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UNIVERSITATEA DIN BUCUREȘTI
FACULTATEA DE LIMBI ȘI LITERATURI STRĂINE

Lector dr. SIMONA MARIA OPRESCU

FUNCTIONAL ENGLISH

BUCUREȘTI, 1984

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FACULTATEA DE LIMBI STRAINE

BUCURESTI
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Lector dr. SIMONA MARIA OPRESCU

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BIBLIOTECA INSTITUTULUI DE LINGVISTICA
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Scopul lucrării "Functional English" este de a familiariza pe studenți cu funcțiile comunicative ale limbii engleze în diferite situații socio-culturale ale vieții cotidiene.

În elaborarea lucrării de față s-a ținut cont de următoarele :

Chiar dacă cel ce studiază limba engleză se află la o etapă avansată de studiu, el poate întâmpina dificultăți în ce privește folosirea unei game largi de funcții comunicative astfel ca : exprimarea unei opinii, formularea unei invitații, a unei sugestii, solicitarea de informații, exprimarea unor stări sufletești variate, etc.

Prin indicarea expresiilor specifice fiecărei funcții, lucrarea de față are menirea de a încuraja o participare activă la conversație, înlăturând acea inhibiție de care dau dovadă uneori chiar și cei ce se află la o etapă de studiu mai înaintată.

Avînd în vedere că expresiile prin care se realizează fiecare funcție includ structuri gramaticale cît se poate de variate - începînd cu cele mai simple și terminînd cu cele mai dificile - lucrarea se adresează în egală măsură studenților de la facultățile filologice în seminariile de texte și conversație din cadrul cursului practic, precum și studenților de la cursurile postuniversitare.

Fiecare capitol al lucrării este alcătuit din 3 secțiuni.

Secțiunea I-a a fiecărui capitol reprezintă o sinteză a formulelor și modelelor de vorbire prezentate atît în cele mai noi publicații din literatura de specialitate (v. bibliografia) cît și în prelegerile ținute de lectorii străini la cursurile de vară pentru perfecționarea profesorilor.

Secțiunea a II-a cuprinde una sau mai multe scurte conversații care reprezintă contextualizarea modelelor de vorbire din Secțiunea I-a.

Secțiunea a III-a intitulată "Practice" solicită o activitate productivă care facilitează conștientizarea modelelor de vorbire din secțiunile a II-a și a III-a a capitolului respectiv.

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1. AGREEING AND DISAGREEING

If you agree or disagree with the person you are talking to, you can simply say I agree or I don't agree / I disagree, but the English people express agreement or disagreement in many other ways.

Agreement

The verb (or part of it) is commonly repeated in polite agreement :

This winter's been a bad one, hasn't it ?

- Yes, it has. - Yes, it has, hasn't it ?

I don't think it's worth buying this car, do you ?

- No, I don't. - No, I don't think it is.

Often words such as quite and certainly are added :

He's a very good doctor, isn't he ?

Yes, he certainly is.

In my opinion he should go and see an oculist.

- I quite agree.

Here are some other useful ways of agreeing with someone's opinion :

I couldn't agree more.

That's just what I was thinking.

You know, that's exactly what I think.

I agree entirely.

./.

Disagreement

Patterns for polite disagreement are less easy to distinguish. One should avoid being abrupt when disagreeing in English.

Examples :

1. Don't you think she looks awful in her new dress ?
- Oh, do you really think so ?
2. It looks rather crowded here. - Oh, I don't know.
(Only to someone you know well).
3. The Rolling Stones are wonderful, aren't they ? - Oh, do you really think so ?
4. It's very cold today, isn't it ? - Oh, I wouldn't call it really cold.
5. Harold Pinter's such a wonderful dramatist, don't you think ? - Well, as a matter of fact I'm not very keen on him.
6. What a nice town Sibiu is, isn't it ? - Well, personally I don't care much for it.
7. I think we ought to be leaving now, don't you ? - Oh, surely not. It's only ten o'clock.
8. I'll go and get a porter. Oh, I shouldn't have thought that was necessary.

If we know someone very well we can disagree more directly using expressions like these :

You must be joking !

Don't make me laugh !

Come off it !

So ending

The word so is often used in answering questions when either agreeing or disagreeing. It is used especially with such words as : believe, think, expect, suppose, hope, be afraid.

Note. Stress the verb, not the so.

Is your sister coming to the party ? - No, I don't think so.

But her husband's coming to the party, isn't he ? - Yes,

I believe so.

They'll come to the party, won't they ? - Yes, I expect so.

I don't suppose we shall hear from her before Saturday.

- No, I don't suppose so.

Dan will be late as usual, I expect. - Yes, I suppose so.

I expect we'll have fine weather tomorrow. - I hope so.

Other expressions

a/ They say that watching T.V. is bad for the health.

- That may be so with some people. All I know is that I always feel tired after watching T.V. for a long time.

b/ My opinion is that anyone willing to study a foreign language can succeed in speaking it properly.

- I just don't agree.

c/ You don't know what it is.

- Don't I ?

d/ You should smoke less.

- Yes, I agree, but I can't.

A Conversation

- Dan : I just can't concentrate here in the flat. You see Paul, I've got two essays to do... and how can I concentrate with every one else talking... playing records ... I just can't get pen to paper.
- Paul : I agree entirely ... but couldn't you work in the university library ?
- Dan : I could ... yes ... that's perfectly true. But ... you know ... I not only need to sit down and write ... I need to think. And to think I need to be able to walk around ... be on my own. Living here in a flat with - how many people ? - five ... well, there are constant interruptions, you see. I can't just tell the others to shut up.
- Paul : Of course, you can't ... you know ... I suggest you look for a small flat of your own. Let's look it up in the paper. At the ads. There might be something. You got a paper ?
- Dan : Mm ... to tell you the truth I haven't bought the papers these days.
- Paul : Er... Have you thought of ... of asking at the university accommodation office ?
- Dan : Ah ... Right. I should have thought of that in the first place.

Practice

1. Complete the following expressions of agreement and disagreement. Note that agreement and disagreement should be followed by some appropriate comment where possible.
 - a/ A : You can judge a man by the quality of his work.
B : What you say is perfectly true, but

b/ B : I think you need a change.

A : Yes I agree, but

c/ A : My opinion is that anyone willing to work hard can
become a famous painter/pianist.

B :

d/ B : They say that smoking is bad for the heart.

A : That may be so with some people. All I know is
.....

e/ A : Edward Albee is such a wonderful dramatist,
don't you think ?

B : Well, as a matter of fact

2. Read the following and answer them with one of these
remarks. Note where more than one remark would be suitable.

Oh, surely not. Oh, I can't agree with you there.
Well, personally I don't care much for it. Well,
as a matter of fact I didn't think much of it. Oh,
do you really think so ? Actually, I quite like it.
Oh, I don't know.

a/ Looks as if it's going to snow, doesn't it ?

b/ What a charming town Jassy is, isn't it ?

c/ That was a good film, wasn't it ?

d/ I don't care much for the food, do you ?

e/ This is a nice photo, isn't it ?

f/ It's very cold today, isn't it ?

g/ I don't like the guide much, do you ?

3. Read and disagree politely with the following :

- a/ Don't you think he looks awful in his new coat ?
- b/ What a lovely hat Mary has on.
- c/ It's hot today, isn't it ?
- d/ Of course, she's a very clever girl.
- e/ That's a nice song, isn't it ?
- f/ I'm afraid I'll be late, you know.
- g/ I don't care much for football, do you ?

4. Answer the following, using a "so" ending (both affirmative and negative where possible).

- a/ It'll rain today.
- b/ I don't think she's got a chance, do you ?
- c/ Do you think we ought to book tickets for tomorrow's performance ?
- d/ They haven't phoned yet, have they ?
- e/ Do you think he'll succeed ?
- f/ I don't think it's worth waiting for her, do you ?

./.

2. Making Suggestions and Giving Advice

A. Suggestions - and agreeing with them

Here are some words and phrases used to introduce suggestions :

1. Think, suppose, expect

I think we'd better be going home, don't you ? - Yes,

I suppose we had.

I thought we'd just drop in here and have a drink, don't you ?

- Good idea.

I don't suppose you have time for a cup of coffee ? - Oh, yes, I have, thanks.

I expect you must be tired after such a busy morning, aren't you ? - Well, yes, I am.

2. What about ... ? How about ... ?

What about going for a walk ? - I'd love to.

How about a cup of coffee, Dan ? - That's a very good idea.

What about you, John ? Would you like one ? - Oh, yes, I'd like one, please.

3. Let

Let's go to the station, shall we ? - Yes, let's.

Let me help you with those bags. - Oh, that's very kind of you.

4. You'd better ... Hadn't you better ... ?

You'd better call the doctor.

Hadn't you better see the doctor ?

5. Don't you think ...? I really think ...

Don't you think you ought to make/get an appointment to see the doctor ?

I really think you should get the doctor to look at it.

B. Suggestions - and disagreeing with them

1. I suggest we walk to the lakes. - But couldn't we go by bus ?
2. Would you like to go fishing today ? - Well, to be quite honest, I'm not very keen on fishing.
3. Let's drop in here for a cup of coffee. - Well, actually, I'm afraid I haven't got time just now.
4. 'How about another cup of coffee ? - Oh, do you think we have time?

C. Suggestions about what a person should see or do

You might spend a few days at the seaside. The Romanian coast is lovely.

You should/ought to go to a cricket match while you are in Britain.

I should try to see the Village Museum if I were you.

./.

D. The verb suggest

1. suggest + (that) + simple present
2. suggest + (that) + should and verb

I suggest (that) we walk/should walk to the lakes.

What do you suggest (that) we should do, Mary ?

Propose is more formal :

I propose that we should inform the headmaster about it
at once.

Conversation I

Mary has come to Bucharest for a couple of days. Jane is
discussing with her sister how she can entertain Mary.

Ann : Why don't you go to a show tonight ?

