group mates and practice contradicting each other politely.

1) Working alone.

Complete the following sentence with adjectives or nouns.

Americans are _____ English are _____

Russians are _____ Belarussians _____

2) Whole group activity

– Compare your answers in No. 1 with those of your group mates.

– With your group and teacher, discuss the following questions:

a) Which statements are stereotypes? Remember, a stereotype is a statement that is too simple, too general, and often negative.

b) How can you modify the statements so that they are not stereotypes? In other words, if someone said one of these statements, how would you correct the speaker?

c) Do we generally have stereotypes about people who are similar to us or different from us? Why? Are stereotypes ever funny?

3) Pair work. Take turns stating stereotypes about these groups and then politely correcting those stereotypes.

Americans / English movie stars athletes artists doctors

Example: Student 1: Americans are very interested in money.

Student 2: I know it seems that way, especially if you don't know many American people personally. But actually, Americans can be very generous. They donate a lot of food and money to charities.

4 Work in pairs. Act out the following dialogue using phrases of contradiction, agreement or disagreement where it's possible:

George: Let's see here. Check number 200, October 25th. Did you write this check?

Martha: \$30.21. Oh, yes. That was last Thursday. ABC market.

George: Okay, so that leaves a balance of \$490.31. Next: number 201. Electric bill, \$57.82. So now we have \$432.49. Next: October 27th. Time magazine. I forgot to enter the amount.

Martha: I remember that. It was \$35.00.

George: Okay. So that leaves \$397.49. Now what's this \$70?

Martha: That was for your sister's birthday present.

Approval and Disapproval

Culture Learning Questions

1 How do you usually express approval or disapproval in your own culture?

2 In your culture, do people express disapproval tactfully?

3 In your opinion, is it possible to be both polite and express disapproval? If so, how? If not, why not?

Cultural Note

"To approve / disapprove" means that you think a behaviour or product is socially or morally acceptable or unacceptable. As an example, many parents approve of tattoos for older people, but they may disapprove of them on teenagers. The following expressions are used to express approval and disapproval:

Approval

to approve of + [noun / verb+ing] to disapprove of + [noun / verb+ing]

be in favor of + noun to be against + noun

to be for + noun

Excellent! / Fine! / Splendid!

A very good idea!

Expressions of approval or praise for an achievement or wise conduct include:

I'm sure you did right. Good for you! Well done!

I'm sure that was the right thing to do (in the circumstances).

That's / was clever / sensible / thoughtful, etc. (of you / him, etc.)

Sometimes, however, less direct and less emotional forms are preferable, as they are not so final and leave the speaker a chance to withdraw his view without indignity if it is not shared by the other person. Thus instead of superlatives or *very*, *rather* or *quite* are often used. In such cases *quite* means more or less the same as *fairly*, *rather* is often an understatement for *very* and *not bad* in fact means *quite good*.

These are typical examples of what is usually called the British habit of understatement. When expressing disapproval, you should try to avoid strong terms. For this reason a negative expression is often preferable:

It / That isn't / wasn't { a very nice idea.
a very nice thing / to say / do.
so interesting as we had expected.

To make such statements less abrupt and final, one may begin them with **Well, personally I think...** or **Don't you think...?** Stronger expressions of disapproval include:

You shouldn't do / have done that. What for? Whatever for?

Both of these expressions may refer either to something already done or to something planned or suggested. The second is more emphatic.

That's / was silly / inconsiderate / thoughtless / selfish (of you etc.)

That's / was a silly thing to do / say. How could you! – implies not only disapproval, but also indignation or reproach.

Whoever heard of such a thing! It's (all) your fault (really)...

You're (the one) to blame (for)...

The very idea! – mixed with indignation or disgust.

Cross-Cultural Interaction

1 The following chart lists behaviours and fashions that are popular among some young people in some cultures. Give your approval or disapproval. Do the same on the part of your parents.

Behaviour / product	You	Your parents
pierced ears		
body piercing (nostril, lips, tongue, eyebrows)		
tattoos		
smoking		
living away from home before marriage		
interacial dating		
living together before marriage		
teenage couples going out alone		
giving pocket money to teenagers		

Discuss your choices with your group mates. Use the expressions given in the Cultural Note.

- 1) Why do you approve or disapprove of an item?
- 2) In which cases do you agree with your parents? Disagree?
- 3) Are there items where your opinion is different for males and females?

2 Express approval in response to the following statements. Use the hints given in brackets:

- 1) To solve the problem of street children each factory and store owner agreed to take care of few of them (sensible).
- 2) They are trying to

find a solution to the problem of overcrowding (wise).

