

Министерство образования Республики Беларусь

Учреждение образования
«Гомельский государственный университет
имени Франциска Скорины»

Т. В. ПОЧИНОК

BUSINESS ENGLISH

ДЕЛОВОЙ АНГЛИЙСКИЙ ЯЗЫК

Практическое пособие

для студентов специальностей
1-25 01 07 «Экономика и управление на предприятии»
и 1-25 01 04 «Финансы и кредит»

Гомель
ГГУ им. Ф. Скорины
2018

УДК 811.111 (076)
ББК 81.432. 1я73
А50

Рецензенты:

кандидат педагогических наук Л. В. Вишневецкая,
кафедра английского языка учреждения образования
«Гомельский государственный университет
имени Франциска Скорины»

Рекомендовано к изданию научно-методическим советом
учреждения образования «Гомельский государственный
университет имени Франциска Скорины»

Починок, Т. В.

А50 Business English = Деловой английский язык :
практическое пособие / Т. В. Починок ; М-во образования
Республики Беларусь, Гомельский гос. ун-т им.
Ф. Скорины. – Гомель : ГГУ им. Ф. Скорины, 2018. – 45 с.
ISBN 978-985-577-395-6

Настоящее практическое пособие включает тексты
социокультурной направленности по профильно-ориентированной
тематике, а также комплекс языковых и речевых заданий для развития
умений реализации аутентичного речевого поведения. Представленный
материал нацелен на овладение студентами знаний о культуре носителя
изучаемого языка и развитие речевых умений в рамках обозначенной
социокультурной, профессионально направленной тематики.

Предназначено для студентов специальностей 1-25 01 07
«Экономика и управление на предприятии» и 1-25 01 04 «Финансы и
кредит».

УДК 811.111(076)
ББК 81.432. 1я73

ISBN 978-985-577-395-6

© Починок Т. В., 2018
© Учреждение образования «Гомельский
государственный университет
имени Франциска Скорины», 2018

ОГЛАВЛЕНИЕ

Предисловие	4
Unit 1. Career choice.....	5
Unit 2. Getting ready for a job interview	11
Unit 3. Tough moments. Making a request	23
Unit 4. Creating a positive atmosphere of socializing.	
Complimenting.....	36
Литература	45

РЕПОЗИТОРИЙ ГТУ ИМЕНИ Ф. СКОРИНЬКО

Предисловие

Настоящее практическое пособие включает тексты социокультурной направленности о культуре страны изучаемого языка, а также систему заданий к ним. Пособие предназначено для студентов, проходящих курс обучения по одной из следующих специальностей: 1-25 01 07 «Экономика и управление на предприятии» и 1-25 01 04 «Финансы и кредит», которые владеют английским языком в объеме школьной программы.

Издание состоит из четырех основных разделов. Каждый раздел включает: 1) социокультурные тексты – «ценностные капсулы» и «языковые капсулы»; 2) послетекстовые задания, направленные на контроль понимания прочитанного; 3) речевые задания, ориентированные на развитие речевых умений студентов.

Данное пособие следует рассматривать в качестве дополнения к основным учебникам по английскому языку для экономических факультетов, и работа по нему должна проводиться параллельно с работой по этим учебникам.

Представленный в пособии материал может использоваться как для организации аудиторной, так и самостоятельной работы.

Unit 1. Career choice

Ex. 1. Study the Value Capsule about the attitude of Americans to success. Single out their attitude to success and its components. Answer the questions below.

Value Capsule “The American perception of success”

The phrase “going from rags to riches” became a slogan for the great American dream. The dream came true for many of the immigrants. The lower social class into which many were born did not prevent them from rising to a higher social position. Because millions of immigrants succeeded, Americans came to believe in equality of opportunity. They mean that each individual should have an equal chance for success. Americans see much of life as a race for success. For them, equality means that everyone should have an equal chance to enter the race and win. They believe that the race for success is a fair one and that a person doesn't win just because he or she was born into a wealthy family.

However, a price to be paid for this equality of opportunity is competition. If every person has an equal chance to succeed in the United States, then it is every person's duty to try. Americans match their energy and intelligence against that of their neighbors in a competitive contest for success.

The pressures of competition in the life of an American begin in childhood and continue until retirement from work. Learning to compete successfully is part of growing up in the United States. The pressure to compete causes an American man to be energetic, but it also places a constant emotional strain on him.

Getting success is connected with becoming attached to material things. Most Americans find it offensive if they are called materialistic because they feel that this unfairly accuses them of loving only material things and of having no religious values. Nevertheless, material possessions are of very great importance to most Americans. The quality and quantity of an individual's material possessions became the accepted measure of success and social status. The price for material wealth is hard work. Most Americans believe that if a person works hard, it is possible to have a good standard of living. Hard work is both necessary and rewarding for most Americans.

Questions to consider:

1. Does everyone in your country have an equal chance to succeed, or are there other factors which are more important?
2. How important is the social status into which a person is born in your country? Do you believe it is ever possible to go from “rags to riches” in your country?
3. Is it healthy for a young person in your country to want to compete?
4. Is your country a competitive or noncompetitive society?
5. Do you think that material possessions are a natural reward for hard work?
6. What gives people a higher status in your country? What causes others to respect them?

Ex. 2. Following are the quotations on the subject of work. Read them and discuss the questions that follow. Choose the one you like best. Explain your choice.

Quotations on Work:

Opportunity rarely knocks on your door. Knock rather on opportunity's door if you wish to enter. (B. C. Forbes)

Never, never, never give up. (Winston Churchill)

Work and love – these are the basics. Without them there is neurosis. (Theodor Reik)

Love labor:... It is wholesome for the body and good for the mind. (William Penn)

Questions to consider:

1. What does each of these quotations say about the nature of work?
2. What advice does each quotation give to you?
3. Do they reflect your feelings about work?
4. What are the quotes or expressions about work in your language?
5. Could you make your own quote about work?

Ex. 3. Of the multiple-choice questions, choose one point about Americans and answer the same question about people of your country. Use the information in the Value Capsule “Attitude of Americans to work”.

1. Do Americans believe in equality of opportunity?

In your country...

In the United States:

- a) No, the social class of parents matters much.
- b) Yes, a person from a family of low social status can become a real millionaire.
- c) Yes, but equality of opportunity doesn't guarantee success for everyone.

2. Is competition a bad side of being a success in America?

In your country...

In the United States:

- a) No, it is a great stimulus to try and promote.
- b) No, but people work under emotional pressure.
- c) Yes, it provokes stress and tension.

3. Is success associated with high quality of living standards in America?

In your country...

In the United States:

- a) No, it gives the sense of self-assertion.
- b) Yes, material possessions are the measure of success and social status.
- c) No, success is associated with hard work.

4. Is hard work both necessary and rewarding for most Americans?

In your country...

In the United States:

- a) Yes, but not only hard work brings success.
- b) No, proper connections and good education are necessary and rewarding.
- c) Yes, hard work guarantees a good standard of living.

Ex. 4. 'Am I the master of my fate?' Choose a statement about yourself and explain your choice. Answer the questions below.

1. I am like a leaf floating in a river, going where the river takes me.
2. I am the captain of a powerful boat, using the river to go wherever I want.
3. I am an arrow, flying from the bow of an archer who knows where I must go.
4. I am a small part in a large machine, necessary for the machine to work.

Questions to answer:

1. Can we really control everything that happens to us?
2. How much depends on you and how much on our luck?
3. How much on other people?
4. How much on the powers we don't understand?
5. Can you really say that you are the master of your fate?