Jane : As a matter of fact, I thought Mary might like to go
to a concert.

Ann : Let's have a look at today's paper and see what's on
You might try the concert at the Atheneum ... It's
Grieg's piano concerto ...

Jane : That sounds marvellous.

Ann : You'd better ring up and see if there are any tickets
left.

Jane rings up the box office.

Jane : Is that the box office ?

./.

Booking-clerk : Yes.

Jane : I'd like two tickets for tonight.

Booking-clerk : Circle or stalls ?

Jane : Stalls, I think.

Booking-clerk : Well, I've got Row D 26-27 and Row L 15-16.

Jane : Row D 26-27 please.

Booking-clerk : Your name please ?

Jane : Jane ... B.

Booking-clerk : Could you pick the tickets up by five ?

Jane : That's O.K., yes. Thank you.

After the concert.

Jane and Mary discuss what to do next.

Jane : Would you like to have a cup of coffee ?

There's a café just over there ...

Mary : Well, I'd love to, but as a matter of fact

I've got to get up early tomorrow morning.

Jane : Oh, I see... Well, in that case I suggest

we take a taxi straight home.

Mary : Thank you, Jane, that would be very nice of you.

(Adapted)

Conversation II

Doctor : Well, Mr. Brown. The first thing I have to tell you is that thorough examination and the analyst's report show that there is

nothing seriously wrong with you ... practically
and that basically you are very fit.

Mr. Brown : So ... Why is it, doctor, that I'm always so
nervy ... so tense ?

Doctor : I think your condition has a lot to do with ...
... er ... What shall we call it ? ... Way of
life ?

Mr. Brown : Way of life ?

Doctor : Yes ... now tell me ~~Mr. Brown~~...you smoke, don't you ?

Mr. Brown : Yes ... I'm afraid I do, doctor.

Doctor : And rather heavily I imagine.

Mr. Brown : Well, yes. I smoke ... er ... about forty a day,
I suppose.

Doctor : You should do your best to stop, you know.

Mr. Brown : Yes,... I see ... But, ... well ... I've tried
to give up smoking several times, but it's ...
it's no good.

Doctor : I do advise you to cut it down ... at least that.

Mr. Brown : Of course. But ... well ... it's easy to say
give it up or cut it down ... but ... oh ! You
know ...

Doctor : Well, in my opinion you have no choice. Either
you make a real effort or ... or there's no real
chance of your feeling better ...

Practice

1. One student makes suggestions, another replies. Suggest that :

a/ You are tired and would like to go home by bus.

- b/ You should go to a party.
- c/ The other person should be wearing warmer clothes.
- d/ You would like the other person to postpone his departure.
- e/ The other person might like something to drink .
- f/ You both go to a movie.
- g/ You would like to go home.

2. What else could Jane have suggested besides

- a/ going to a show, b/ going to have a cup of coffee
- c/ taking a taxi ? (see page 9)

Suggest these things and answer them both affirmatively and negatively.

3. Work in pairs.

Take turns at reading the following advice. Respond as you wish.

- a/ A : You must make an effort to get up earlier.
B :
- b/ A : I do advise you to think about the benefits of gym.
B :
- c/ A : I'd advise you to be more punctual.
B :
- d/ A : Either you eat sensibly or
B :
- e/ A : I really do recommend that you try Chinese food.
B :
- f/ A : You should do your best to improve your English.
B :

g/ A : Instead of being so indirect, try to be frank.

B :

4. Suggest to a foreign visitor what he should see and do in your country. Here are some words and phrases that may be useful :

have a look at

it's very popular

spend a few days

it's quite interesting

go and see

it's lovely

go on a trip to

not too expensive .

quite cheap

5. Work in pairs

Take turns at reading the statement and at making an appropriate suggestion using the expressions in brackets :

a/ B: What a day! It's too hot for me.

A: (let's)

b/ A: The Browns are coming in an hour's time ... and just look at the mess the house is in !

B: (I wonder)

c/ B: Ann's just phoned to say her train arrives at 6.

A: (Why don't we).

d/ A: Oh, dear, I've left my wallet at home.

B: (You could).

./.

e/ A : How on earth am I going to wake up at four in the morning ? I've got to catch the 5.15 train.

B : (suppose)

f/ B : There's a good programme on TV tonight, but my set's not working.

A : (What about)

6. Work in pairs.

Take turns at giving the advice suggested by the cue, using any of the forms practised. React as you wish.

a/ Drink less beer.

f/ Don't talk too much.

b/ Eat more fruit.

g/ Go for an early-morning walk.

c/ Learn to drive.

h/ Exercise more self-control.

d/ Take it easy.

i/ Drink less coffee.

e/ Have a medical check-up.

3. MAKING APOLOGIES

The most popular apologies in English are Excuse me, I beg your pardon! and I'm sorry! They are used to express apologies for disturbing, interrupting people, bumping into them, for hurting someone - in short, for any act of impoliteness. The choice of the proper apology naturally depends on the situation.

Here are some apologetic expressions grouped under various headings :

A. Not Catching what the other person says :

I beg your pardon ? (formal)

Sorry ? (informal)

B. For awkwardness. (If you have poked somebody with your umbrella, stepped on someone's toes, dialled a wrong phone number, etc) :

Sorry; I'm so sorry; I'm very sorry.

Answer : That's (quite) all right. It's all right.

C. If it is not clear who is to blame :

My fault; I'm so sorry; Oh, no, my fault entirely.

Other Apologetic Expressions

Sorry to bother you just now. - Oh, that's quite all right.

Sorry to have kept you waiting. - It doesn't matter.

I hope I'm not disturbing you. - No, not at all.

Could you come at six ? - I'm sorry, but I'm rather busy just then.

I'm afraid I'm not free on Sunday.

Cda. 15/1984 Fasc. 2

Excuse me, please (Passing someone in a theatre).

John asked me to say he's so sorry he couldn't join us,
but he's got to go to the dentist.

Conversation I

Dan comes back late from his office and talks to his mother.

Dan : I'm sorry I'm so late. Had a lot of work at the office.

Mother : That's all right. Here's your dinner. I've kept it hot
for you. You must be tired out... Oh, Dan, have you
read today's paper ?

Dan : I'm afraid I haven't had time.

Mother : It says that at the age of 14 Nadia Comaneci won three
gold medals for gymnastics at the Olympic Games.

Dan : Oh, really?

(Adapted)

Conversation II

At a Party.

Mrs. Brown : Oh, I'm so sorry to have kept you waiting.

Mrs. Smith : What happened to you ? Where have you been ?

Mrs. Brown : Well, I got on a bus and couldn't remember whether
it was Victoria Square or Victoria Road I had to
ask for. Anyway as I got on the wrong one, I
tried to get a bus back, and in the end I gave
it up and came by taxi. Oh, I'm so sorry.

Mrs. Smith : That's quite all right. As a matter of fact the
Jones haven't turned up yet.

Mrs. Brown : I'm afraid the Jones can't come. Mrs. Jones asked me to say she's very sorry but their son fell off the stairs this morning and broke his leg.

Mrs. Smith : How dreadful.

Practice

1. Imagine you are staying in a hotel and a lot of things have gone wrong.

Build conversations like this from the prompts below :

Guest : Excuse me, I'm sorry to bring this up but the telephone in my room is out of order.

Manager: Oh, I'm sorry, I'll have it seen to at once.

Guest : Thank you very much.

2. Imagine you are in a shop complaining to the shopkeeper.

Build a series of conversations like this :

Customer : Good morning. I've got a bit of a problem here.
You see, these trousers I bought yesterday are too tight.

Shop assistant: Oh, dear. May I have a look at them ?

Customer : Certainly, here you are.

Shop assistant: Hmm, yes. I'm awfully sorry they certainly do seem to be tight, I'll

Keep changing roles and complain about all the clothes you are wearing. You bought them all fairly recently.

3. Imagine you are one of those accident-prone people who is

always making mistakes. Keep moving round the class "breaking it gently" to other people about these mistakes :

You crashed somebody's car.

You lost your temper with your friend yesterday.

You burnt a hole in your friend's table-cloth.

You had to take a book to the library for your friend and lost it.

You took your cousin's dog out and it ran away.

4. Work in pairs.

Take turns ^{at} making complaints about the following and responding appropriately :

a/ You find several chairs in the classroom are broken.
Complain to the teacher.

b/ You asked and paid for three tickets to Constantza and have been given two. Complain to the clerk.

c/ Some cakes you bought at the railway station buffet are stale. Complain to the manager.

d/ You booked a hotel room with a bath and find only a shower.
Complain to the reception clerk.

e/ You ordered roastbeef and you are served roast chicken.
Complain to the waiter.

f/ Your holiday period has been changed without warning.
Complain to the manager.

o/.

5% Now practice making apologies. Note that sometimes the apology is in response to a complaint and sometimes it initiates the dialogue.

a/ A : I have a complaint to make. The shoes you sold me yesterday are too small.

B :

b/ A : (Apologize for keeping B waiting while you finish some work)

B :

c/ A : That was my best coat you know ... and you lost it.

B :

d/ A : (Apologize for the fact that the work you are about to do might disturb B)

B :

Written Work

a/ You bought a watch last month and now it's just gone wrong. Write a letter to the shop you bought it from.

b/ You went to a party last night, had a talk with the hostess and were rude to her.

Write a letter apologizing.

c/ You lost your temper with your friend last night.

Write a note of apology.

./.

4. EXPRESSING AND REACTING TO OPINIONS

Many conversational openings require a reply expressing an opinion about one's likes and dislikes, preferences, approval or disapproval.

Likes

What do you think of Ann ? - Oh, I'm very fond of Ann. She's so kind.

Do you play tennis ? - Yes, I'm rather keen on tennis. Keeps me fit you know.

How did you like the play ? - Oh, I liked it very much.

Here are some more opening expressions :

In my opinion/view ...

In (John's) opinion/view ...

It seems to me that ...