- 3) So I told her we were willing to pay half of the cost of the repairs, since it was partly our fault (right).
- 4) Carpentry is his hobby. He made this cabinet himself (good / nice piece of work).
- 5) Come on, let's have a quick snack. My wife made a few sandwiches and gave them to me when I was leaving (thoughtful).
- 6) They invited us to spend a weekend at their country-house. I thought you might enjoy it and accepted (exclamation of enthusiastic approval).
- 7) Relaxing regularly can reduce blood pressure and stress levels (good idea).
- 8) As my car was insured the repair didn't cost me a single penny, but I sold it anyway. A repaired car is never as good as new one (did right).

3 Using **Well, personally I think...** or **Don't you think...?** and the hints given in brackets, express **tactful disapproval** of:

- 1) a sweater / dress a shop assistant is showing you (too bright);
- 2) your neighbour's curiosity (too inquisitive);
- 3) a colleague's lack of initiative (too conservative);
- 4) the service in a restaurant (too slow);
- 5) a hotel room facing a busy city street (too noisy);
- 6) the programs of protecting the environment in a city (too urgent);
- 7) improving the quality of life (too important);
- 8) online marketing (too convenient)

4 Respond to a question using **rather** or **a bit** to express **tactful disapproval** of the following:

Example: the food in the hotel (unusual / highly seasoned)

A: What was the food like? / Was the food OK? / How did you like / find the food?

B: Well, it was rather dull / unusual / highly seasoned

- 1) the hotel you were staying at (noisy);
- 2) the beefsteak you've just eating (underdone);
- 3) the party you went to last night (dull);
- 4) the conference you went to recently (tiring);
- 5) your summer vacation (disappointing);
- 6) the movie you've just seen (boring);
- 7) the traffic jams (maddening);
- 8) indoor air pollution (a growing problem)

5 Express **disapproval** in response to the following statements made by a fellow-student. Use the hints given in brackets:

- 1) I thought we might play a game or two of tennis and accepted his invitation (you forgot we had agreed to go to the Manet exhibition on Saturday).
- 2) It's absurd! I just said she was five years older than Aunt Julie (women don't like any mention of their age).
- 3) Mrs. Coleman is in a bad way; the doctors can't do much (there's always some hope).
- 4) They asked me to make all the arrangements for the meeting (it's not your job).
- 5) We're all fed up with his jokes, and I said so to his face (he has a lot of

influence with Mr. Nicols). 6) Well, you know, I still wasn't feeling well after that flu, so I took a couple of days off (you'll be the first to be sacked next time they start reducing their office staff). 7) You know, I've invited this new chap, O'Greedy, to our party (he is so boring from what I hear about him). 8) She talks and talks and talks. Nobody can get a word in edgeways when she is talking. I don't want to have her at my party (she gave you a very nice present for your last birthday).

6 Express either approval or disapproval:

1) a friend's pullover / jeans; 2) a friend's new hair style; 3) your colleague's good looks; 4) your neighbour's new car; 5) a book-shelf your friend has made himself; 6) a friend's country house which you've visited; 7) a friend's dog; 8) tattooing on the children's skin.

7 Role play the situation:

The rent on the apartment has increased up to \$115 a month but you haven't got any increase of your wages.

Indifference

Culture Learning Questions

- 1 Are you indifferent to any unpleasant situations and what are they?
- 2 How do you usually show indifference?
- 3 In your culture, do people show indifference tactfully?
- 4 In your opinion, is it possible to be both polite and show indifference? If so, how? If not, why not?

Cultural Note

Indifference to something one is told may be expressed politely as follows:

(Oh,) really?	} formal or informal: said in a flat uninterested voice
Is it / she / he / there really?	
Are you / they / there (really)?	
Did you / fit / he, etc. (really)? Is that so?	
I am afraid...	- formal, semi-formal
	- informal, semi-formal

The following forms express indifference more explicitly and should only be used to people whom one knows well, or when the situation justifies a more direct approach.

It doesn't matter (to me). So what? Who cares?
What does it matter? I don't (really) care (when / where, etc.)...
It makes no difference (to me). What difference does it make?

I couldn't care less.
I don't give a damn. } very strong; possibly rude

Cross-Cultural Interaction

1 Express complete indifference to the following:

1) There's a ladder in your stocking. 2) I wonder why the director was sacked. 3) Everybody's buying microwave ovens now. 4) The neighbours have complained about the noise you make. 5) Do you prefer to have fast food or some restaurant items? 6) The hot water has been turned off. 7) Around the world, there are many laws about individual activities like drinking and smoking. 8) Traffic laws are for drivers and riders.

2 Show indifference to the following and then add an explanation (say why you are indifferent), using the words in brackets:

1) The television isn't working (no time to watch). 2) The last bus has left (take a taxi). 3) Mrs. Turner was very offended when you told her to mind her own business (inquisitive old gossip). 4) You've spilt tea on the tablecloth (need washing anyway). 5) Hagley Road is closed to traffic (not go to work today). 6) The price of petrol has gone up (not get a car). 7) The shops are closed (plenty of food - fridge). 8) There's a stain on your skirt. (nobody - notice)

3 Change the rude expressions for indifference into polite, informal into formal:

- 1) I couldn't care less. -
- 2) I don't give a damn. -
- 3) I am afraid... -

4 Work in pairs. Act out the following dialogue using phrases of indifference where it's possible:

Manager: I am going to ask you some questions, okay? What kind of jobs have you had?