Ex. 5. Study the Language Capsule “If I hesitate”. Pay attention to the phrases that the speakers use to take some time out to think. In the dialogue in assignment 3 find the phrases that the speakers use to take out some time to think.

Language Capsule “If I hesitate”

Sometimes it's really hard to answer a question immediately. There are hesitation phrases to take some time out to think:

- Well...
- Let's see now...
- In fact,...
- You know...
- The thing is...
- Let me think...
- That's a difficult question...

Ex. 6. Interpret the words of the communicators of the dialogue. Fill in your interpretations in the right column. Compare your interpretations with a partner. The first interpretation has been done for you.

Robbie: Well, I've thought a lot about which college, and one of them is Columbia.

He is uncertain which college to choose. He tries to make his own choice. But at the same time he considered the choice of his father, too.

Philip: And your friends are planning to go to Columbia?

Robbie: Well? We talked about a lot of things. He applied to Columbia, and his interview was very successful. He thinks he'll be admitted, and he really wants to go there.

Robbie: Then you are not upset about my not wanting to go into medicine?

Philip: I'm not upset at all. I'm just happy that we're able to talk about it.

Philip: I suppose you want to apply to Columbia.

Robbie: Yes, but I also want to apply to some other colleges.

Philip: I thought you wanted to go to Columbia.

Robbie: Well, I might want to go to Columbia. But I might not. I just want to be able to make my own decision.

Robbie: If I make my own decision, I might choose Michigan.

Ex. 7. Imagine the situations in which you would use the hesitation phrases in the Language Capsule "If I hesitate". Share the ideas with your partner.

Ex. 8. React to the following questions about career choice. Use hesitation phrases from the Language Capsule "If I hesitate".

Questions about career choice:

- | | |
|--|---|
| – Would you like more responsibility? | – Does creativity mean much to you? |
| – ... | – ... |
| Are opportunities to travel important for you? | – Should the job be close to your house? |
| – ... | – ... |
| Which is more important, money or free time? | – Would you like a job that you can forget after working hours? |
| – ... | – ... |

– Would English be necessary for your future job?

– ...

– Is status important to you?

– ...

– Have you got an image of the ideal job for you?

– ...

– What kind of company would you like to work for?

– ...

Ex. 9. Complete mini-dialogues with adequate questions. Mind the use of hesitation phrases in the answers.

– ...?

– Let me think, a good lifestyle is more important than status.

– ...?

– Well, that's a difficult question. We have to take advantage of every opportunity we get.

– ...?

– You know, it's possible to have success and follow your ideas.

– ...?

– In fact, money doesn't make happiness.

– ...?

– The thing is that it's possible to change things if we try hard..

–?

– Let's see now, the world is a competitive place.

Ex. 10. Act out the dialogue between a teacher and a student. They are talking about carrier choice. Follow the information in brackets.

Teacher: Did you decide what to be?

Student: (shows hesitation and says that he doesn't know exactly what he would like to be).

Teacher: I'm surprised to hear that. Could you describe the job you would like to have in the future.

Student: (expresses hesitation again).

Teacher: Well?

Student: It's complicated, professor. I'll try to explain. Well, I would like something creative. I think I'm good at dealing with people. I know how to organize something interesting. I can write poems. You understand?

Teacher: Let me tell you something. Tomorrow I will bring some psychological tests for you. I hope it'll help you to make up your mind.

Student: I'm ever so glad! Thank you for help, professor.

Teacher: You are always welcome.

Ex. 11. Role-play the situation. Speaker A would like to be a travel agent. Speaker B hasn't made his choice yet. He tells his friend about his doubts.

Unite 2. Getting ready for a job interview

Ex. 1. Study the Value Capsule about the peculiarities of a job-interview in America. In the Value Capsule find the answers to the questions below.

Value Capsule "The skill of self-presentation"

In the United States, one's job is an important facet of personal identity. "What do you do?" (i.e., for a living) is synonymous with "What are you?" or "Who are you?" Since American society places a stronger emphasis on "doing" than on "being", work is one of the most important activities in an individual's life.

The best interview is one in which there is two-way communication between the employer and the job applicant. Often there is some "small talk" at the beginning of the interview (e.g., "Did you have trouble finding the company?"). This "small talk" is actually very important, because the applicant's answers may indicate how easily the person can converse. A smile and handshake are expected after the job applicant walks into the prospective employer's office.

During the interview, a supervisor or manager will ask the applicant questions that must be answered fully (but without excessive detail). It's important to watch the employer's face for nonverbal cues as to whether enough has been said. It may be helpful to say something like, "Have I given you enough information, or would you like me to elaborate?"

In an American interview, applicants must learn to present themselves in the most positive light saying something like "I'm really good at administration", "In my last job, I was the most productive employee in my department". This is a challenge for many people from other countries.

Part of the preparation for an interview involves learning about the organization. The job applicant should have questions prepared for

the potential employer. Asking an employer about the company's product, the size of the various departments, or the method of production, for example, demonstrates the job hunter's interest.

One of the peculiar things that foreign-born individuals notice in American companies is the casual nature of the employer-employee relationship. Subordinates often call their superiors by their first names. Most American supervisors don't like to be called "Sir" or "Ma'am". For most American managers "Sir" and "Ma'am" convey a position of subservience, which goes against the American cultural value of egalitarianism.

Questions to answer:

1. Is job an important facet of personal identity in our country?
2. What are the ways in which job applicants can make a good impression?
3. Why might it be important to watch the employer's face in an interview?
4. Is it easy for people in our country to present themselves in the job interview? Why?
5. What does asking an employer about the company demonstrate?
6. Is it common for employees to call their bosses by first names in your country? What does it demonstrate?

Ex. 2. Test your comprehension of the Value Capsule "The skill of self-presentation".

1. What does the phrase "What do you do?" mean?
 - a) What are you occupied with at the moment?
 - b) What is your profession?
 - c) What are you doing now?
2. Why is Small talk so important at the beginning of the interview?
 - a) It is a rule of being polite.
 - b) It shows the ability of a person to converse.
 - c) It is the way of greeting each other.

Ex. 3. How should an employee present himself?

- a) He should be modest and shy.

- b) He should speak much about himself.
- c) He should show his best.

Ex. 4. What does the casual nature of the employer-employee relationship mean?

- a) You may treat your boss as if he were your colleague.
- b) You may tell everything to him.
- c) You may call him by his first name.

Ex. 5. Find out and summarize what an applicant should know about a job-interview in America. Use the Value Capsule “The skill of self-presentation”.

Ex. 6. Study the extracts of job interviews. Is the behavior of the participants adequate to the information in the Value Capsule. Find the errors in their behavior and analyze them according to the questions below.

Excerpt 1

Recruiter: Tell me about yourself.

Student: Okay. I come from a family of seven and I was the youngest in the family, and currently I am looking for a job that relates to my study – what I studied – and during my days in Nanyang Technological University I took up computers as a major. And my hobbies are quite... that means I have a lot of hobbies and they include...

Recruiter: You have time for a lot of hobbies?

Student: I was quite an active person on campus, you see, and I was once appointed the vice chairman of the CSGS harmonic group, and the advisor to the Yishunexco.

Questions to answer:

1. What errors did the candidate make?
2. What does the recruiter mean by asking a candidate about himself and his hobbies?
3. How could a student have developed the fact that he was a seventh child in the family for it to play to his credit?
4. What does he do wrong by talking about his hobbies?
5. What important characteristics did he ignore to show speaking about his childhood and his hobbies?

Excerpt 2

Recruiter: Tell me about your hobbies, interests – how you spend your time.

Student: Oh, how I spend my time, right. Well, on the weekends I'm involved in church activities. I'm the library coordinator, so I try to acquire Christian literature. I am also in charge of church publications, so weekends are spent in church activities, and also with my family.