(Their) view is that ...

To (Dan's) mind ...

The point is ...

As I see it ...

All things considered, I must say that ...

I'd like to say that I think ...

Dislikes

Shall we buy some oranges ? - Well, I'm not very keen on oranges as a matter of fact.

I am not very keen on rugby, are you ?

I don't care much for the circus ("Care for" is generally heard in the negative).

How did you like the film ? - I liked the film, but I didn't like the main actress.

Often, although Englishmen do not really like something they do not wish to appear impolite by being too critical. The following expressions can be used :

Is she a good actress ? - Oh, not bad.

What was the play like ? - Well, it wasn't too bad, I suppose.

Did you enjoy the exhibition ? - Oh, it was quite nice, if you like that sort of painting.

Approval

That's a nice house, isn't it ?

Thank you for the technical dictionary you lent us. It was really very useful.

That was a nice party, wasn't it ?

I've bought Mike a new coat for his birthday. - That will be a nice surprise for him, won't it ?

We had a very pleasant weekend in the country-side.

Disapproval

As with dislikes, a negative expression is often preferred to express disapproval.

The new hospital is quite spacious, but it isn't much to look at, I'm afraid.

The play was not bad but the company was rather poor.

This has been rather a bad year for fruit, I'm afraid.

We didn't have very nice weather on the whole.

A Conversation

- Newsreader : The big question being asked all over the world is :
Will the Viking space mission demonstrate that life exists, once existed, or could exist on Mars ? The samples of soil now being analysed should, in the opinion of scientists, provide us with the answer.
- James : And one for me. Yes ... er ... Let's turn this down, shall we ? You know I think ... er ... I think the excitement of space research is already - what shall I say - a thing of the past. Mm ... you remember Mark, the time we sat up all night to see the first man land on the ...
- Margaret) : Yes but ...
James) : ... on the moon ? Not many of us would do that now ... would we ?
- Margaret : True, James. But there's quite a difference, isn't there, between a man and a machine.
- Mark : I should hope so. That's the whole ...
- Margaret : There'd be more interest - at least this is my way of looking at it - if it were a man up there ... up there on Mars ... and not just a machine.
- Deirdre : No ... no ... I think it goes further than that ... a lot further. In my view it's not just that people are losing interest ... getting used to what ... well ... what once seemed impossible and wonderful...

(from "Research" in Over to you

Roy Boardman, 1979, p. 26)

Practice

1. Work in pairs and take turns at reading the request for opinions, and offering brief opinions using the above phrases.
 - a/ A : What's your opinion - will TV eventually mean the death of the cinema ?
B : Well I'm inclined to think that
 - b/ B : You know ... I think that young people of today are happier than their parents were at the same age.
A : I feel that
 - c/ A : Do you think that a lot of sport should be practised in schools ?
B : To my mind
 - d/ B : There's no doubt that modern man overeats.
A : It seems to me that
 - e/ B : When you read a book in English, should you look up every unfamiliar word in the dictionary, do you think ?
A : In my opinion
 - f/ A : What's your opinion of smoking ?
B : I think that
2. Ask questions about someone's preferences regarding the following, and give answers. Make clear in your question whether you mean an immediate or general preference, e.g. shall we go by air or by train ? (immediate). Do you prefer travelling by air or by train ? (general).
 - a/ seaside or mountains
 - b/ jazz or classical music

- c/ go by train or by sea
- d/ watch TV or go to the cinema
- e/ live in a flat or a country cottage

3. Answer the following using expressions of 1/ approval, 2/ disapproval, 3/enthusiastic approval

- a/ What was your journey to Italy like ?
- b/ What about the hotels there ?
- c/ What's the climate like there ?
- d/ Did you enjoy your stay in the mountains ?
- e/ I hear you've just been to the Delta, Is it worth a visit ?

4. One student asks another whether he likes the following :

- a/ modern music
- b/ modern plays
- c/ sun-bathing
- d/ water skiing
- e/ studying English
- f/ mountain scenery
- g/ reading
- e/ exams
- f/ washing up
- g/ watching TV
- h/ fashion

5. Written Work

- a/ Your teacher has been asked to write a confidential report giving his opinion on your character and work.
- b/ Find a topic that is in the news today. Write your opinions about it.

5. EXPRESSING SYMPATHY AND CONSOLATION

A. Here are some of the more common expressions of sympathy :

What's wrong ? - Oh, it's nothing really.

My mother's in hospital you know. - Oh, I am sorry to hear that.

What's the matter ? - I'm just not feeling too well.

It poured with rain all the time we were in Braşov. - How awful !

Look at my new coat. It's ruined. - Oh, what a shame.

I'm afraid I can only stay three days. - Oh, what a pity.

I missed the bus, so we were late for the theatre. - How annoying.

I'm so sorry to hear that your brother has been unwell.

B. Expressions of consolation :

I'm afraid I'm a little late.-Oh, that doesn't matter.

Oh, dear, I've forgotten my umbrella.-Well, never mind.

I don't think it will rain.

It was so slippery that we couldn't get back till after midnight.

- Well, it might have been worse. At least you got home safely.

I didn't manage to get a ticket for tomorrow's concert. - Oh, bad luck.

I'm afraid I've made a mess of your clean table-cloth. - Oh, that doesn't matter.

Oh, dear, I can't find my glasses. - Don't worry. They're bound to turn up soon.

(Consoling oneself) Oh dear, I've lost her address : well, never mind, I expect it's in the phone-book.

A Conversation

Mary : Hello Ann !

Ann : Hello Mary !

Mary : Did you find the clinic where I sent you ?

Ann : Oh, yes, I found it all right, thanks to your directions, but the doctor I was supposed to see wasn't there. They told me he'd gone on a three days' holiday.

Mary : How annoying. That was too bad, wasn't it ? Well, never mind, I suppose you can wait for him to come back, can't you ?

Ann : Of course, I can. What about you ?

Mary : Well, as a matter of fact, I had some rather bad news today. I got a card from my brother. He's been unwell lately. He had some trouble with his liver.

Ann : Oh, I'm sorry to hear that. By the way, did you read about that dreadful hurricane in India ? Fifty people injured.

Mary : How dreadful.

Practice

1. Answer with expressions of sympathy :

a/ I have to leave tonight.

b/ My father's got an awful cold.

c/ We had nasty weather.

d/ I couldn't sleep last night, I had such an awful headache.

e/ Her mother's very ill.

- f/ I slipped on the ice and fell down this morning.
- g/ I've lost my door key.
- h/ They've broken off their engagement.

2. Answer with expressions of consolation :

- a/ Someone pushes you in the bus and says "I'm sorry".
- b/ Oh, dear, it's snowing again.
- c/ I'll be late at the university.
- d/ I'm afraid I've lost her phone number.
- e/ We'll miss the train.
- f/ I can't find my door key anywhere.
- g/ Oh dear, we'll be late.
- h/ I'm sure I've failed my exam.

3. Continue the conversation between Ann and Mary (they needn't go on being sympathetic !) Topic : the news.

Phrases : Have you been following ... ?

What's the latest news about ... ? (something of topical interest - an earthquake, a film-star's visit, etc).

What's happened to ?

Have you read about ... ?

What do you think of ... ?

./.

6. EXPRESSING SURPRISE

Here are some of the more common exclamations for expressing surprise. Remember that such exclamations tend to be colloquial, and should be used with care.

Look who's here! It's Peter. - I can hardly believe my eyes/ I can hardly believe it. Just imagine! She's getting married for the third time !

I hear they're going to the moon next Friday. - Fancy that !

Good heavens, what's the time ?

Goodness me, what's happening ?

A Conversation

Paul : ... Dan! I can hardly believe it !

Dan : Paul ! Well, I'll be blowed !

Paul : It must be all of ... how many years ?

Dan : Five ... no .. six. Would you believe it !

And here we are in Cluj. What a coincidence !

Paul : What are you doing here ? On holiday ?

Dan : No ... I work here now. Teacher ... at a College ...

What about you ?

Paul : Oh, I came here on business.

Dan : So you're just over for the ...

Paul : ... for the day ... that's it.

Dan : Look ... let's have a drink. There's a snack -bar just over there.

Paul : Right you are. Let's go.

They enter the snack-bar.

Paul : I'll have some beer. What'll you have ?

Dan : Mm ... a cup of tea.

Paul : Only tea ? Oh, come on ... have something stronger.

Dan : No ... just tea. Doctor's orders, you know.

Paul : Really ? That does surprise me. You were never one
to take notice ...

Dan : Don't forget I'm an elderly man now.

Practice

1. Here are some people talking about things which surprise you.
Work in pairs.

Student A : Read the sentence aloud..

Student B : Respond with an expression of surprise and
add some comment if appropriate. Then discuss
the situational implications of the exchange
by answering the question.

a/ A : Peter's just been promoted to manager.

B :

What does B think of Peter ?

b/ B : Look ... Bill's dancing with Ruth !

A :

What does Bill think about it ?

c/ A : They tell me you've won the gold medal.

B :

Did B think his chances were good ?

d/ B : Mary's decided to go on a diet.

A :

What is B's opinion of Mary ?

2. What exclamations might you utter in the following situations ?

- a/ You are very surprised to see someone.
- b/ You didn't realize it was so late.
- c/ You are startled by the length and colour of a young girl's finger-nails.
- d/ You are told that a man has had five car accidents.
- e/ You hear a deafening noise.

3. Written Work

Make up a short dialogue between you and an old acquaintance of yours you happened to meet in the street.

•/•

7. REQUESTS

The most popular form of making a polite request is the 'please' form. Thus you can say :

Give me that book, please.

or May I have that book, please ?

or Will you give me that book, please ?

Still more polite ways of saying the same are :

Would you give me that book, please ?

or Would you mind giving me that book ?

Here are some other forms of polite requests :

A. For help

Would you do me a favour ? - Well, that depends what it is.

I wonder if you could help me move that desk ? - Oh, d'you think we can manage it ? It looks rather heavy.