Applicant: I've had a lot of different jobs. I used to work in a plastics factory.

Manager: What did you do there?

Applicant: I used to cut sheets of plastic.

Manager: What do you want to do here?

Applicant: I don't know... I'll do anything ... I'm broke, I have to make some money right away.

Manager: Well, it looks like we're going to have an opening next week. I'll call you.

Applicant: Thanks.

Expressing Disbelief or Scepticism

Culture Learning Questions

1 What does it mean "to express disbelief or scepticism"? Are there any situations where one can demonstrate disbelief or scepticism and what are they?

2 How do you usually express disbelief or scepticism?

3 In your opinion, is it possible to be both polite and express disbelief or scepticism? If so, how? If not, why not?

Cultural Note

Sometimes people show **disbelief** to what they hear as they don't believe someone or something, especially if it is shocking or unexpected. **Scepticism** is doubts that someone has about something that other people think is true or right. The following phrases are used to express disbelief or scepticism:

That's hard to believe. More polite.
I don't believe it. You're joking / Are you joking?
You're kidding / Are you kidding?
Nonsense! Less polite.
(That's) baloney! (slang) *Give me a break.* (slang)
That's ridiculous / absurd / crazy / silly.

Cross-Cultural Interaction

1 Change the expressions of disbelief or scepticism which are less polite into more polite:

- 1) Nonsense! -
- 2) That's baloney! -
- 3) Give me a break. -
- 4) That's ridiculous / absurd / crazy / silly. -

2 Match the given phrases expressing disbelief or scepticism:

- | | |
|--|---|
| 1) I think I saw a UFO last night. | a) No, I stayed home and watched TV. |
| 2) My girlfriend broke up with me last night. | b) Give me a break. I don't believe in aliens. |
| 3) Do you know a good way to get rid of a sore throat? | c) Rub butter on it. |
| 4) I have a runny nose and a cough. | d) The best way is to drink hot tea with honey. |
| 5) Do you think the number 13 is bad luck? | e) Cheer up. I'm sure you'll meet someone new. |

- | | |
|---|--|
| 6) Were you out partying last night? | f) You'd better not go to college today. |
| 7) What's a folk remedy for a burn? | g) Really? I wonder where she got that idea. |
| 8) My grandmother says it's bad luck to give someone an umbrella as a gift. | h) No. I think that's an old wives' tale. |

3 Talking about Superstitions.

a) Discuss the following questions with your group mates:

- 1) Are you, or anyone in your family, a superstitious person?
- 2) Every culture in the world has some superstitious beliefs. How do superstitions begin, and why do people believe in them?

b) The chart gives examples of common American and Canadian superstitions in several categories.

- 1) Tell if you or someone you know has a similar belief.
- 2) Give other examples of superstitions. Fill in the chart.
- 3) To express disbelief, use the expressions from the cultural note.

American and Canadian superstitions

Numbers: The number 13 is bad luck, and Friday the 13th is an unlucky day.

Objects: It is good luck to hang a horseshoe on the wall. It is bad luck to walk under a ladder. You should not open an umbrella indoors.

Animals: It is bad luck if a black cat crosses your path.

Nature / weather / seasons: If you see a falling star, you should make a wish.

Food / health: It is bad luck to spill salt.

Marriage / family: It is bad luck for a bride and groom to see each other the day before the wedding.

Arguing and Conceding. Acknowledging a mistake

Culture Learning Questions

- 1) In your country, is it more polite to be *direct* or *indirect*?
- 2) Do you feel more comfortable with people who are direct or indirect? If someone is upset with you, how do you prefer to hear about it?
- 3) Do you often argue with your friends? While arguing do you often concede, acknowledge a mistake and give criticism? Is it the same in English culture?

Cultural Note

Conceding means to admit that something is true or to stop trying to win a competition or argument because you realize that you cannot win it.

One can usually refer to conceding in the discussion the structure of which may be as follows:

- One person states an opinion, for example, violent movies should be censored.

- The other person disagrees.

- Both speakers support their position with facts and reasons.

Sometimes one speaker *concedes* that the other person is right. This means that the speaker agrees, after much discussion, that the other person's point of view is correct. It is like saying that the other person has "won" the argument. Here are some expressions that English speakers use to argue and concede:

Conceding a point and continuing the discussion:

Maybe you're right, but... I see your point, but...

That may be true. You've got the point there, but... Yeah, but...

Conceding finally:

You win. I give up. You're right.

Ending the discussion without conceding:

I respect your opinion, but I don't agree.

We just don't see eye to eye on this. I just don't see it that way.