Questions to answer:

1. What errors did the candidate make speaking about his hobbies?

2. How should he have answered the question about his spare time?

Excerpt 3

Recruiter: You also mention that you are very active in your ECA and all that, right? Would you be able to tell me some of these activities?

Student: During my college days, in fact, I was involved in clubs ... in fact I joined quite a lot of clubs in my college days. In my secondary school, I was president of this Arts Society, mainly helping out the students who are keen on drawing, organizing some trips to museums, or whatever. And at the moment, during the holidays, I take up some of the jobs that are enumerated in the resume. In fact, I've worked from operator to clubs.

Questions to answer:

1. What do the recruiter's questions really mean?

2. What errors did the candidates make?

3. Why didn't the candidates reveal their personal characteristics?

4. How should they have answered the recruiter's questions about their hobbies, interests and activities?

Ex. 7. Study the job interview. Single out the questions that the employer asked. What does he mean by asking such questions? What questions do you consider tricky? Are the answers of the candidate adequate? Why do you think so?

Situation.

Pam Harris is being interviewed by John Lopez, the general manager of a radio station for the job of a radio news reporter.

JL: Hi, I'm John Lopez. You must be Pam. Come on in and have a seat.

PH: It's good to meet you. I've heard you a lot on the air and it's nice to see you in person. I hear that you have just moved into the building.

JL: Yes, we're finally getting settled down. We have a lot more space. Do you know anything about our operation here?

PH: Well, I know that you operate on 5,000 watts and cover a two-county area.

JL: Yes, we have a lot of pride in our local news. What experience have you had?

PH: I've worked as a stringer on the station. I covered radio news for the campus station and I was the radio news director. I worked on the television, but I prefer radio.

JL: Why do you prefer radio?

PH: Radio is more exciting. Newspapers and television are too slow.

JL: I agree. What technical experience have you had?

PH: I can run a simple radio board, and I know how to run cassette and cart machines.

JL: Do you know how to slice tape?

PH: I did it once so I understand how it works; but I would need more experience before I got very efficient.

JL: What do you think are your greatest strengths in working in radio?

PH: I seem to have a strong sense for a news story.

JL: What do you think your weaknesses are?

PH: I am not as fast as I would like to be. I'm sure I'll get a lot faster when I work with it every day.

JL: I guess we've pretty much covered all the facts. If we were to hire you, what would be your goals on this job?

PH: My main goal is to learn to cover stories faster and more efficiently. I would like to be a radio news director. Some day I would like to work in news in a big city.

JL: Thanks for coming in. I will be making my decision by Monday. I will call you then.

PH: Thank you for the interview. I'm glad I have had a chance to meet you and look at the station. I'll look forward to hearing from you.

Ex. 8. Read the dialogue of the job-interview and find out some peculiar things in the behavior of the participants that prove the information in the Value Capsule “The skill of self-presentation”.

Malcolm: Hi. I'm Malcolm Stewart.

Marchetta: John Marchetta. Sit Down. Sit down.

Malcolm: Susan has told me a great deal about you. She says you are quite a man.

Marchetta: She says a lot a wonderful things about you, too, Mr. Stewart.

Malcolm: That's always nice to hear, Mr. Marchetta.

Marchetta: Call me John. May I call you Malcolm?

(Malcolm nods).

Marchetta: Let's talk business

Ex. 9. Study the extracts from the interview below. Predict the conclusion the employer can make if the candidate behaves this way.

a) JL: Do you know anything about our operation here?

PH: Unfortunately, no. It's quite new for me.

JL: What conclusion would he make?

b) JL: What experience have you had?

PH: Frankly speaking, I've changed many jobs seeking for something interesting for me. So, I have some experience in several fields.

JL: What conclusion would he make?

c) JL: What do you think are your greatest strengths?

PH: I'm lucky to have a strong character.

JL: What conclusion would he make?

d) JL: What do you think your weaknesses are?

PH: I think, it's not important at all.

JL: What conclusion would he make?

e) JL: What would be your goals on this job?

PH: First, I should start. Then I will formulate my goals.

JL: What conclusion would he make?

Ex. 10. The phrases of the interview are mixed. Arrange them in the right order. Follow the scheme of the interview below.

The scheme of the interview:

1. The employer and the candidate greet each other.
2. The employer asks if the candidate knows anything about the company.
3. The employer asks about the candidate's experience.
4. The employer asks about the candidate's technical skills.
5. The employer asks about the candidate's character.
6. The employer finds out career goals of the candidate.
7. The final moment of the interview.

Ex. 11. Study the Language Capsule how to answer a tricky question. Which tip do you usually use if you are asked a tricky question?

Language Capsule “How to answer a tricky question”

If you want to avoid giving a direct answer and staying polite, use the following tips:

1. Polite refusal: “I know a lot of people don't mind talking about such thing, but I guess I'm a little old-fashioned”.
2. Humor: “I can't tell you all my secrets”.
3. Close relative excuse: “Even my hairdresser doesn't know for sure what my natural hair color is”.
4. Confession of embarrassment: “I have to be honest – I feel rather embarrassed by your question”.
5. Throwing the questions back: “Does your question about my marital status have anything to do with the job?”
6. Vagueness: “How much do I make? Enough; “I wouldn't call myself rich, but I get by.”; “Isn't it strange how people always feel that they need to know the age of a person? I don't really think that age is important at all”.

Ex. 12. Here are tricky questions you might be asked on the interview. Match the questions to the possible answers.

Tricky questions

How would you describe your personality?

Answers

I have to be honest. I feel rather embarrassed by your question.

Describe your ideal boss.

Do you mean if I'm hot-tempered or not?

When did you last lose your temper?

Well, I don't really think that age is important at all if a person loves his profession.

Are you married?

I think I'm hard working, persistent and always open for new information.

Don't you think that you are too young for the job?

Does this question have anything to do with the salary?

What is more important to you: status or money?

Does your question about my marital status have anything to do with the job?

Ex. 13. Sometimes an employer gives an applicant a hard time by asking supplementary questions (in italics). Answer the employer's questions. The possible starters are given to you (in italics).

1. – How would you describe your personality?

– I think I'm hard working, persistent and always open for new information.

– In what way exactly?

– What I really mean is...

2. – Could you describe your ideal boss?

– I have to be honest. I feel rather embarrassed by your question.

– Could you explain why you think that?

– What I'm really saying/trying to say...

3. – Don't you think that you are too young for the job?

– Well, I don't really think that age is important at all if a person loves his profession.

– Are you quite sure you mean that?

– In other words...

4. – Which is more important to you: status or money?

– I think, both.

– Why do you think that?

– Sorry, let me explain it more clearly...

Ex. 14. Make questions to the possible answers given in the Language Capsule “How to answer a tricky question”.

1. – ...?

– I know a lot of people don't mind talking about such thing, but I guess I'm a little old-fashioned.

2. – ...?

– I can't tell you all my secrets.

3. – ...?

– Even my hairdresser doesn't know for sure what my natural hair color is.

4. – ...?

– I have to be honest – I feel rather embarrassed by your question.

5. – ...?

– Does your question about my marital status have anything to do with the job?

6. – ...?

– I wouldn't call myself rich, but I get by.

7. – ...?

– I don't really think that age is important at all.

Ex. 15. Complete the questions of a job interview to match the answers of the candidate.

Interviewer: ...

Applicant: I work for a company that sells computers in the north of England.

Interviewer: ...

Applicant: Er... I've been there for about five years.

Interviewer: ...

Applicant: Because I'm underpaid and promotion prospects aren't very good.

Interviewer: ...