Would you come and help me buy a new coat ? - I'm afraid I haven't got time just now.

Could you spare me a few minutes ? - I'm sorry, but I'm really very busy just now.

B. For information

Could you tell me the time, please ? - Let me see. I make it about twenty-five to seven.

I wonder if you could tell me what time the shops close here ?
- I'm sorry, but I don't know.

./.

Excuse me, could you tell me the way to the Intercontinental Hotel ? - Yes, it's not far from here. Go straight down here, and take the first turning to your right.

(To someone you know well). How do I get to the station from here ? - I should take a number 76, I think.

How does one unlock this door ? - Try turning the key the other way.

C. For permission

Do you mind if I smoke ? - No, of course not.

Would you mind if I opened the window ? - No, please do.

May I come a little later ? - Yes, that will be quite all right.

D. Asking to borrow

a) Informal

Can/may/could I borrow your tape recorder ? - a) Yes, of course/yes, sure; b) Sorry, it's not working.

Could/would you lend me your dictionary ? - a) Yes, of course/help yourself/with pleasure; b) Sorry, I'm using it myself.

b) Formal

Would you mind lending me your tape recorder/would you mind if I borrowed your tape recorder ? - a) No, please do/ Not at all/Of course not; b) I'm afraid it's not working/ I'm awfully sorry but it's not working.

Do you think I could possibly borrow your dictionary ?

a) Yes, of course/yes, sure (Here it is). b) Sorry, I'm using it myself.

A Conversation

- Liza : I wonder if you could tell me how to get to the Village Museum.
- Mary : Oh, yes, that's not very far from here. You can take a number 31 bus and ask the driver to put you off at the Triumphal Arch. It's ten minutes' ride from here.
- Liza : Thank you very much.
- Mary : It's a pleasure.

Liza gets off the bus and asks a woman standing nearby :

- Liza : Excuse me, could you tell me how to get to the Village Museum ?
- Woman : Let me see - go straight along this road, take the first turning to your right and you'll see the Village Museum in front of you. It's about ten minutes' walk from here.
- Liza : Thank you very much.
- Woman : That's all right.

Requests for Further Information

A. At the Box-Office.

- Customer : I'd like two seats in the Dress Circle for next Saturday, please.
- Booking-clerk: Matinee or evening ?
- Customer : Oh, ... evening.
- Booking-clerk: I'm afraid we haven't got any seats left in the Dress Circle, only Stalls, Row M.
- Customer : Are they at the back ?

Booking-clerk : Yes, they're all we have left/that's all
I've got.

Customer : All right. I'll take those/them, thank you.

B. At the Inquiry-Office (Information Bureau)

Passenger : Could you tell me which platform the Cluj train
leaves from ?/ Sorry to bother you, but which
platform does the Cluj train go from ?

Clerk : Platform five.

Passenger : Excuse me. Is there a dining car on the train ?

Clerk : Yes.

Passenger : How long does it take to get to Cluj, please ?

Clerk : I think something like 8 hours.

Passenger : Thank you.

C. At the Booking-Office

Customer : Excuse me, where can I book a ticket for the
Cluj train ?

Booking-clerk : The second window to your right. You'll see
it written up.

C : (to the booking-clerk) Could you give me an
early morning train to Cluj tomorrow?

B.Cl. : How many tickets ?

C. : Two, please.

B.Cl. : Just a minute. Let me see... Well, I can let
you have two tickets but in different
carriages. Will that suit you ?

- C. : I'm afraid not. See if you can find two tickets in a non-smoker for the day after tomorrow.
- B.Cl. : Yes, we have some tickets left in a first-class sleeper.
- C. : I shan't have to change, shall I ?
- B.Cl. : No, it's a through train with sleeping-car accommodations.
- C. : Can I travel first-class on the train ?
- B.Cl. : Well, it's booked up for the day after tomorrow.
- C. : I see. Then I'd like an upper and a lower berth in a first-class sleeper.
- B.Cl. : Here you are.

Going in a Taxi to the Railway Station

- A. : Hey, taxi !
- Driver : Where to, sir ?
- A. : North Station.
- D. : Right oh.
(The driver puts the suitcases into the boot and helps A inside).
- A. : (in the car) Driver, I've got to catch the six-thirty (train). I still have fifteen minutes. Do you think I'll make it ?
- D. : Don't worry. We'll be there in time for you to catch the train.
- A. : Couldn't you take a route without much traffic ? Unfortunately, it's the rush-hour now. I'm afraid we'll be held up by the traffic lights. Er... Couldn't you drive faster?
- D. : I can't exceed the speed limit, but we'll make it, I'm sure....
- A. : Here we are. How much is it ?
- D. : 15 lei.

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Booking a Room at the Hotel by Phone.

Receptionist : Reception! Can I help you ?

A : I'd like to make a reservation, for the weekend of 15th March. Full board.

R : That would be Friday, Saturday and Sunday. A double room ?

A. : Yes, please.

R. : With or without bath ?

A. : With if you can.

R. : Yes, I think that's possible. So that's a double room with bath for the weekend of 15th March.

Name ... ?

A. : Andrew ... B.

R. : We look forward to seeing you, Sir !

A. : Thank you. Goodbye.

Practice

1. Each of the situations below requires you to request.

Take turns at formulating the request and at reacting appropriately.

a/ You are talking with a friend and want to light a cigarette, but you have left your lighter at home.

b/ During a written exercise in class you need to consult the only dictionary in the room, which your neighbour has on his desk.

c/ You want the woman sitting by the window to open it.

d/ In a reference library, an old man sitting opposite you is reading his book aloud. You want him to read silently so that you can concentrate on your studies.

. / .

2. Make requests by completing the following :

- a/ I wonder if
- b/ Would you mind ...
- c/ Excuse me, but
- d/ Could you ...
- e/ Do you mind
- f/ I'd like
- g/ May I ...
- h/ Would you ...

3. Work in pairs.

Student A : Seek information or request confirmation by formulating a question based on the cue.

Student B : Give your partner precise directions.

- a/ You are at the airport and want to get to the Intercontinental Hotel.
- b/ You want to know whether you can get from the railway station to the Palace Hall without changing buses.
- c/ You think the 37 bus will take you to the Atheneum, but you are not sure. Ask for confirmation.
- d/ You are near the National Bank and want to go to the Opera House.

4. One student asks the way to some familiar place. Another student explains the way. Remember to use the imperative when explaining. Go down this street... turn left ... Other phrases : Cross the road at the traffic light... Take a number 31 bus... Get off at the next stop ... It's on the opposite side of the road.

5. Role-playing.

The Tourist Information Bureau

Work in groups of five.

When you have completed the exercise, take the role of Student A in turns and invent more tourist enquiries.

Student A : Role : You work in a Tourist Information Bureau. Various people will come and ask you questions. Give them the advice and directions that they need.

Student B : Role : You are a tourist at a Tourist Information Bureau in Bucharest. You want information on art galleries in Bucharest.

Student B : You have often heard of the Village Museum but have no idea where it is. Ask for information.

Student E : You are returning to your own country in two days' time and wish to buy some presents in Bucharest's shops. Ask for information.

6. Role Playing

Imagine you are talking to a booking-clerk at a theatre.

Ask him

a/ if there are any seats left for tonight's performance.

b/ if he's got anything nearer the stage than the 5th row.

Then ask him

c/ for two seats in the 3rd row of the stalls for the 20th.

d/ for three seats in a box for Saturday the 15th.

Imagine then you are talking to a railway official.

Ask him questions like the following :

- a/ Where does the Jassy train go from ?
- b/ Do I have to change for Jassy ?
- c/ How long does it take to get to Jassy ?
- d/ Is there a dining car on the train ?

7. Written Work

- a/ Write a letter to a friend who owns a country cottage, ask him if you can spend a weekend with some of your friends there. Then deliver it.
- b/ Read the letter you have got and reply to it.

./.

8. INVITATIONS

Most spoken invitations begin with will, would, would you like to, would you care to, etc.

Politely refusing an invitation is more difficult to perform with courtesy. Expressions such as "I'm afraid" or "I'm sorry" as well as some explanation for your refusal are often desirable.

Informal Invitations

Accepting

Refusing

How about ... ?

Yes, I'd like to.

No, thanks.

Could you come to ... ?

Yes, with pleasure.

I wish I could
but ...

Won't you come in ... ?

Thank you.

Sorry, I can't...

Formal Invitations

Would you like to ... ?

Yes, I would.
Thank you.

Thank you,
I'd love to
but I'm afraid
I can't.

Would you care to ... ?

Yes, I'd love to.
Thank you very much.

I wonder whether you
would care to ... ?

That would be
lovely. Thank you.

That's very kind
of you, but
I'm afraid

Will you join us for ... ?

Yes, with pleasure.

Thank you, but
I'm afraid ...

Would you be free
to come to ... ?

Oh, I'd love to.
Thank you very much.

Thank you for
asking me, but
I'm sorry I
shan't be free
on ...

Notice that some explanation for your refusal is often desirable.

Would you like to come to my place tomorrow ? - I'd love to but you see the people I'm staying with are taking me out for the day.

Will you join us for supper ? - If you don't mind, I'd rather not. I've got a bit of a headache.

Would you be free to come to the cinema on Friday evening ? - Thank you, but I'm afraid I've arranged to go out then.

There are also certain remarks leading up to an invitation :
What are you doing next Sunday ? - Well, let me see ...

I say, what are you doing on Saturday ? - Nothing special, as far as I know.

Are you doing anything next Monday afternoon ? - No, I don't think so.

Conversation I - Accepting an Invitation

At a Tea-party.

Liza : Good afternoon. It was very kind of you to invite me.

Hostess : Oh, I'm so glad you could come along today. We were hoping to see you last time.

Liza : I've been very busy with my studies, that's why I couldn't come before.

Hostess : Would you like a cup of tea ?

Liza : Yes, please.