In the conversations sometimes people have to **acknowledge a mistake**, i.e. to accept or admit that something exists is not true, or real or admit that he has made a mistake. The following expressions are ways that people acknowledge making a mistake:

I goofed (up) (on something), **I messed up**.

I screwed up (something), **I blew it**.

The following expressions have special meanings:

I put my foot in my mouth = I said something rude or improper.

I made a fool of myself = I embarrassed myself by acting foolishly.

Sometimes one person (let's call him "Person A") bothers another ("Person B"); he makes Person B angry or uncomfortable in some way. What can Person B do? There are several possible answers. First, Person B might do nothing at all. This is common when Person A bothers B only one time – or in small ways. In such a case, Person B doesn't think that the situation is bad enough for him to tell Person A.

However, if Person B wants to change the situation, he needs to say something about it to Person A. What can Person A say? In American culture, if B is an honest person, he'll be direct with Person A. He'll say what is on his mind; that is, he'll say his thoughts. Sometimes it is difficult for B to do this because he doesn't want to hurt A or make A sad. In this situation, B will still try to be direct. However, he may also try to be polite; he might say a few words to make his directness seem "softer", e.g.:

"I hate to say this, but I don't think that's good / a good plan / idea."

"I am sorry to say this, but I don't... (agree, etc.)"

"To tell you the truth, I think you might be... (in trouble, etc.)"

A few people don't like to be so direct. Instead, they might be sarcastic and say the opposite of their true thoughts; they hope that other people will still understand them. This however, causes problems. First, people might not understand that they are really angry. Second, people might understand them but also think that they aren't polite. Most Americans believe that they can't completely trust someone who isn't direct.

Cross-Cultural Interaction

1 Talking about mistakes. Tell your group mates about mistakes you have made. Use the expressions from the cultural note. Say what you should have done or could have done instead:

Examples:

I blew it when I decided to get married when I was 18. *I should have waited until I was more mature.*

I screwed up when I forgot to return my books to the library. I had to pay eight dollars in overdue fines. *I should have written myself a note to return them on time.*

Once I was at a party and I made a rude remark about a girl across the room. Then I realized that her brother was standing right next to me. *I really put my foot in my mouth that time! I shouldn't have opened my big mouth.*

2 In the conversation, Anna and Dan have opposite opinions about movie censorship. Look it through and notice the structure of their discussion. Choose the expressions of concession in the discussion. Act it out.

Jeff: Well, I don't believe in total censorship, especially not for adults. But just the other day I was reading that there may be a connection between watching violent films and acting violently.

Dan: For some people that may be true, but not for ordinary people. I mean, we just saw the film and we're not about to do anything violent, are we?

Anna: No, but what if some disturbed person in the audience saw it and got some strange ideas from it?

Dan: I think that sooner or later, a person like that is probably going to do something strange or violent anyway. Seeing a movie doesn't cause people to go off the deep end unless there is something wrong with them in the first place.

Anna: Maybe you're right. But what about those teenagers in the audience? That was an R-rated movie, so what were they doing there?

Dan: OK, you've got a point there. I agree that kids shouldn't be allowed to see violent films. I think parents need to supervise their kids better, and theaters should be stricter about enforcing the ratings. But that's different from total censorship, which is what you were talking about before, Anna.

Anna: OK, Dan, you win. But next time, can we please see a comedy?

3 Role play the situations. You are going to discuss two sides of a controversial question and practice using the expressions of concession.

1) Here is the list of controversial topics related to the media. As a class, choose one of these topics for discussion.

Topics:

- Watching violent movies causes people to act violently.
- The media should not report on the private lives of politicians.
- Watching television is bad for young children.
- Pornography and sex sites should be banned on the Internet.

2) Divide into pairs. Some pairs of students are to agree and other pairs are to disagree with the topic. Think of the facts and reasons that support your position.

3) Compare your supporting statements with other pairs who share your position. Modify or add to your supporting statements if necessary.

4) Now discuss the topic with a pair that disagrees with your position. Use your supporting statements to try to persuade the other team that your position is correct. In your discussion use the expressions of agreeing, disagreeing and conceding.

4 Culture puzzle. Read the story and choose the appropriate explanation.

Face the Music

I

Sharon Holmes was at home late on Saturday morning while her husband, Elliot, was playing tennis. She liked the chance to spend a few quiet hours alone. She was enjoying the newspaper over her morning coffee when there was a knock at the door. "Oh, great," she sighed unhappily.

She opened the door and saw a short, middle-aged woman. At first, Sharon didn't recognize her, but after a few seconds she realized that she was the Xenrovia woman from the apartment building next door.

"I'm sorry to bother you," the woman apologized. "You're Sharon Holmes, the detective, aren't you?" "Yes," Sharon said.

The woman introduced herself as Maggie Consuelo Wong. She said that she needed Sharon's help. She spoke very loudly. Sharon asked her to come in. She poured Maggie a cup of coffee, and they both sat down.