Applicant: Because I've heard you are a very modern and successful company and you pay more than most other companies.

Interviewer: ...

Applicant: Yes, I can speak French and a little German.

Interviewer: ...

Applicant: At the beginning of the next month.

Ex. 16. You are one of the candidates for the position of an instructor on Russian literature at one of the famous Universities in California. You are going to have a job-interview. Act out the interview. Follow the tips in brackets.

Interviewer: Good morning, Miss Smith. Come on in and have a seat.

Applicant: (use eye contact; greet the employer and make a compliment about pleasant working surroundings).

Interviewer: Thank you very much. Let's talk business. Tell me about yourself.

Applicant: (mention your former job and your positive experience at it; stress your personal benefits; be confident).

Interviewer: What are your career goals?

Applicant: (change the posture; stress possible benefit to prospective employer: "I think I can offer and use new methods of teaching")

Interviewer: What are your weaknesses?

Applicant: (feel relaxed; say that your weaknesses have nothing to do with the job you are looking for and switch the interviewer to your strengths).

Interviewer: Thanks for coming in. I will call you by Friday.

Applicant: (use eye contact; thank the interviewer for the talk and add that you will wait for the answer).

Ex. 17. Act out a job interview in the situation below. Use the scheme.

Situation.

Kate Bethel is being interviewed by Mr. Graham, the head of the library, for the position of a librarian.

Kate Bethel greets Mr. Graham, introduces herself and asks to come in.

Kate Bethel makes a compliment to Mr. Graham about the new office they moved in.

Mr. Graham greets Kate Bethel and invites her to come in.

The interviewer answers the compliment and asks Kate Bethel to speak about herself.

Kate Bethel tells about her experience at a former job.

Kate Bethel says that she developed and introduced an efficient method of seeking new information.

Kate answers that she would like to become a proficient librarian and initiate new projects of popularizing libraries.

Kate briefly describes her ideas.

Kate characterizes herself as a hardworking, goal-orientated and sociable person.

Kate mentions that the weaknesses she has have nothing to do with the job.

Kate explains that her small minuses don't prevent her from showing her best at a work place.

Kate throws a question back and asks Mr. Graham to explain why he thinks so.

Kate says that a happy woman is the most effective worker.

Kate Bethel thanks Mr. Graham and goes away.

Mr. Graham asks about her contribution to the former job.

Mr. Graham asks Kate about her career goals.

Mr. Graham finds the idea interesting. He asks her a supplementary question in what way she plans to do this.

He asks Kate about her personality.

Mr. Graham asks Kate a tricky question about her weaknesses.

Mr. Graham insists on what Kate means.

Mr. Graham asks a tricky question about Kate's age if she is too young for this job.

Mr. Graham explains that Kate may get married and deliver a baby.

Mr. Graham thanks Kate for the interview and says that they will connect with her.

Ex. 18. The British museum is looking for a museum assistant, department of Prints and Drawings. Act out a job interview. Study the requirements for a candidate and job description.

Requirements for a candidate and job description:

1. Education – levels & subjects – BA degree in History of Art or other humanities subject.

2. Work experience, likely former jobs – Museum work, experience using the prints and drawings collections.

3. Job description – to assist the public in the Prints and Drawings Study Room and carry out duties listed in the job description.

4. Key responsibilities (in order of priority):

- Supplying material to visitors.
- Helping with enquiries - especially photographic orders.
- Assisting with administrative tasks as required.
- Work with database.

5. The main work pressures and challenges:

– Dealing with the public requires a calm and friendly personality as well as knowledge of the history of western art.

– Basic IT skills are essential.

– A careful and methodical approach to a variety of tasks.

– Teamwork is essential. Some aspects of the job, however, require individual work, necessarily involving personal initiative and self-motivation.

– Occasional heavy lifting is necessary.

6. Person specification – Good English; ability to work well as part of a team and with the public.

7. Salary: £16,581 p.a.

Ex. 19. Summer school for children is looking for a non-native English teacher. Act out a job interview according to the requirements for a candidate.

Requirements for a candidate:

- specific language teaching certificate/diploma;
- experience in working with kids;
- young learners' teaching experience and qualification or additional skills such as drama or art would be a distant advantage;
- high level of English;
- creative, enthusiastic, good team player.

We offer:

- competitive salary package;
- excellent career opportunities;
- continuous learning and development, work experience in a big international company;
- a CV and a letter of recommendation.

Unit 3. Tough moments. Making a request

Ex. 1. Study the Value Capsule ‘Individual Freedom and self-reliance of Americans’. Single out the information on the following: a) American’s attitude to freedom; b) American’s attitude to self-reliance.

Value Capsule “Individual Freedom and self-reliance of Americans”

The United States came to be associated with the concept of individual freedom. This is probably the most basic of all the American values. Scholars and outside observers often call this value “individualism”, but many Americans use the word “freedom.” Perhaps the word “freedom” is one of the most respected popular words in the United States today.

By “freedom”, Americans mean the desire and the ability of all individuals to control their own destiny without outside interference from the government, a lulling noble class, the church, or any other organized authority.

There is, however, a price to be paid for this individual freedom: self-reliance. Americans believe that individuals must learn to rely on themselves or risk losing freedom. This means achieving both financial and emotional independence from their parents as early as possible, usually by age 18 or 21. It means that Americans believe they should take care of themselves, solve their problems, and “stand on their own two feet.” Tocqueville observed the Americans’ belief in self-reliance 150 years ago in the 1830s: ‘They owe nothing to any man, they expect nothing from any man; they acquire the habit of always considering themselves as standing alone, and they are apt to imagine that their destiny is in their own hands.’

This strong belief in self-reliance continues today as a basic American value. In order to be in the mainstream of American life – to have power and /or respect – individuals must be seen as self-reliant to keep their freedom.

Ex. 2. Here are the statements from the Value Capsule. Say if it is true of people of your country.

1. Individual freedom is probably the most basic of all the American values. Is it true of people of your country?

2. The word “freedom” is one of the most respected popular words in the United States today. Is it true of people of your country?

3. Americans believe that individuals must learn to rely on themselves or risk losing freedom. Is it true of people of your country?

4. Americans believe that children should have financial and emotional independence from their parents as early as possible, usually by age 18 or 21. Is it true of people of your country?

5. Americans acquired the habit of always considering themselves as standing alone. Is it true of people of your country?

6. Self-reliance is a basic American value. Is it true of people of your country?

Ex. 3. Study the situation. Choose the statement which explains the reason for the American to refuse to help his Belarusian friend. Prove your choice, using the Value Capsule. What would you do in this case if you were a Belarusian/American? If your friend refused to help you with money, would it be the end of your friendship with him?

‘A person from Belarus asked the American to co-sign a loan; in other words, the American’s signature would indicate a willingness to pay back a loan to a bank if the Belarusian immigrant was not able to do so. The American, with his sense of financial responsibility to his family, felt that the favor asked was excessive, even though he was almost sure that his Belarusian friend would be able to repay the loan. The Belarusian, who felt very close to the American, didn’t see this as an unreasonable request. The American ended up telling the Belarusian that, although he would like to help him, he would not co-sign the loan. After that, the Belarusian never called him, and when the American called him, the wife said, “He’s busy now.” Neither person did anything internationally wrong to end the friendship; in fact, both felt bad about what had happened’.

Statements to choose:

1. The American doesn’t have enough money to pay for the loan in case the Belarusian couldn’t pay it back.

2. They were not close friends.

3. The American believed that the Belarusian should rely on himself.

4. The American didn’t like to lend money to anybody.

Ex. 4. What is ‘a friend’ for you? Would you do anything for your friend? What wouldn’t you do for your friend?