Diana : Oh, Liza, I haven't seen you for ages. Where have you been ?

Liza : Oh, I've been too busy for much social life.

Diana : Of course; but you mustn't work too hard. All work and

no play, you know - What do you do with yourself at week-ends ?

Liza : I usually stay at home and study.

Diana : Oh, come! You can't do that all the time. You should get out of town now and again. Would you like to come and have tea with us next Sunday afternoon ?

Liza : Yes, I'd like to. Thank you very much.

Two hours later.

Diana : I'm so glad to have met you, and I look forward to seeing you next Sunday afternoon at five o'clock. Good-bye

Liza : Good-bye, and thank you for the invitation.

Conversation II - Politely Refusing an Invitation

Mary : Hello Miss Brown.

Miss Brown : Hello.

Mary : I wanted to ask you whether you would like to come out to lunch with me some day.

Miss Brown : Yes, I'd love to. Thank you very much.

Mary : How about tomorrow ?

Miss Brown : Thank you but I'm afraid I shan't be free tomorrow.

Mary : What about Saturday then ?

Miss Brown : Just a minute. Let me see. Saturday would be fine.

Mary : Good. Let's meet in front of the Athenaeum, shall we ?

Miss Brown : What time ?

Mary : Would eleven thirty be all right ?

Miss Brown : Yes, that will be fine.

Practice

1. Read the following invitations and politely refuse them.

- a/ Would you like to come for a picnic on Saturday ?
- b/ We're having a party on Sunday. Could you come ?
- c/ Could you come to the cinema next Saturday ?
- d/ Can you come to lunch with us one day next week ?

2. Invent a conversation between Mary and Miss Brown over the lunch table.

3. Take turns to read the offer and to accept or refuse. Notice that a refusal is usually accompanied by a reason.

Example :

Offer A : Would you like to come to the theatre this evening ?

Acceptance B: Yes, I'd like to very much.

Refusal B: Thank you, but I'm afraid I've arranged to go to a party tonight.

a/ A : Will you join us for supper ?

B :

b/ B : May I offer you a whisky ?

A :

c/ A : Would you care to come for a ride in the country ?

B :

d/ B : Would you care to have supper at the Intercontinental tonight ?

A :

e/ A : Would you like to go to the Zoo tomorrow ?

B :

4. Written Work

Make up two-lines dialogues with invitations, and refusals or acceptances, between a student and the following :

- a/ Brother - Accept
- b/ Neighbour - Refuse
- c/ Parents' friend - Accept
- d/ Landlady - Refuse

9. TROUBLE

A. Apologies for causing trouble, and answers

I'm sorry to cause you all this trouble. - It's no trouble at all, really.

I'm sorry to be such a lot of trouble. - Nonsense, you're no trouble at all.

I'm afraid I've been rather a nuisance. - Not at all.

I hope I'm not disturbing you. - Not at all. Do come in.

Sorry to have bothered you with all these questions. - That's quite all right.

B. Phrases to use when you do not wish to put people to trouble

Let me help you with that suit case. - Oh no, please don't bother. I can manage all right, thank you.

Let me get you a porter. - No, that's all right. I can manage, thanks.

Let me show you the way. - No, it's quite all right.

I'll find my way all right, thanks.

I'll come and fetch you from the airport. - Thank you, but there's really no need to. I can easily catch a bus.

What are you going to do, Peter, while we're away? - Please don't bother about me. I'll look after myself all right.

I'll drive you home. - Oh, no, please don't bother.

You may also hear the following expressions :

I don't want to upset your plans in any way. - Oh, you won't be doing that.

I don't want to put you to any inconvenience. - It won't be any trouble at all.

A Conversation

Mary is meeting Ann at the station.

Mary : Hello Ann. Nice to see you again.

Ann : Hello Mary. You're looking very well.

Mary : Let me help you with those bags.

Ann : Oh, no, please don't bother. - I can manage all right.

Mary : Well, we're going to my place now. I hope lunch is ready by the time we arrive.

Ann : Oh, you needn't have bothered. - I had some sandwiches on the train.

Mary : By the way, what would you like to do while you're here ?
I'll be glad to show you around.

Ann : Please, don't bother about me. I can manage very well on my own.

Mary : Nonsense. I'm looking forward to showing you the mountains, or maybe the seaside too.

Ann : Well, that will be fine.

(Adapted)

Practice

1. Students take the parts of Mary's Mother and Ann on the latter's arrival at Mary's place. Phrases :

Mother : How nice to see you again.

You must be tired after the journey.

How long did it take ?

Were there many people on the train ?

I do hope you'll enjoy your stay here.

I expect you'd like to have a shower.

I'm sure you must be very hungry.

Ann : What a nice house you have !

It was very kind of Mary to come and meet me.

I'm afraid I'm giving you a lot of trouble.

(Answer : Not at all. We're delighted to have you).

2. Answer the following with don't bother, there's no need, etc...

a/ Would you like me to book you a hotel ?

b/ I'll call a taxi for you.

c/ You must spend your week-end with us.

d/ I can drive you home.

3. Give suitable answers to the following :

a/ I don't want to put you to any inconvenience.

b/ Please don't change your plans for the holidays for us.

c/ Please don't bother about showing me the way.

d/ Sorry to bother you with all these questions.

e/ I'm afraid I'm being rather a nuisance.

4. Make apologies and replies to them for these situations :

a/ You have been asking someone for a lot of information.

b/ You enter an office where two people are talking.

c/ Someone has spent a lot of time helping you find your way around Bucharest.

./.

10. CONVERSATIONAL FORMULAS

There are a great number of questions that are useful for starting up a conversation in English. Often, instead of a question, a well-chosen remark may start a conversation.

Conversational Openings :

A. Questions

Here are some of the more common patterns, together with appropriate answers. Remember that questions that can be answered by Yes or No end with a rising intonation, while those that cannot, end with a falling intonation.

How d'you like ... ?

How did you like London ? - It was great fun.

How d'you like your new job ? - I find it very interesting.

How d'you like our new flat ? - I like it very much.

What d' you think of ?

What did you think of the concert last night ? - I enjoyed it very much.

What d'you think of this weather ? - It's very nice, isn't it?

What d'you think of Bucharest ? - I think it's a very attractive city.

What's it like ?

What's England like in spring ? - Very nice, if it doesn't rain too much.

What's Oxford like ? - It's a pretty little university town.

I hear you've just come back from India. What's it like over there ? - Well, it's a very interesting country.

Some other common patterns

Where are you going for the New Year's Eve ? - I expect we'll stay at home.

Are you interested in swimming ? - Yes, I am as a matter of fact. Do you swim ?

Are people interested in skiing in Romania ? - Yes, it's becoming quite popular.

How did you come ? - By air. By car. By train. By bus. On foot. What kind of climate does your country have ? - Fairly mild, on the whole.

How did you spend your holiday ? - We went to the mountains.

When do you start your vacation ? - Well, it all depends.

Is football popular in Greece ? - No, not very.

D'you like Italian films ? - Yes, though I prefer British ones.

D'you play volley ball ? - Well, I've played a bit, you know.

Are you staying long ? - About three weeks altogether.

Have you seen the new film at the Scala ? - No, I'm afraid I haven't.

D'you think we'll have a good summer this year ? - Well, that's rather a difficult question.

Don't you think that's an interesting picture ? - Yes, it is, isn't it ?

Did you go to England last year ? - No, I didn't as a matter of fact.

What part of the country d'you come from ? - I'm from Moldavia, in the East of Romania.

A Conversation

- Dan : What d'you think of Bucharest ?
- Mr. Brown : Well, it's a very attractive city, isn't it?
- Dan : Yes, it is. What's Manchester like ?
- Mr. Brown : Oh, it's much smaller of course.
- Dan : And how d'you like the Romanian food ?
- Mr. Brown : Excellent - By the way, may I ask you something ?
What's the National Art Gallery like ? D'you think
I ought to go there ?
- Dan : Well, there are lots of great paintings there.
- Mr. Brown : Are people interested in modern art here ?
- Dan : Very much. - By the way, d'you like classical music ?
- Mr. Brown : Oh, I'm very fond of classical music. How about you ?
- Dan : I was wondering if you'd care to come to a concert
with me one evening ?
- Mr. Brown : Thanks. That would be very nice.

(Adapted)

B. Remarks

The remarks which may start a conversation often begin (or end) with certain key verbs in the first person :

- suppose I suppose you've seen the new play at the National
Theatre.
It's pretty cold in Norway in the winter, I suppose.
- imagine I imagine you have to work hard in a job like yours.
You'll be staying here for the summer holidays,
I imagine.
- hear I hear you're going to Spain in the summer.
Your mother's been in hospital for two months, I hear.
- expect I expect you've travelled through many countries
already.

bet I bet you had a good time at the party last night.

As can be seen, these remarks are in many cases disguised questions.

Many such remarks will end with a question tag instead of starting with a key verb. Note that these tags have the falling intonation.

This is a very comfortable armchair, 'isn't it ?

It's a lovely morning, 'isn't it ?

This isn't a very fast train, is it ?

You have a very nice sister, haven't you ?

This winter's been a bad one, hasn't it ?

A Conversation

Liza has just got off the train. Diana her sister meets her.

Diana : I expect you're glad to be back again after so long a journey.

Liza : I certainly am. I don't think I'll be able to go through a journey like that again.

Diana : No, I don't suppose you do. I imagine you're feeling exhausted now.

Liza : Of course I am. - By the way what's the weather been like lately ?

Diana : We've had good weather for the past week or so. I suppose you had good weather too.

Liza : Oh yes. - I say, that's a nice coat, isn't it ?

Diana : Yes, it is, I'm glad you like it. I bought it ready-made.

Liza : Shall we take a taxi or the bus ?

Diana : It makes no difference for me.

./.

(Adapted).

Practice

Imagine you are Dan (See Conversation I). Tell someone else what you talked about with Mr. Brown. Suggested pattern :

Well, first of all we talked about Bucharest.