"About an hour ago," Maggie said, "I got home from the store. My living room window was broken, and my living room was a mess."

"Do you mean that someone robbed you?" Sharon asked.

"Pardon?" Maggie said. "You'll have to excuse me. I have a problem with one ear." "Oh, I see." Sharon was careful to speak louder. "Did someone rob you?"

"No. Nobody stole anything – not my jewelry or the TV or anything. They just smashed my stereo into about a hundred pieces. When I realized that nobody was hiding in my apartment, I told myself to calm down. Then I just stood there and thought, 'Oh, terrific. Now I won't have any music until I buy a new stereo. That's just swell.'" "How strange!" Sharon said. "Yes," Maggie agreed.

Sharon thought for a moment. Then she said, "If nothing was stolen, the person must not be a thief. But why did he – or she – do it?"

Maggie shrugged. "Perhaps the person was simply angry with me."

"Do you have any enemies?" Sharon asked.

The woman shook her head and said that she didn't think so. She told Sharon that she was new in the city and didn't really know anyone; therefore, she couldn't know anyone who hated her.

"How long have you lived in that building?" Sharon asked. "About a month," Sharon asked Maggie to tell her about her neighbours.

"I know three neighbours: the manager, Mr. Bean; Mr. Ellison, a mechanic; and Mrs. Atwood, a young widow."

a) Can you figure it out? Discuss the following questions:

1 What had someone done to Maggie Wong's stereo? How did the person get into her apartment?

2 What country was Maggie from? Why didn't she have friends in the city?

3 What three people did she know?

4 Why did Sharon need to speak loudly?

5 In her opinion, why might someone have wanted to break the stereo?

II

Sharon asked Maggie Wong to tell her more about these three neighbours. "Do you get along with them?" Sharon asked. Maggie hesitated a moment. "Well, sort of." Sharon was curious. "What do you mean?"

"I don't get along well with them, but we don't get along badly, either," Maggie explained. "Mr. Bean lives downstairs, in the manager's apartment, of course. It's on the other side of the building, so I almost never see him."

Sharon's ears were beginning to hurt because Maggie's voice was so loud. "And the other neighbours?" Sharon asked.

"Well, unfortunately, I've had a few problems with Mr. Ellison. Although I kept an eye on his cat for a few days while he took a short cruise, he's been rude to me several times," Maggie said.

"How has he been impolite?"

"Once, he said to turn down my music. Another time, he knocked loudly on my living room wall; I don't know why."

Maggie suddenly snapped her fingers. "Of course! That's it! It's very clear!" she said. "Mr. Ellison obviously hates music. Maybe he broke into my apartment and smashed my stereo."

"It's very possible," Sharon said, "but tell me about Mrs. Atwood. Have you had any problems with her?"

"Oh, no," Maggie said. "She's very different from Mr. Ellison. She's a lovely person, and she enjoys music."

"How do you know this?" Sharon asked.

"She's often told me so," Maggie answered. "She has often said, 'Your music is just terrific at 5:00 A.M. on a Saturday morning.' And only two days ago she said, 'I really needed that music coming through my wall at midnight last night.' You see, the poor woman is depressed a lot, so music probably helps to cheer her up."

"I see," Sharon said. "I have one more question. Do you think that you can trust these people?"

Maggie put one hand to her ear and asked Sharon to repeat her question. Sharon spoke louder. "You've said that you don't often see Mr. Bean. You explained that Mr. Ellison is rude but Mrs. Atwood is polite. My question is this: Can you trust them? I mean, are they honest?"

"Oh, yes," said Maggie. "I'm sure that I can trust them all. Even Mr. Ellison is honest... rude, but honest. No, they've never lied to me. I think I like the directness of Americans."

Sharon smiled. "Now I can tell you who smashed your stereo."

Maggie Consuelo Wong brightened up. "Really? Wonderful! If you can solve this mystery for me, I'll invite you over for a big dinner. I'll prepare my most special Xenrovan recipes," Sharon smiled.

"And you can listen to a concert on my new stereo!" Maggie added with enthusiasm. "That's *exactly* what I need," Sharon thought miserably, but she didn't say anything.

a) *Analysis: Find three commands* in the second half of the story that have an infinitive *after said, told, or asked*. Did any of these speakers say "please"?

b) *Answer these questions and then do the role-play of the situation based on the story:*

- 1 Why did Sharon's ears hurt?
- 2 Maggie said, "Mr. Ellison has been rude to me several times." In her opinion, how was he rude?
- 3 Maggie said that Mrs. Atwood was very different from Mr. Ellison. In what way was she different?
- 4 What does Maggie like about Americans?

c) *Can you solve the mystery? Use the cultural note.*

- 1 Mr. Ellison told Maggie to turn down her music. Do you think Maggie really played her stereo too loudly? Why do you think this?
- 2 Maggie thought that she could trust both of her neighbours. What do you think?
- 3 Who broke into Maggie's apartment and broke her stereo?
- 5 How did Sharon know this?
- 6 What are some common disagreements that people might have with their neighbours?
- 7 What do you think is a good way to tell a neighbour to be more quiet?
- 8 Have you ever had any problems with neighbours? If so, how did you handle them?