Ex. 5. Study the situation ‘Fivemothers’. Find in the situation the facts that prove individualism and self-reliance of Americans. Explain the facts, using the Value Capsule “Individual Freedom and self-reliance of Americans”.

Five mothers

One summer, I went on a ten day hiking trip with a group of Belarusian friends. We were a group of six – 2 men and 4 women. Although they were only two, the men insisted on carrying everything. They carried their own bags and the women’s bags too. They wouldn’t let me carry a single thing.

One day I was thirsty and I asked my friend Larisa where I could find drinking water. In response she asked Alex, her husband, to walk to a nearby town and buy some. At first he said to me, “We have tea, Sharon. Can’t you drink tea?” But I didn’t want tea; I wanted water. Tea doesn’t satisfy thirst like water, and I was getting very thirsty. I would have been glad to walk to town myself – as I enjoy a good hike and seeing new places and things – but Alex insisted on going. As Alex was about to leave I asked, “Can I come with you?” He said, “No, I’m going to run very fast. You won’t be able to keep up, but I really wanted to see the town, and it was only one mile away, so secretly I followed. When Alex saw me in town he looked very upset.

Another day as we were hiking, it got hot and I took off my sweater. Alex said, “Sharon, give me your sweater. I’ll carry it in my pack.” But I insisted on carrying it myself. I’m a very experienced hiker, and in America women carry all their equipment themselves. I was determined to carry my own sweater at the very least.

The following day it began to rain as we were putting up the tent. Alex made a place for me to sit down under the shelter of a tree and said, ‘Sharon, sit down!’ I said, “No, really, I prefer to stand.” For the third time he said, “Sharon, come on, please sit down!” Again I refused. Finally Larisa said, “Okay, I’ll sit down then”.

Later Larisa took me aside and said. “Sharon, you have a really bad attitude. Everyone is trying to do everything for you and you have a really bad attitude.”

I wished they would stop trying to do so much. It was like having five mothers. At least on the train back to Minsk they let me walk around by myself. I know they were trying to be helpful and hospitable, but I felt controlled and oppressed.

Ex. 6. Study the situation. What is Brad's problem? Why can't he say 'No'? Do you share his point of view? Choose the point of view below you think reasonable. What would you recommend to him to say 'No'?

Situation 'Brad's problem':

I have a problem. Actually, I'm not sure what my problem is. But whatever it is, I need help. It seems like I'm always doing favors for people, and I never have time for myself. I mean, I like people, and I want them to like me, but it's getting to be too much. You see, like this week, I'm taking care of Rex. It's a dog that belongs to a woman in my office. How did I end up taking care of this dog? I don't even like dogs. Sheila asked me to help with her dog and I said: 'Oh, no problem'. Why did I say that? I just couldn't say 'no'. I always seem to get into this kind of situation.

Yesterday my brother needed help with fixing a broken window. I drove two hours to his house to help. It only took ten minutes to repair, but my whole day was shot. And Rex chewed up my sofa while I was gone. These sorts of things happen to me all the time. Tell me, please, how to say 'no'?

Points of view on Brad's problem:

1. Brad needs to learn to say no. He should refuse to help people.
2. Brad should help only his family and close friends.
3. Brad is lucky that people need him. He should be happy that he can help people.

Ex. 7. How do you feel about helping other people? What would you do in situations below?

Situations:

1. A friend asks you to lend him some money.
2. A friend asks you to help him to move to a new apartment.
3. A friend asks you to let him live in your apartment for some time.
4. A friend asks you to look after his pet.
5. A friend asks you to give him a ride home.
6. A friend asks you to help with a home repair.
7. A friend asks you to let her wear your new dress for the party.

Ex. 8. What would your reaction be if your friend refuses to help you in the cases above? In what cases would you try to understand him? How would you justify your friend? In what cases would you be hurt?

Ex. 9. Study the Language Capsule “Making a request”. Pay attention to the phrases to request for something. Choose the phrases you know and the phrases new for you; formal and conversational phrases.

Language Capsule “Making a request”

If you want to make a request you should avoid being direct. Use the following:

- Would you repeat the question, please?
- Could I possibly trouble you to repeat the question, please?
- Would you like to find me an eraser?
- Could I ask you to do me a favor?
- Could you do me a favour?
- I would be eternally grateful to you if you could ...
- Could I get a Pepsi?
- I’d like one ticket to “The Piano”, please.
- Could I get my groceries put in a plastic bag, please?
- Excuse me, please. Do you happen to know where the restrooms are?
- Do you mind ...?
- Will you please ...?
- Would you mind if I did ...?
- I wonder if you could ...
- I don’t suppose you’d be able to...
- I’m not sure I can ask you...

Ex. 10. Study the Language Capsule “Reacting to a request”. Pay attention to the way Americans say ‘No’ to a request. Which tips to say ‘No’ do you use in your native language?

Language Capsule “Reacting to a request”

To say ‘Yes’ use the following:

- Sure/OK;
- Yes, of course/Certainly;
- I’d/I’ll be glad to.
- By all means.

To say 'No' use the following tips:

1. Be indirect, especially when giving negative responses:

2. Make your excuses as tactful and truthful as possible:

Untactful: 'The manager asked me to come in to talk about my project on Wednesday, and I completely forgot we'd decided on a lunch meeting that day.'

Tactful: 'Jim, the company set up a project meeting on Wednesday, and that's the day we were going to meet for lunch.'

3. Acknowledge inconvenience briefly. Suggest alternatives swiftly.

4. Fill up time for thinking your answer over:

– Start with fillers or hesitation devices – 'Oh, er ..., well, you see, as a matter of fact, actually ...'

– Start with an apology – 'I'm sorry but ..., I'm afraid I can't ...'

– Start by seeming to agree – 'I know it would be a good time to do it, but...'

– End with an explanation or justification – 'We've already been invited somewhere else that evening; I promised my mother that I wouldn't do that until I am 18 ...'

To say No Americans use:

– I'm afraid I can't help you there;

– I wish I could help you but I can't;

– I just can't;

– I can't help you;

– It's out of my hands;

– It's outside my jurisdiction;

– It's not in my power;

– Forget it;

– Not in your life;

– No way;

– Absolutely not;

– What, are you nuts/crazy!

– No way.

Ex. 11. Study the dialogue and find the phrases the speakers use to make a request/to react to a request.

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

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

Tom: No, she's at work. Shall I phone her to tell her you're home?

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

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

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

Tom: Dad, will you do me a favour, please?

Mr. Bradford: It depends on what it is.

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

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

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

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

Ex. 12. Study the dialogue. Interpret the feelings of an English businessman, taking a quiz.

Bill: How was the meeting with Nigel?

Mary: Much better than I expected!

Bill: What happened? Did you explain everything to him?

Mary: Yes. I told him we're very sorry, but we simply cannot meet the deadline.

Bill: And?

Mary: He just said, "Well, that's a bit of a nuisance" and changed the subject!

Bill: Great! I'm so glad he's not upset. I thought he was in a hurry and I was worried.

Interpretation quiz. Answer the following questions about the meeting and conversation Mary has described. Choose (a) or (b).

1. How do you think Nigel feels?

a) Nigel is not upset. He understands that the document will be late and does not mind waiting.

b) Nigel was upset and is sure Mary understood that he is not happy.

2. Nigel said, "Well, that's a bit of a nuisance". What do you think Nigel meant?

a) Nigel meant what he said. “It’s a small problem, it’s really nothing to worry about.”

b) Nigel was being indirect. “That’s a bit of a nuisance” is an understatement. Nigel really meant “That’s a problem indeed.”