Then I asked him what Manchester was like.

He told me ... Then we discussed ... In the end I invited ... and he said ...

Now do the same imagining you are Mr. Brown.

2. What other things could Dan take Mr. Brown to see and do in Bucharest ?

3. Make remarks beginning or ending with : I expect, I suppose, I imagine, I hear, I see.

Another student answers these remarks.

4. Make remarks ending with a question tag

Another student answers them.

5. Imagine you are taking Mr. Brown round your home town.

Point out places of interest, and tell him something about them.

6. Pairs of students start a conversation from one of the remarks in this chapter, avoiding direct questions where possible, using instead remarks like those given above.

11. EXPRESSING MOODS AND FEELINGS

A. Hesitation

When speaking, people hesitate for a variety of reasons such as : embarrassment, unwillingness to be specific, unwillingness to answer a question, making a decision, not knowing how to express a delicate personal question, collecting one's thoughts before speaking, etc.

Here are some useful hesitation devices which give you time to think, to organize your thoughts and decide how to express them: um...; er...; well; actually; you know; the thing is; how shall I put it; it's like this; in fact; ayyy (lengthening a); thee (lengthening the).

B. Being angry

When Englishmen are angry they tend to use exclamations like these :

Damn! Blast! Oh, hell! Bloody hell! Good Lord! What a nuisance!

Notice however, that Englishmen usually don't lose their temper with someone. They tend to stay cool. One useful phrase used in such situations is "Take it easy!"

C. Enthusiasm

Here are some introductory phrases expressing enthusiasm :
That's wonderful! What a wonderful idea! How clever of you!
I've got a superb idea! I think it'd be a fantastic idea
to ...

D. Assuring and Reassuring

When you assure a person of something, you try to make him sure that what you say is a fact. When you reassure him, you try to restore his confidence.

Assuring

- a/ Oh... I assure you I shan't bother you.
- b/ You look at the adverts. You'll find something.
- c/ I do watch the adverts.
- d/ - Seventy-eight I am.
- Mm... you'd never think so.
- Oh, yes, I am. Getting on for seventy-nine.
- e/ -No... I'm sure they don't.
- Oh yes, they do.
- f/ - Got your own house, have you ?
- Yes, Oh yes.
- g/ - Hope to see you again young man.
- Oh, I'll be here again tomorrow, I assure you.

Reassuring

- a/ Come on you... Don't be afraid now ... I shan't hurt you...
- b/ - Think of me... at my age. Fifty-eight I am.
- Where there's life there's hope.
- c/ - Seventy-five I am.
- You'd never think so.
- d/ - The doctor told me to eat no more fried food, which I love.
- I shouldn't worry about that.

D. Avoiding Rudeness

In certain situations people have to ask questions which might be considered rude unless the questioner uses a very special polite tone of voice.

- a/ You are a smoker... of course ?
- b/ Would you describe yourself as being a heavy smoker ?
- c/ You wouldn't describe him as a chain-smoker ... ?
- d/ When and why - if that's not asking too much - did you begin to smoke ? Can you remember ?
- e/ Now... Might I ask you if you have ever tried to give up smoking ?
- f/ Do you ever smoke at meal-times ?

E. Encouraging people to speak.

Here are some ways in which the interviewer encourages the people to speak or to continue speaking.

- a/ A : One day I noticed that the TVset wasn't working.
B : So... what did you do about it ?
- b/ A : When the day came I decided I just couldn't do it.
B : The exam you mean.
A : Yes, of course.
- c/ A : One day I got a letter from my cousin.
B : What did it say ?
A : It said that he would arrive here next Monday.
- d/ A : On the way to the party I hoped there would be some familiar faces there.
B : And were there any people you knew ?
A : Not very many.

e/ A : I put an advert in the paper.

B : And what response did you get ?

A : Nothing so far.

f/ A : I very nearly burst out crying.

B : Really ?

A : Yes, because of his being so rude to me.

g/ A : I went out to buy a French dictionary.

B : Yes, of course ... you're studying French.

A : Yes, I do it very thoroughly. Indeed I am.

Avoiding being misunderstood

People often misunderstand each other when speaking, or are afraid they have been misunderstood.

Here are some illustrative examples :

a/ A : I'd be too embarrassed to say anything.

B : I don't mean there's any need for you to take part in the discussion.

b/ A : In a sense I feel it's a kind of compliment that ...

B : Compliment ?

A : Don't get me wrong.

c/ A : It's part of my job to know young people... as they are.

B : Please don't misunderstand me. I only thought it offensive.

d/ A : But look at the way they dress... and their hair !

B : You haven't got the point I think.

e/ A : So you approve of the kind of language you heard from Victor just now.

B : Now I didn't say that.

f/ A : I do wish you had a teenage son or daughter of your own.

B : But I have more contact with them...

A : I'm not implying that you have no understanding of their problems...

Caution

Here are some of the more common expressions used on various occasions :

Look out! There's a bus coming! Watch out! Mind! Mind out!
Mind your head! Mind the step! Take care you don't catch cold!
Mind you don't lose it!

Disgust and Blame

What nasty weather!

He missed the train. - Serves him right if you ask me. He's always late.

What an awful mess! (e.g. of an untidy room). Really. I do think you could be more careful.

What a day! I don't think I've sat down for three minutes on end since I got up this morning.

Fillers

English conversation is full of phrases which sometimes have very little meaning, but people would have great difficulty in conducting a conversation without them. They are sometimes called 'fillers'.

Here is a list of fillers :

a/ Well, Peter.... you could work in a factory.

b/ I could... yes ... that's perfectly true.

- c/ You know ... I suggest you look for a small flat of your own.
- d/ Mind you ... I'm not promising anything.
- e/ Why don't we go together ? I mean I know the director/manager.
- f/ Thanks Dan. Yes ... that's the best way.
- g/ I mean

A Conversation

Mary meets Ann in the street.

- Mary : Hello, Ann! Fancy meeting you here!
- Liza : Mary! I'm glad to see you. It must be months since we met.
- Mary : I say, what a nice dress!
- Liza : Do you like it? - By the way, have you heard, Dan, my brother's got his diploma in Medicine.
- Mary : How very clever of him! ... you know ... I've got an idea ... Let's have a coffee. There's a café just over there.
- Liza : That's wonderful !
- (They are about to cross the road. A car approaches them at high speed)
- Mary : Look out! Goodness, how fast they drive !
- Liza : What nasty weather we are having, aren't we ?
- Mary : Yes, we are, aren't we ? And it's so slippery!
- Liza : Yes, that's why there are so many car accidents... Have you read yesterday's paper? ... A lorry ran into the car and the result was that the car was smashed to pieces, the driver died and a little girl who was crossing the road was run over. She was seriously injured and they took her to the hospital.
- Mary : How dreadful !

Practice

What would you say in the following situations ?

- a/ Your friend is in danger of being run over.
- b/ You didn't realize it was so late.
- c/ You greatly enjoyed a party.
- d/ You are pleased your friend has come.
- e/ Your little sister has left the room untidy.
- f/ You are asked for your opinion about a play.
You think it is 1) extremely good, 2) extremely bad.
- g/ You like your friend's new coat.

12. MEETING PEOPLE

There are quite a few formulas of greeting people in English. Greetings may be divided into formal, i.e. those used when approaching people officially and informal. Thus, "How do you do?" is a formal greeting, while "Hello" is informal.

Some formulas, such as "Good morning", "Good afternoon", "Good evening", can be used both as formal and informal greetings.

Here are a few short conversational exchanges showing the way you might greet people and start a conversation.

Introducing People

It is usual for a third person to perform introductions in English. He will say :

1. This is Mr. Smith... This is Miss Brown.
2. May I introduce you to Mr. Smith? ... This is Mr. Johnson.
3. I'd like you to meet Mr. Brown... This is Miss Smith.

The people introduced will say :

How d'you do - How d'you do.

Remember that "How d'you do" is only used after introductions, and cannot be used for later meetings.

If there is no third person to introduce you, say : May I introduce myself? My name is David Jones.

The answer will be :

How d'you do. My name is Mary Smith.

Introducing a speaker.

If you are introducing a speaker you should say :

Ladies and gentlemen, Professor Jones.

or

Ladies and gentlemen, I have great pleasure in introducing

our guest speaker, Professor Jones.

Informal Greetings.

When you have got to know somebody better you may say :

Hello - Hello.

How're you getting on ? - Fine, thanks.

Hello , old boy. How are you getting on ? - Just fine, thanks.

Hello, Paul! Fancy meeting you here. - What! Dan! I'm glad to see you. It must be years since we met.

You may also hear expressions such as :

How's life ? - Not too bad, thanks.

How's life treating you ? - Can't complain, you know.

'Good morning' is used informally; sometimes the 'good' is dropped; sometimes the person's name is added :

Morning Mary - Morning.

After not seeing someone for some time, say :

Nice to see you again.

Leave-taking.

The most common expression when taking leave is, perhaps, 'Good-bye' which is used at all times of the day and on all occasions.

Among friends the common parting words are :

Bye-bye Bye G'bye So long

See you. I'll be seeing you Cheerio

The answers will be the same.

If you are going to meet again the same day (soon), say :

See you tonight

See you tomorrow

See you later

See you soon

These are often answered by :

Fine O.K. All right That's right

'Good night' can be used on all occasions after about 8 p.m.
when leave-taking or retiring to bed.

'Good day' and 'Good morning', etc are normally used for
leave-taking by shop-assistants.

Here are some situations that give one an idea of how to take
leave in English.

- 1/ - Come and see us, will you ?
 - Thank you. I'll come one of these days.
 - My love to all at home.
- 2/ - Cheerio. Remember me to your wife.
 - Certainly. With pleasure.
 - Come again.
- 3/ - Good bye. It was a pleasure to meet you.
 - Thank you. The pleasure was all mine.
- 4/ - Well, I must be getting along.
 - See you soon. Good night.
- 5/ - Good luck. All the best to you.
 - See you later.
- 6/ - I must say good bye. See you again before long.
- 7/ So long. My best regards to your mother.
- 8/ Bye-bye. Remember me to your family.