Unit 3 Complimenting and Showing Appreciation

Culture Learning Questions

- 1 In your own language and culture, when do people give compliments? How frequently are compliments given?
- 2 Have you noticed any cultural differences between the way people compliment in your culture and in the U.S. and Great Britain culture? Explain your answer.
- 3 Have you had any experiences with people from another culture which show differences in customs relating to showing appreciation (example: gift-giving and receiving)?
- 4 How do you feel when you are given a compliment and react to it?

Cultural Note

Americans and the English commonly compliment physical appearance, personal characteristics, abilities, people's possessions, family members, meals and food. In American English, a limited number of words, mostly adjectives can be used to describe things or people:

*nice beautiful good great pretty
interesting fantastic wonderful*

"Great", "wonderful" and "fantastic" all sound like strong compliments, but many Americans use them to describe everyday objects and events. For example, someone might say, "That's a great car", instead of "That's a nice car". This is a common way of complimenting, but to some people from different countries these compliments seem *exaggerated* and *insincere*. There are other adjectives that are more specific than the ones in the list above:

attractive: pretty, good-looking, handsome

tasty, delicious: very good food

gorgeous: very pretty or attractive; used for people, clothes, and other objects

The following phrases can be used to compliment people on their personal qualities or abilities:

You are so... (+ an adjective) *You are such a...* (practical person)

How...you are! (e.g. How generous you are, Mr. Wilkinson!)

I wish I had your... (e.g. I wish I had your patience)

On possessions:

You've got a nice / lovely / beautiful / wonderful...

What a nice / lovely / beautiful / wonderful... you've got.

I wish I'd got a...like yours.

On clothes and appearance:

That's / What a nice / lovely / beautiful... (you're wearing).

You do look nice / smart in / with that...

On the type of achievement:

You were wonderful / superb / magnificent!

You were great! (more colloquial) *You did very well!*

To compliment somebody on something he / she has made, mended, etc. one can say:

What a nice (-looking) / convenient / delicious...

You've done a wonderful job.

You've done wonders with the... (garden)

People from different cultures sometimes don't understand why Americans give so many compliments. In many cultures too many compliments would seem insincere. But an American woman says that she gives at least one compliment a day.

In English-speaking countries it is quite common to start conversations with compliments. Americans often say "Thank you" after they receive compliments and add a sentence or two which can lead into a conversation. For example:

a) *First friend*: "I like your earring."

Second friend: "Thanks. I got it in Mexico last year."

b) *Boss*: "The report you wrote is great. It has all information I need."

Employee: "Thank you. I hope you have everything you need to start the project."

Even when some people disagree with a compliment, they will often say, "Thanks" and add a sentence or two. For example:

Guest: "The cake is delicious."

Host: "Thanks, but it didn't turn out exactly right."

If you consider the compliment to be deserved you can say simply *Thank you*, but this may sound self-satisfied or immodest. Here are some more modest **responses**:

To compliment on personal qualities and abilities:

Do you really think so? (Oh) I wouldn't say that.

(Oh) I don't think I'm (any) better / more...than anybody else.

You're...too (yourself).

On possessions, clothes:

Do you like it (them)? I'm glad you like it.

Yes, I'm quite / rather pleased with it (myself).

It's not bad, is it? (usually an understatement, used out of modesty (real or assumed))

Do I? (in reply *You (do) look...*)

Does it? (in reply to *It really suits you*)

On achievements:

Here either an 'echo question or one of the responses given above can be used, depending on the situation and the form of the compliment.

e.g. a) - *You sang beautifully.*

- *Did I? or: Do you think so?*

b) - *What nice-looking shelves. They look really professional.*

- *They are not bad, are they? or: Yes, I must say they've turned out quite well.*

Giving and Receiving Gifts. In some countries, there are many rules about giving gifts. When do you give a gift? To whom do you give a gift? For what reasons do you give a gift? In the U.S., there are no exact rules about gift giving, but there are some general customs. The list below includes occasions when people give gifts and includes the types of things

people give. Remember that very often it is *up to the individual* to decide when to give a gift and what to give.