3. Nigel changed the subject. Why do you think Nigel did this?

a) Nigel wanted to talk about something new – the document was not on his mind any more.

b) Nigel did not want to discuss the document being late, he was upset about it.

Ex. 13. Work in pairs to solve the problem presented in the letters to the Cultural Advisor. Give your solution to the Cultural Advisor. The Cultural Advisor should agree or disagree with your solution and make the final decision.

A letter to the Cultural Advisor:

‘Dear Cultural Advisor, I am very friendly to my next-door neighbors. We have dinner together regularly. Today they informed me that the grandmother has become gravely ill, and they are going to her place for what will probably be an extended stay – everyone, that is, but the youngest boy, 9 years old, whom the family do not want to take out of school. Instead they would like him to stay with me until they return. I explain that I study all day and don’t get home until late in the afternoon, but they say that this schedule coincides with his school schedule. I know this is not an unusual request for close friends to make of each other, but I can’t imagine looking after a 9-year-old boy for the next month. What should I do?’

Ex. 14. Complete the dialogue with other phrases to make a request from the Language Capsule “Making a request”. Follow the instructions in the brackets.

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

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

Tom: No, she’s at work. (request)...

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

Tom: She probably took them up to the bedroom, Dad. (request)...

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

Tom: (request)...?

Mr. Bradford: It depends on what it is.

Tom: (request)...? I'm taking Janet to a party.

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

Tom: Thanks, Dad. (request...)?

Mr. Bradford: Yes, yes. But before you do, (request)...?

Ex. 15. How would you make a request in the following situations? Choose the phrases from the Language Capsule "Making a request".

Situations.

You want to ask to:

- 1) help you with a computer error;
- 2) bring a new film for you to see;
- 3) give you a lift to the nearest Metro station;
- 4) print out some information for you;
- 5) translate something from French;
- 6) help you with the project;
- 7) buy some medicine for you.

Ex. 16. How would you react to the following requests? Use the phrases from the Language Capsule "Reacting to a request".

Situations.

1. In the cinema hall a stranger asks you to swap seats for he wants to sit together with his friend.

2. A stranger asks you to help him to look for a one-pound coin that he dropped.

3. A teacher is carrying a pile of books. She can't open the door to the classroom. She asks you to help.

4. A person close to you in the train compartment asks you to give him today's paper to read.

5. Your neighbor is in a hurry and asks you to give him a lift ... You are driving in the same direction.

6. Your friend asks you to lend him some money for the bus ticket.

Ex. 17. How would you say 'No' to the following requests? Consult the Language Capsule "Reacting to a request".

Situations.

1. Your neighbor asks you to fix something in his bathroom, but you are really short of time. What would you say?
2. Your friend asks you to help him to move out, but you've got a splitting headache. What would you say?
3. Your friend asks you to let him live with you for some time, but your parents object to it. What would you say?
4. You're waiting for your fiancé in a heavy rain. A young man is also waiting for somebody and asks you to share your umbrella with him. But your fiancé is very jealous. What would you say?
5. Your relatives ask you to look after your niece, but tomorrow you'll take an exam and you need time to study. What would you say?

Ex. 18. In what situations would you use the following reactions to a request?

1. I wish I could help you but I can't.
2. It's not in my power.
3. I'm afraid I can't help you there.
4. Absolutely not.
5. I can't help you.
6. It's out of my hands.
7. Forget it.

Ex. 19. React to the following requests saying 'No'. Use the tips and the phrases from the Language Capsule.

1. – A: Could I ask you for the favor of giving me a wake-up call at 6 a.m.?
– B: ...
2. – A: I would eternally grateful to you if you could help me to do my flat before my birthday.
– B: ...
3. – A: Could you make me some coffee?
– B: ...
4. – A: Tomorrow we are going to the party and I have nothing suitable to wear.
Will you please give me your grey evening dress?
– B: ...
5. – A: I'm not sure I can ask you to lend me some money.
– B: ...

6. – A: I wonder if you could walk my dog tomorrow. I'll come home late.

– B: ...

Ex. 20. Complete the mini-dialogues with the requests. Consult the Language Capsule “Making a request”.

1. – A: ...?

– B: It's not in my power. I have to follow the necessary regulations. That's my duty.

2. – A: ...?

– B: I wish I could help you but I can't. Tomorrow I'm going to Moscow to take part in the conference.

3. – A: ...?

– B: What, are you crazy! Never ask me about it ever again!

4. – A: ...?

– B: I'm sorry but I will be busy at that time. You know I am always ready to help you if I can.

5. – A: ...?

– B: Well, you see, I have to keep silent for some time.

6. – A: ...?

– B: I know you would like me to do it, but I think I'm not able to do it properly. Let's ask Jane. She's so artistic.

Ex. 21. Act out the situation “Neighbors’ request” according to the scheme.

Situation “Neighbors’ request”:

You are very friendly to your next-door neighbors. They regularly invite you to meals, and you spend a lot of time at their house. Today the mother of the family informs you that the grandmother has become gravely ill, and everyone is going to her town for what will probably be an extended stay – everyone, that is, but the youngest boy, 9 years old, whom the family does not want to take out of school. Instead they would like him to stay with you until they return.

Missis Mitchell greets Laura, her neighbor. She asks her how she is.

Laura greets Missis Mitchell and asks how she is doing.

Missis Mitchell says that there is a problem in their family. The grandmother has become gravely ill.

Missis Mitchell says that the grandma is getting better but she needs care.

Missis Mitchell says that they are going to visit her soon to stay there for a week or so. But the problem is David. They don't want him to miss school.

Missis Mitchell asks if Lora could look after David for some time.

Missis Mitchell makes a request again. She says that they trust Lora very much and David loves Laura.

Missis Mitchell shows that she understands everything. She says that David will stay with his father, Mr. Mitchell, and she will go to the grandmother alone.

Missis Mitchell thanks Laura.

Laura is sorry to hear such news. Laura asks how Missis Mitchell is now.

Laura agrees. She shows that she is following.

Laura shows that she is listening attentively.

Laura hesitates and takes some time to think. She didn't expect to hear such a request.

Laura says that she would like to help with great pleasure but in a week she will take her exams. She needs much time to make a project and to get ready for the exams properly.

She wouldn't be able to spend time with David.

Laura says that she sympathizes sincerely. She asks to excuse her again.

She wishes Missis Mitchell all the best.

Laura thanks Missis Mitchell for understanding.

Ex. 22. Study the situation and act it out. Try to understand your friend's position. Explain his reasons. What would you do if it happened to you? Have you got some personal space in relations with your close friend?

Situation.

'A Parental visit':

Your parents have just finished a whirlwind trip to the country, where you take courses at high school. It didn't give them time to visit the out-of-the-way and hard-to-get-to part of the country you live in. Accordingly, you met them in the capital and accompanied them on a two-day swing through the tourist hot spots. You have returned to your site after seeing your parents off and have recounted the story of their trip to your best friend. When you finish, she's wearing rather a long face, and you ask her what the matter is. She says she would have enjoyed meeting your parents greatly and feels hurt that you didn't think she was a good enough friend to introduce her to them. After all, she has taken you to her parents' house in the capital several times.

Ex. 23. Act out the cross-cultural situation.

Jane, an American student, was approached by her Russian friend and classmate Irina for answers to the take-home examination given in a biology class that both students were taking. Irina missed many classes, didn't do most of the readings, and scored poorly on the midterm exam. Jane said no to her request. Irina was very angry.

Ex. 24. Act out the cross-cultural situation.

Nyet becomes da!

An American visitor to Moscow finally checks into a hotel after a long and difficult journey, only to realize that he is hungry and has no rubles!