Practice

1. Introduce two people to one another.
2. Read and answer the following :
 - a/ How're you ?
 - b/ See you tomorrow.
 - c/ See you about six, then.
 - d/ How're you getting on ?
 - e/ See you at the dance.
 - f/ It was a pleasure to meet you.
3. What would you say to somebody :
 - a/ You're going to see the next day.
 - b/ You're just leaving.
 - c/ You've just been introduced to.
 - d/ You know well and meet in the street
 - e/ You're going to see in the evening.
4. Dan goes into a restaurant where Paul and Adrian are chatting. Paul knows him already but Adrian does not. Students take the parts of these three characters and make up a conversation between them.

13. WATCHING TV

Here are some of the more common expressions used when watching TV.

I think I'll turn on the telly. It's time for the news.

What's on TV 1 ? - A classical music programme.

What's on TV 2 ? - A feature film.. It's starting now.

Don't fiddle with the controls.

Don't assume we're going to sit through an evening of cowboys on TV, my dear.

The volume's too low. - Turn up the volume.

I'm going to change the channel.

Here are some of the programme categories you can watch on TV.

- a/ feature films
- b/ popular music programmes
- c/ light entertainment for children
- d/ light entertainment for adults
- e/ live sports coverage
- f/ documentaries
- g/ classical music programmes
- h/ school programmes
- i/ news reports.

Conversation I

How to operate a TV set.

- A. Let's turn on your television set/TV set. Show me how to operate it, will you? I might spoil something, I'm afraid.

B. Oh, it's very easy. You just turn this knob to the right and the screen begins to glow. Then the picture appears and you tune your set in, and soon you see the announcer... Now try to switch the set on by yourself.

A. I think something has gone wrong with the set. I've done all you told me, but with no effect.

B. Perhaps the aerial or ground wire is out of its socket, or a contact is loose. Have a look at the back of the set.

A. I don't understand a thing there.

B. Let me see. We'll set things right immediately. Well, the set is simply not plugged in ... Here now, try once more... That's it.

Conversation II

Mary is going to turn on the TV set.

Peter : Don't turn the telly yet before we know what we're going to see. I'm just having a glance at the programmes.

Mary : You haven't bothered to ask Mum what programme she'd like to see.

Mother : Well... We must all decide together what we want to see.

Peter : While you are arguing about it you're missing the film.

Mary : Don't assume we're going to sit through an evening of cowboys on TV, my dear brother.

Father : Look ... we'll see what's on, shall we ? ... and ... well ... you dear, decide what you'd like to see.

Mother : Well, if it'll settle the argument, I will decide.

Father : Let me see... Mm ... classical music on TV 1.

Peter : Sounds just right for Mary. So we'll turn on TV 1.

- Mother : Well... in my view it sounds a bit much for a Sunday evening.... What's on TV 2 ?
- Father : Let me see ... Henry Fonda - believe it or not - in the 'Cowboys'. It's starting now.
- Mary : Put it on, Peter ... if Mum agrees.
- Mother : I have always liked Henry Fonda.

Practice

1. Work in Pairs

One of you expresses an intention, the other prohibits, beginning his sentence with 'But...' and giving a reason where appropriate.

Example :

Student A : You can't change the channel now.

Student B : But there's a good film on TV 1.

- a/ Your sister is about to change the TV channel while you are watching a film.
- b/ Your little son wants to stay up to watch a movie.
- c/ Your brother wants to order the Radio and TV Times from the newsagent.
- d/ You have just bought a TV set which is perfectly adjusted. A friend begins to fiddle with the controls.
- e/ You are the manager of a hotel and the TV set in the lounge is always kept at moderate volume so that guests who are not watching it are not disturbed. You hear one guest say that he wants to turn up the volume.

2. How many channels does television offer in your country and

how do they differ from each other ? If you were to have a say in planning a new channel, how much time would you allot to each of the following programme categories in a twelve-hour period of transmission ?

1. News
 2. Sport
 3. Documentaries
 4. Feature films
 5. Adult light entertainment
 6. Children's light entertainment
 7. Classical music
-
3. Instruct a friend of yours how to operate a T.V. set; then tell him what to do if the aerial is out of its socket.

14. INSTRUCTING PEOPLE HOW TO DO THINGS IN A FACTORY

I. Describing the complete process in a factory.

The following example is based upon a fairly small plastic moulding company (Adapted from Industrial English by T.C. Jupp and S.Hodlin Heinemann Educational Books, London, 1978).

Warehouse

The materials are stored in the warehouse.

Powder shop

The powder is mixed in the powder shop.

Moulding shop.

The pellets are put in the mould (in the moulding shop). Later the moulding is taken out of the press.

Finishing section

The moulding is sent to the finishing section. The mouldings have rough edges.

Assembly section

Some parts are sent to the assembly section. They are put together. Lampholders, battenholders, etc are assembled here.

Fluorescent section

Some parts are sent from the finishing section to the fluorescent section. The parts are put together.

Bi-pins are assembled here.

Then the products are packed.

Then the products are despatched in the Despatch department.

A. A Machine Process

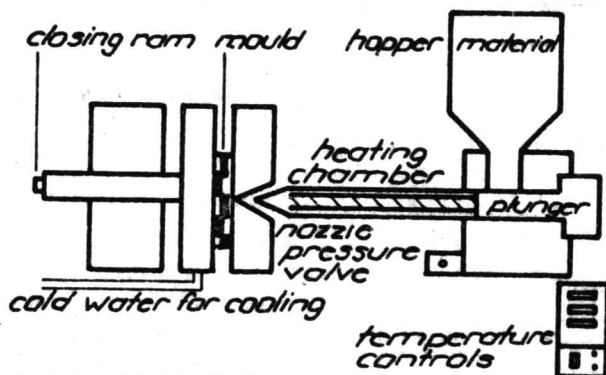
How an injection moulding machine works.

The hopper is filled with powder.

The powder is fed into the machine.

It is heated in the heating chamber.

An injection moulding machine.



The liquid- plastic is pushed through the nozzle by the plunger.

The mould is filled with plastic.

The mould is cooled with cold water.

The shot is taken out of the mould.

The process is controlled by the time-clocks and temperature controls.

Working a moulding machine

You must make sure the temperature is correct.

You must make sure the pressure is correct.

You must make sure you have the correct material.

You must make sure the mould is clean.

You must make sure there is nothing stuck in the mould.

You must not interrupt the cycle.

You must open the gate at the correct time.

Conversation I

Dan has been working in the factory. Tom asked him about his job.

Tom : Hulloo! Where do you work ?

Dan : I work at a plastic-moulding factory.

Tom : What do they make ?

Dan : They make plugs, light fittings, car ashtrays and all kinds of plastic things.

Tom : What do you do ?

Dan : I work in the machine shop. I'm a moulder.

Tom : What's that ?

Dan : I'm a machine operator. I operate an injection moulding machine.

Tom : Tell me something about your work.

Dan : Well, the process of the machine is controlled by the time clocks. I have to open the gate when the cycle is finished. And I take out the shot.

Tom : Is that all ?

Dan : Then I break the shot up. And I put it in a plastic bag.

Tom : Does the machine ever go wrong ?

Dan : Sometimes.

Tom : What happens ?

Dan : There are five things : the temperature, the pressure, the material, the mould and the time.

Tom : It sounds difficult.

Dan : I must make sure the temperature is correct so I look at the thermo control.

Tom : Mm.

Dan : Then I must make sure the pressure is correct and there is no rubbish in the material. Next I must make sure the mould is clean, and there is nothing stuck in the mould. Finally, I must open the gate at the correct time.

Tom : Why ?

Dan : Because the plastic becomes too hot in the heating chamber.

Conversation II

Reporting and Discussing a Fault

Yesterday Peter's machine went wrong. He got a lot of short mouldings. So he spoke to the foreman.

Peter : Can you help me, please ?

Foreman : What's the matter ?

Peter : My machine is wrong. Look at these shorts.

Foreman : Yes, I see.

Well, perhaps the pressure is too low.

Perhaps the temperature is too cool.

Perhaps the nozzle is blocked.

Peter : Where do I adjust the pressure ?

Foreman : Use the pressure valve. It's in the middle, near the floor.

Peter : O.K. Adjust the temperature and the pressure. And check the nozzle.

After a while.

Peter : My machine is still wrong.

Foreman : Have you adjusted the temperature and the pressure ?

Peter : Yes, I've turned up the pressure.

Foreman : What about the nozzle ?

Peter : I've checked the nozzle.

Foreman : Have you interrupted the cycle ?

Peter : No, I haven't.

Foreman : Well, you'd better find a fitter.

Peter found a fitter.

Peter : Excuse me.

Can you help me, please ?

Fitter : What's the matter ?

Peter : My machine is wrong. Look at these shorts.

Fitter : Oh yes.

Peter : I've turned up the temperature and the pressure. And I've checked the nozzle. It's still wrong.

Fitter : Let me have a look at it.

B. Getting Help with a Job

Conversation I

Peter was on a new machine yesterday. He asked Victor to help him.

Peter : Excuse me.

Victor : What's the matter ?

Peter : Can you help me, please ? How do I take this sprue out of the mould ? It's stuck.

Victor : Move over. I'll show you. Put the switch to hand.
Open the mould with the switch. Then take out the
sprue with this brass.

Peter : Yes.

Victor : See, it's easy. Always use the brass.

Peter : Yes. Thanks, Victor.

Conversation II

Mary was on packing yesterday. She asked Liza to help her.

Mary : Damn! I can't make this carton. Excuse me.

Liza : What's the matter ?

Mary : Can you help me, please ? I can't make this carton.

Liza : Move over, I'll show you.

Mary : Fold the two small flaps. Then fold the two large
flaps. Next turn it over.