Occasion	Typical gifts
a meal at someone's house	a bottle of wine, flowers, candy
an overnight stay at someone's house	an object from your country (e.g. a vase or a dish), gifts for children
friends' birthday, particularly the "big" birthdays (21, 25, 30, 40, 50... 75, 80 etc.)	books, records, clothing, decorations for the house, photo albums (This depends on the person who is giving the gift)
religious ceremonies such as Baptism (Christian), Confirmation (Christian), or Bar / Bat Mitzvah (Jewish), weddings	books, religious objects (For these occasions, it is a good idea to ask people for suggestions)
showers (baby showers)	items for the home such as dishes, pots, towels, blankets, photo albums
wedding showers	sheets, blankets, diaper bags, baby toys usually
birth of a baby	small things for the kitchen clothes, toys, stuffed animals, things for the baby's room

Most of the time Americans do accept gifts that people give to them. However, in the workplace, supervisors or bosses sometimes feel uncomfortable accepting gifts and are not always allowed to do so. The following are some of the reasons:

- They do not want to feel that they have to do something special or different for the employees who gave a gift.
- They don't want their other employees to think that they have favorites among the employees.
- They may find it difficult to criticize their employee's work if they've just received a gift from him or her.
- Many companies have a *policy* that says that a supervisor is not allowed to accept gifts from employees.

Cross-Cultural Interaction

1 Study the phrases and situations used in Complimenting and Showing Appreciation:

a)

Какая у вас улыбка прекрасная! – *Your smile is nice!*

Какие ваши дети умные! – *Your children are cute!*

А в доме уют. – *You have a beautiful home!*

А наша реакция на комплимент.

Мы не говорим "Thank you" в ответ.

Какая блузка красивая ваша! – *What a nice blouse you have!*

Да я ее купила на распродаже! – *I've bought it on sale!*

А что вы сделали с волосами своими? – *What have you done with your hair?*

Вы выглядите как фея! – *You look like a fairy!* и т. д.

b)

Если вам понравилась прическа,

И вы долго не сводите глаз,

Тогда просто скажите: *"Your hair looks nice."*

Если вам понравилась машина,

И вы долго не сводите глаз,

Тогда просто скажите: *"Your car is nice."*

Если вы в гостях кушали дичь,

Вам очень понравилось, значит, *"I love the dish."*

c)

Вы влюбились без памяти,

И на душе у вас май.

Скажите комплимент своей пассии:

"You have a beautiful smile!"

Если ваш друг постоянно «острит»,

Все смеются, что живот болит,

Скажите ему: «Какой ты остроумный» –

"You have a good sense of humour!"

d)

Когда сосед с женой приходит,

Вы просто опускаетесь на стул: Ужин мне понравился.

От её красоты все с ума сходят Я говорю: *"The dinner is great!"*

И говорят: *"Your wife is beautiful!"* Завтра ждите меня на обед.

"Your hair looks nice!" Если ты любишь работу свою,

Говорю, я не стесняюсь, Отдавая всю душу, и ум, и доброту.

Что прическа хороша Все скажут, что ты отлично учишь детей,

И мне нравится она. А по-английски: *"You teach very well!"*

2 Choose the words that are often used when people give compliments; choose the adjectives used for a) people, b) clothes, food; choose the phrases used for complimenting (e.g. "It's delicious", "Thank you", "Welcome home", "My warmest congratulations", "You look good today.")

3 Read the list and say "Yes" if it is a common compliment in your culture or "No" if it is not. Explain your answer:

- 1) *Physical Appearance*
e.g. "You have a beautiful smile."
"Your hair looks nice."
3) *On possessions*
e.g. You've got a beautiful house.
What a lovely garden you've got.
5) *On the type of achievement*
e.g. You played brilliantly in this sporting event.
- 2) *Personality*
e.g. "You have a good sense of humour."
"He's got a great personality."
4) *On clothes*
e.g. You do look smart in that dress.
6) *On food*
e.g. The meal is tasty and delicious.
- 4 Say how you feel when you are given compliments: "I feel embarrassed / lonely / frightened / happy / delighted," etc. Explain why.
- 5 Find a mistake in the following situation and correct it:
American teacher: "Ann, your English is improving. I am pleased with your work."
Ann (a foreign student): "Oh, no. My English is not very good."
American teacher: "Why do say that, Ann? You're doing very well in class."
Ann: "No, I am not a good student."
Say whether it is true or false:
1) Ann is not a good student.
2) Ann thinks that the teacher is not very good.
3) The teacher does not understand why Ann thinks she is not a good student.

6 Say whether it is True or False:
1) When someone gives a compliment, the receiver immediately denies it (for example, "No, it's not true."). 2) If a guest compliments something in another person's home, the host or hostess gives that thing to the guest. 3) Americans (particularly American women) begin many conversations with compliments. They might say, for example, "You look nice today. Is that a new dress?" 4) If an American compliments a woman's dress, for example, he or she usually asks how much it cost. 5) It is disrespectful not to give a teacher a gift at the end of a course. 6) Money is commonly given as a gift (for example, students give money to their teachers or employees to their supervisors). 7) It is more polite to open a gift after the giver has gone away than to open it in front of him or her.