Making my way down the long, dim hall, I approached the dyezhurnaya (floor manager) for my floor. A feature of many Russian hotels, they are women who keep the keys and provide hot water for tea or instant coffee (if asked politely). Inquiring about the location of the currency exchange office, I was told it had closed for the day.

"Shtodelat?" (What to do?), I asked.

Shrugging her shoulders, she looked me over indifferently. Here was the making of a classic confrontation between a Western visitor and the Soviet system, which was not designed to serve individuals with special requests.

From past experience in Russia I knew not to retreat, so I stood my ground, changed the subject and began to converse with the old woman. We talked about my long trip from the States, the purpose of

my visit, the Moscow weather, where I had learned to speak Russian, the current shortages in Moscow, her children and mine, how nice it was for me to be back in Russia again. After a while, I returned to the subject of my hunger and asked if she had any suggestions as to what I might do.

“I’ll lend you some rubles,” she replied, reaching for her sumka (satchel) under the desk, “and you can pay me back tomorrow.”

My approach had worked. The lesson of this story is simple. Russia can be a cold and impersonal place, where a visitor’s requests are met with an automatic “nyet.” But Russians respond to a human approach, and they can be warm and helpful once a good interpersonal relationship is established. Nyet becomes da. That is the key to understanding Russians.

Ex. 25. Act out the situation in which the participant makes a request.

Situation.

Imagine that you are very friendly to your neighbors. The father of this family is a colleague of yours. Now, a most delicate problem has arisen in the office. You have discovered, in your position as an accountant, that the father of your neighbors’ family has stolen money from the company. You confronted him with your evidence, and he broke down and wept. He said he needed the money for the operation which his youngest daughter had just undergone and that he planned to pay it all back over the next few months. He asks you for trust to keep everything in secret. You refuse to help him and explain your grounds.

Unit 4. Creating positive atmosphere of socializing. Complimenting

Ex. 1. Study the Value Capsule “The power of positive thinking”. Complete the statements below with the information from the Value Capsule.

Value Capsule “The power of positive thinking”

Americans positively react to praise and compliments. In American English, compliments occur in a very wide variety of situations. They are quite frequent and they serve to produce or

reinforce a feeling of solidarity between speakers. Compliments may also serve as greetings, thanking, and apologizing, or even as substitutes to them. They may serve as a way of opening a conversation. Foreigners often remark upon the frequency of compliments in American English. Comments are often heard from non-native speakers that Americans do an excessive amount of complimenting. People from cultures, which are less open in expressing of approval, are often extremely embarrassed by this.

The usual American compliments are about a nice apartment and good food. It is not considered complimentary for Americans to suggest that another's attractiveness depends on having money. For example:

S: Your earrings are pure gold, aren't they?

A: Yes, they are. They must be pure gold when you put them on.

S: Money is a necessary condition to become attractive, indeed.

A: I think so too.

This variant of complimenting is rule breaking.

It is very insulting for the Americans if a speaker who compliments unwillingly emphasizes that the addressee looks unusually well. They may understand that the reverse is usually the case. Thus, two men meet at an elevator and one says to the other:

S: Hey, what's the occasion? You are looking really nice today.

Or two friends meet and one greets the other by exclaiming:

S: Wow! Linda! What did you do to your hair? I almost didn't recognize you. It looks great.

Statements to complete:

1. Americans... react to praise and compliments.
2. They are quite frequent and they serve... .
3. They may serve as... .
4. Comments are often heard from non-native speakers that Americans... .
5. The usual American compliments are about... .
6. It is not considered complimentary for Americans to suggest... .
7. It is very insulting for the Americans if a speaker... .

Ex. 2. Here are some statements about the complimenting behavior of Americans. Say if there are true of the people of your culture.

1. In American English, compliments occur in a very wide variety of situations. Is it true of the people of your country?

2. Compliments may also serve as greetings, thanking, and apologizing, or even as substitutes to them. Is it true of the people of your country?

3. Compliments may serve as a way of opening a conversation. Is it true of the people of your country?

4. Compliments are very frequent in American English. Is it true of the people of your country?

5. The usual American compliments are about a nice apartment and good food. Is it true of the people of your country?

6. It is not considered complimentary for Americans to suggest that another's attractiveness depends on having money. Is it true of the people of your country?

7. It is very insulting for Americans if a speaker who compliments unwillingly emphasizes that the addressee looks unusually well. Is it true of the people of your country?

Ex. 3. Choose the topics of the compliments which you usually make. Do Americans make compliments on these topics? Are you always ready to make a compliment?

COMPLIMENTS	appearance (hair, make-up, fresh look)
	clothes
	food
	apartment, possessions
	professionalskills, competence
	humanqualities
	other

Ex. 4. Study the Language Capsule “Making compliments”. Think of the situations in which the compliments mentioned in the Capsule can be made.

Language Capsule “Making a compliment”

The most frequent verbs in the American compliments are like and love, and as for adjectives they are nice, good, beautiful, pretty and great. For example:

- I really like your bookcase.
- I love your outfit.
- Your apartment's nice!

- You sound good on tape!
- You did a beautiful job of explaining that.
- Your hair looks great that way.
- Are those new glasses? They're pretty.

There are some other variants of the American way of complimenting:

- Good for you!
- (Th)attaboy/(Th)attagirl! (to kids with love)
- Bingo/Bull's Eye! (with approval of a pupil who answered the question correctly).

In America if you are complimented you should thank for it, otherwise your partner may think that you doubt his sincere praise. In comparison, Russian speakers tend to emphasize their modesty and because of it they may doubt the compliment.

Complimenting in America, it is better not to use:

- You flatter me/us. (it underlines insincerity of a person who gives a compliment)
- If only it were not a compliment. (it pays mistrust to a person)
- It's just a compliment. (implication for a false compliment)
- Oh, come on!' (it may show even disappointment about the insincerity of a speaker)

The best reaction to a compliment is to agree and thank. But if you would like to treat it funny you may say the following:

- Will/Would you put that in writing?
- Will/Would/Can/Could you say that in front of some witnesses?
- Oh, say that to me one more time, I love hearing it!

So in conclusion mind the given tips for responses:

- 1) Don't use the taboo phrases as: "Thanks, but it was nothing"; "You really like it? How could you?"; "It's not a big deal"; "Are you kidding?"
- 2) Thank with: "Thanks, I appreciate that"; "That's a nice thought – thanks"; "I'm glad you like it";
- 3) Add a comment of your own: "Thanks for noticing. It was hard work ...";

Ex. 5 Explore the compliment. Try to find out more about the traits your complimenter appreciates: "Thanks for your kind note about my report. Which parts did you feel were most convincing?"

Ex. 6. Study the dialogue. Find the phrases Mr. Carlson uses to compliment Richard. Find the phrases Richard uses to react to compliments.

Situation.

In his office Mr. Carlson is looking at Richard's photographs of street performers.

Carlson: Wonderful!

Richard: Thanks.

Carlson: Fabulous!

Richard: Thanks.

Carlson: Terrific!

Richard: Thanks.

Carlson: They are getting better and better.

Richard: Thanks a lot.

Carlson: This is sensational!

Richard: Yeah. Thanks.

Carlson: What a job! Good work, Richard!

Richard: I'm so glad you like them so much.

Carlson: Like them? They represent your best work.

Richard: Really?

Carlson: Absolutely.

Richard: Well ... what do you think? Do I have my book?

Carlson: You do. You do. There's a book here. I'll have a contract and an advance payment waiting for you first thing in the morning.

Ex. 7. Study the compliments and tell what is wrong with them. Use the Value Capsule "Complimenting" and the Language Capsule "Making a compliment". Explain the behavior of the communicators in the dialogues. Have any of these situations happened to you?

1. A: Hi, Mary! Oh, you look wonderful today! What's happened?

B: Thank you. Everything is OK.

2. A: Sue, what a nice haircut you have. It looks perfect with your eyes. It costs much money, doesn't it?

B: Thank you very much. I'm glad you like it.

3. A: Mary, I like your shoes very much. They match your suit.

B: Oh, they are not new. I have already been wearing them for a year.

4. A: Maggie, you are really beautiful! The most beautiful in the world!

B: It's a pity that it is just a compliment.

5. A: Sara, your place is so cozy and stylish!

B: Oh, come on. You are flattering me.

6. A: Jessica, your first presentation is brilliant! My congratulations!

B: Really? Are you kidding?

7. A: I've never heard anyone speak English as flawlessly as you!!!

B: You are flattering me. I would like to speak it better.

Ex. 8. Match the compliments to their reactions.

1. That's a beautiful dress you're wearing.

2. I think your choice of the hotel for the conference was excellent.

3. You are such a hard worker.

4. I'm so glad you like it so much.

5. This is sensational!

6. Would you put that in writing?

7. What a job!

8. Oh, say that to me one more time, I love hearing it!

9. Thanks a lot.

10. Is this a new bag? It's so pretty and fashionable.

Ex. 9. How would you compliment your fellow-communicator in the following situations? Match the compliments to the situations in which they can be used.

Your groupmate has got a new suit.

Your roommate is all dressed up for a very important job interview.

You are invited out to see a new house of a good friend.

You think it is beautiful.

The cake is just one of the best of your creations.

Thank you so much for the great pleasure that I have had! Everything was fantastic!

Your car is really superb!

You are finishing dinner at Mrs. Evan's house. She serves a chocolate cake that is wonderful.

You are leaving a potluck dinner (a dinner where everyone brings a dish to share).

Your brother has got a great promotion.

Your neighbor has bought a new sports car.

You are lucky!

Even God and Angels would like to live here!

You look so fashionable!

You look like the best candidate for this job!

Ex. 10. React adequately to the compliments. Add something to the gratitude on the compliment as in the example.

Example: – A: Your presentation was quite impressive today.

– B: Thank you, sir. I have done a lot of research on it.

1. – A: You are lucky!

– B: ...

2. A: Even God and Angels would like to live here!

B: ...

3. A: Your car is really superb!

B: ...

4. A: You look as the best candidate for this job!

B: ...

5. A: Thank you so much for a great pleasure that I have had! Everything was fantastic!

B: ...

6. A: Your car is really superb!

B: ...

Ex. 11. You've made a brilliant report on your diploma research. You're complimented first by the professor and then by your groupmate. Practise all the given tips. Choose the best reaction and explain your reasons. What does your partner feel if you answer the compliment in the wrong way? Do you get embarrassed when you are complimented?

Professor: My sincere congratulations, Mary! Your report is brilliant! It is clear that you know the subject perfectly well. Well done!

Student: ...

Groupmate: Fantastic! You were so convincing while making a report. How could you do it?! A top result! By the way, I kept my fingers crossed for you!

Student: ...

Ex. 12. Make compliments in the following situations. Use the Language Capsule “Making compliments”.

1. Jan and Beth live in the same apartment complex. They meet in the parking lot one morning.

Beth: Hi, Jan. How's your new job?

Jan: Fine. I'm sort of nervous, though.

Beth: ... (compliment).

Jan: Thanks. I have to dress up a lot more for this job.

2. Carlos and Dr. Rosen are just leaving a department seminar where Carlos has given an hour-long presentation.

Dr. Rosen: Carlos, may I see you for a moment?

Carlos: Sure, Dr. Rosen.

Dr. Rosen: ... (compliment).

Carlos: Thank you, sir. I have done a lot of research on it.

Dr. Rosen: That was clear. Keep up the good work.

3. Your roommate's parents, Mr. and Mrs. Barnes, have invited you for a Sunday dinner. They are friendly and easy to talk to.

Mrs. Barnes: How about a piece of cake now?

You: Thank you, yes. ... (compliment)!

Mrs. Barnes: Thank you.

You: ... (compliment)! Would you mind giving me the recipe?

Mrs. Barnes: Of course, not. I'd be happy to. I'm so glad you liked it.

Ex. 13. Act out the situation “Meeting of the former classmates” according to the scheme below. Use the phrases to give and take compliments.

Situation.

Two friends, Mary and Jane, are former classmates. They haven't seen each other for 5 years. Jane went to the USA 5 years ago and got

married there. She came back to Belarus to visit her parents. Now, Jane is in Mary's new house.

Mary greets Jane heartily.

Mary makes a compliment to Jane on her appearance.

Mary thanks and asks Jane how she is.

Mary introduces her children to Jane.

Mary thanks and tells her friend about her children, their results at school and their hobbies.

Their talk is going on.

Jane greets Mary and says that she misses her greatly.

Jane makes a compliment to Mary on her appearance and the house they moved in.

Jane tells about the way she lives in the USA.

Jane makes a compliment to Mary on so lovely children she has got.

Jane says that next year she will be a mother too.

Ex. 14. Imagine that you have got a chance to have a short talk with your favorite American singer after the concert (think who he can be). Compliment him on the songs he performed and the show he made.

Литература

1. Byram, M. Teaching and assessing intercultural communicative competence /M. Byram. – Clevedon: Multilingual Matters Ltd., 1997. – 121 p.
2. Cooperman, A. Family Album: Teleplays / A. Cooperman, G. Lefferts. – New Jersey, 1990. – 167 p.
3. DeCapua, A. Crossing cultures in the language classroom / A. DeCapua, A. Wintergerst. – Michigan, 2004. – 308 p.
4. Gavrilov, A. American English through Communicative situations / A. Gavrilov. – Томск : ТГАСУ, 2001. – 93 с.
5. Hall, E. T. Beyond Culture. / E. T. Hall. – Garden City, New York : Anchor Press, 1976. – 256 p.
6. Hall, E. T. Understanding cultural differences: Germans, French and Americans / E. T. Hall, M. R. Hall. – New York, 1990. – 196 p.
7. Hybels, S. Communicating effectively / S. Hybels, R. Weaver. – New York : Random House, 1986. – 425 p.
8. Joyce, V. Culture Bound. Bridging the cultural gap in language teaching / V. Joyce. – Cambridge : Cambridge University Press, 1986. – 222 p.
9. Kluckhohn, F. Variation in Value Orientation / F. Kluckhohn, F. Strodtbeck. – New York : Row Peterson, 1961. – 267 p.
10. Lado, R. How to compare two cultures / R. Lado // Culture Bound. Bridging the cultural gap in language teaching. – Cambridge : Cambridge University Press, 1992. – P. 52–63.

Производственно-практическое издание

Починок Татьяна Викторовна

BUSINESS ENGLISH
ДЕЛОВОЙ АНГЛИЙСКИЙ ЯЗЫК

Практическое пособие

Подписано в печать 20.02.2018. Формат 60x84 1/16.
Бумага офсетная. Ризография. Усл. печ. л. 2,8.
Уч.-изд. л. 3,1. Тираж 25 экз. Заказ 86.

Издатель и полиграфическое исполнение:
учреждение образования
«Гомельский государственный университет
имени Франциска Скорины».

Свидетельство о государственной регистрации издателя, изготовителя,
распространителя печатных изданий № 3/1452 от 17.04.2017.
Специальное разрешение (лицензия) № 02330 / 450 от 18.12.2013.
Ул. Советская, 104, 246019, г. Гомель.