7 Use an appropriate word or phrase while complimenting different people in the following situations and comment on it:

- Examples: "That hat looks good on you." "The dinner was delicious."
1) (two co-workers) "The speech you gave yesterday at work was _____."
2) (teacher/ parent) "Your child's work is _____. You should be proud of her."
3) (two friends) "That's a _____ dress. Is it new?"
4) (two neighbours) "What a _____ car?"
5) (boss / employee) "You did an _____ job. I really appreciate it."
6) (two friends) "The picnic today was _____. Let's do it again soon."
7) (mother / daughter) "You look _____ today. The dress _____ you."
8) (teacher / student) "I _____ your composition very much. There were very few mistakes."
9) (guest / host) "The meal is _____. I really _____ the noodle salad."
10) (husband / wife) "The meal turned out _____. Everyone _____ it."

8 Compliment a friend using one item from each column:

- a) I wish I had your sense of humour / ear for music / patience / memory / ability for languages / knack for crosswords.
b) I must say you have a lot of common sense / a real talent for teaching students / a wonderful car / a beautiful garden / plenty of patience.
c) You are so patient / reliable / kind / generous / understanding.
d) You are such a / an good dancer / careful planner / easy person to deal with / workaholic / good player.
e) I must say you sang / danced / played / spoke / replied / explained beautifully (wonderfully, brilliantly, superbly, excellently, marvelously).
f) You (do) look nice smart / elegant / attractive in that dress (suit, sweater, hat, coat, those shoes, with that hair style).

9 Using the hints given in brackets compliment a friend on:

- 1) his tie (very fashionable, matches his suit perfectly); 2) the collection of compact disc he / she has shown you (probably the best in our group); 3) his / her coat / jeans (very good cut and colour; this style is just the fashion now); 4) being a very good golf / tennis player (very good backhand and smashing service); 5) being good at puzzles; 6) a very good memory; 7) good looks (superb today); 8) a new raincoat he / she is wearing (looks fabulous).

10 Select a person from the group whom you would give a compliment on his/her appearance, abilities, clothes and other things and give some additional information why you have paid such a compliment; compare it with your partner's choice.

- a) Identify a person whom you could pay a compliment on his/ her appearance, clothes, abilities, people's things, etc.

b) Observe the facial expression, conversational distance and gestures of the speaker while complimenting and reacting to the compliments, comment on them and act out the situation imitating his/her movements.

11 Make a response to the compliment less direct/sincere, or express disagreement with a hedged quality (уклончиво), etc.:
e.g. A: Your hair looks nice today. B: It's a mess.

12 In pairs, turn compliments into a conversation:

- 1) You did a nice job on the project the boss asked you to do....
- 2) You graduated from the University with honours.
- 3) You've bought a nice car.

13 Culture puzzle: When to Give Gifts. Decide in which situations you would give a gift. Discuss what you would do in your own culture and in the U.S. or Great Britain.

1) You have studied English with a tutor (private teacher) for about two months. Your tutor cannot continue because of a busy schedule. You will be meeting with your tutor for the last time.

Would you give a gift? (yes /no) my culture _____ U.S. _____

Great Britain _____

If yes, what would you give? _____

2) Your supervisor at work just gave you your sixth-month performance review (evaluation). He gave you an excellent review and an increase in salary.

Would you give a gift? (yes /no) my culture _____ U.S. _____

Great Britain _____

If yes, what would you give? _____

3) A teacher has helped you after class when you had difficulty in a subject. She stayed more than an hour after class on three different days to help you. You appreciate her extra help.

Would you give a gift? (yes /no) my culture _____ U.S. _____

Great Britain _____

If yes, what would you give? _____

4) It is one of your co-worker's birthday. You don't know this person very well, but you like him and you know that other people will be getting presents for him.

Would you give a gift? (yes /no) my culture _____ U.S. _____

Great Britain _____

If yes, what would you give? _____

5) You have a small problem with your car and your neighbour, a mechanic, looks at the car. He finds the problem in a couple of minutes and fixes it right away.

Would you give a gift? (yes /no) my culture _____ U.S. _____

Great Britain _____

If yes, what would you give? _____

6) You have been sick for a few days. One of your neighbours has been bringing food for your family every day.

Would you give a gift? (yes /no) my culture _____ U.S. _____

Great Britain _____

If yes, what would you give? _____

7) You've been invited for dinner to an American /English friend.

Would you give a gift? (yes /no) my culture _____ U.S. _____

Great Britain _____

If yes, what would you give? _____

8) At work you have a small problem and one of your co-workers helped you.

Would you give a gift? (yes /no) my culture _____ U.S. _____

Great Britain _____

If yes, what would you give? _____

14 Culture puzzle. What would you do if you gave your boss or teacher an expensive / a small gift and he or she said, "I'm sorry. I really can't accept this gift."

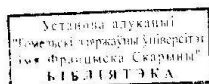
a) You could say, "If you don't accept this gift, I'll quit," or, "I won't take this class anymore."

b) You could try to find out the person's reasons for not accepting the gift.

c) You can insist many times on giving the gift until the person accepts it.

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