Mary : Turn it over. Yes.

Liza : Put your packets in.

Mary : Yes.

Liza : Put a dab of glue under the large flap.

Mary : Put a dab of glue where ?

Liza : Under the large flap.

Mary : Yes.

Liza : Stick it down with sticky tape.

Mary : Yes.

Liza : See, it's easy.

Mary : Yes. Thanks, Liza

C. Following an Instruction Incorrectly

Emily was put on a new job in the assembly section.

Ann : Now you're going to staple boxes.

Emily: Yes, Ann staple.

Ann : You pick up the sheet.

Emily: Pick up the sheet.

Ann : You hold it under the machine. Press your foot down to start it.

Emily: Then turn it over to each corner, see ?

Emily: Turn it over to each corner.

Ann : That's right.

Emily: Thanks.

A few minutes later Ann came back. Emily was doing the job wrong.

Ann : No! This one's wrong. And this one. Look !

Emily: Is this one right ?

Ann : No, it isn't.

Emily: I'm sorry. Can you explain what's wrong, please ?

Ann : Yes. You're not stapling the right corners.

Emily: Oh, I see.

Ann : Look, watch me. All right ?

Emily: Yes, I see. Will you watch me now, please ?

Ann : Yes. That's right.

Emily: Thank you for explaining.

D. Identifying faults

Examples.

This is a chipped moulding/a bad moulding/a short moulding.

The inserts fall out.
There is too much flash.
This is cracked.
The holes are blocked/rough.
There is baked-in flash.
There are file marks.
There are blisters.
There are sharp edges.
It hasn't been flashed properly.

E. Instructions including looking out for faults in a factory process or job.

Make sure there are no cracked key holes.
Make sure you've got all the screws.
Make sure you've got no chips round the edges.
Make sure there are no cracks in it.
Make sure you've got no cracks, no chips, no short mouldings.
Make sure it's not cross-threaded.

D. Dangers at work.

Long hair that can catch in a machine.
Not wearing goggles.
Using a machine without a guard.
Leaving a box sticking out dangerously into a gangway.
Holding a part wrongly and so getting your fingers too
near the machine.
Putting your hand or finger in a dangerous place.
Not looking at your work.

G. Being responsible about safety

Examples.

Dress.

Make sure you tie back your hair.

Make sure you wear the right clothes/goggles/the right shoes/gloves.

Machines.

Make sure you understand the machine.

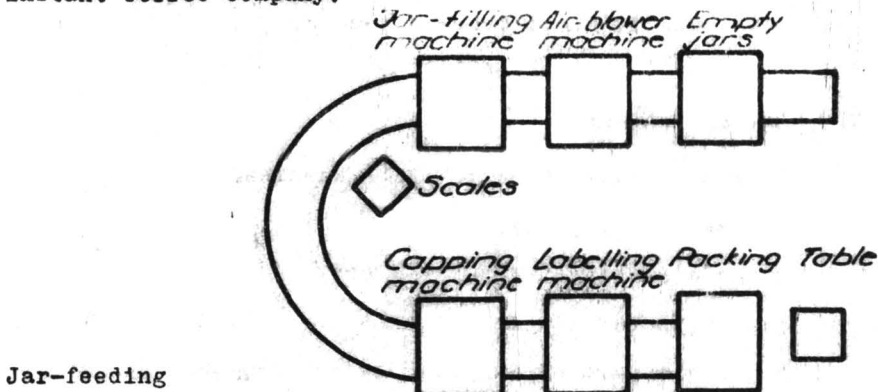
Make sure you can turn off the machine.

Don't work with the guard up.

II. The Departmental Process

In a department where a series of processes are carried out on a machine-timed moving belt, each employee is doing a complete job - for example assembling plastic parts into a product.

The following example is based on a packing room in an instant coffee company.



The empty jars are put on the line here.

Air-blower machine

The jars are cleaned here.

Jar-filling machine

The jars are filled with coffee here.

Table and scales

The weight of some jars is checked on the scales.

Capping machine

The caps are put on the jars here.

Labelling machine

The jars are labelled here.

A Conversation

Mary did a stupid thing yesterday. She filled up a jar of coffee with her hands.

Liza : These jars look a little light.

Mary : I'll put a bit more powder in.

Liza : You shouldn't do it with your hand, Mary. Use the measure.

Mary : I'm sorry ... I was in a hurry.

X : It's dangerous.

Mary : I'm very sorry. I didn't think.

X : Well, don't do it again.

Mary : No, I won't.

Practice

I. Describe the factory or department you work in pretending you are showing a visitor around.

II. Imagine you are a moulder.
Describe your job.

III. Imagine you were put on a new machine and you have to ask for help.

IV. Imagine you are asked by a visitor to describe the departmental process in an instant coffee company.

15. ON THE PHONE

A. Making a Local Call.

Mr. Smith lifts up the receiver and dials Richmond 4822. The secretary answers the phone.

Secretary : Richmond four-eight-double-two.

Mr. Smith : May/Can I speak to Mr. Brown, please ?

Secretary : Who's calling, please ?

Mr. Smith : John Smith.

Secretary : One moment, please Mr. Smith, and I'll see if he is in.

Secretary : Mr. Smith.

Smith : Yes.

Secretary : I'm afraid Mr. Brown isn't in. Would you like to leave him a message, or can I ask him to call you back ?

Smith : No, it's all right. I'll call back.

Secretary : Oh, hold on a moment ... yes ... He's just coming into the office now.

Brown : This is Brown speaking.

Smith : Hello. How are things ?

Brown : Oh, not so bad, John.

Smith : Will you join us for dinner ?

Brown : Yes, with pleasure.

Smith : Shall I come round and pick you up at about half past six ?

Brown : That's fine. See you later, then.

Smith : Right! Bye.

Brown : Bye.

B. Wrong Number

Voice : Hello.

John Smith : Could I speak to Mr. Brown, please ?

Voice : Brown ? There's no Brown here. I'm afraid
you've got the wrong number.

Smith : Oh, I'm so sorry.

Voice : That's all right.

C. Making an International Call.

International: International. Can I help you ?

I want to place a call to Rome Hotel Belvedere.

Can I dial direct ?

International: No sir, I'm afraid not.

John Smith : What times do the special rates apply ?

International: Between six in the evening and eight in the
morning, sir.

Smith : No, that won't do. It's important. Can you
put me through, please ?

International: Certainly - There'll be a delay of twenty
minutes.

Smith : That's all right.

.....

International: Your call to Rome. You're through now. Go
ahead, please.

Smith : Thank you.

D. Calling Directory Inquiries.

Directory Inquiries : Directory Inquiries.

Smith : I haven't got a Directory handy. Can
you tell me how to call Bucharest ?

Directory Inquiries : Dial 90, Sir.

Smith : Thanks.

E. Sending a Telegram

Operator : Hello, Telegrams.

John Smith : I want to send a telegram to Manchester,
please.

Operator : Certainly, Sir. What's your number ?

Smith : 878 9854

Operator : And the subscriber's name ?

Smith : John Smith, 38 St. John's Street, London.

Operator : Very good sir. We'll call you back.

.

Operator : Your telegram to Manchester, sir.
Go ahead.

Smith : It's to Henry Watkins, 19, Spring Gardens,
Manchester 2.

Operator : Henry Watkins, 19, Spring Gardens,
Manchester 2.

Smith : The text is : Your letter received yesterday
stop unfortunately called away suddenly on
business stop sad to miss you all stop ...
and the signature's James

Operator : I'll read that back, sir... Your letter
received yesterday stop unfortunately called
away suddenly on business stop sad to miss
you all stop...

Smith : That's right.

Operator : Very good sir. It'll arrive this afternoon.

F. Calling a Cab/Taxi

Brent : Could you call a cab/taxi, please ?

Reception : Yes, sir.

.....

Taxi : Cabs, good morning.

Reception : Good morning. Could you send a car to the
Intercontinental Hotel ?

Taxi : Who's it for, please ?

Reception : Mr. James Brent.

Taxi : And where does he want to go ?

Reception : To 28, Victoria Road.

Taxi : All right. There isn't a free car in your
area at the moment. We should have one there in
about ten minutes.

Reception : That's fine. Thank you very much.

.....

Reception : The cab will be here in about ten minutes, sir.

Brent : Thank you.

G. Booking Seats on the Plane

Reservations : Can I help you ?

James Brent : I'd like two reservations from London to Bucharest, if possible tomorrow morning, please.

Reservations : One moment, and I'll check to see if there are any seats left.

Brent : That's all right.

Reservations : Yes, that's all right. Two seats on flight EE 482 London - Bucharest leaving Gatwick at 11 tomorrow morning.

Brent : That's fine.

Reservations : What name please ?

Brent : James Brent.

Reservations : Have you got any telephone number where we can contact you if necessary ?

Brent : 928 5672 at home or 543 9218 at the office.

Reservations : Thank you.

H. Booking a Room in a Hotel

Reception : Reception. Can I help you ?

Brent : I'd like to book a double room from tomorrow night for five days, please.

Reception : With bath ?

Brent : With, if you can.

Reception : One moment, please, sir.

.

Reception : Yes, that's all right, sir.

What name, please ?

Brent : James Brent.
Reception : Could you spell that, please ?
Brent : B R E N T
Reception : We'll see to it.
Brent : Thank you. Goodbye.
Reception : Goodbye.

Practice

1. Rehearse each of the eight situations above.
2. Expand Situations A and B to full-scale telephone conversations.
3. Turn the conversations in Chapters 7-8 into telephone conversations. Pay special attention to the opening and closing phrases.

16. AT SCHOOL

A. Expressions used in Connection with the Organization of the Class.

Who's absent ?

Everyone is here. No one's absent.

The attendance hasn't been good of late.

Who's on duty today ?

Who's the monitor of the class ?

What's the date today ?

Come (go) up to the board, please !

Please return to your place! Go to your seat!

Whose duty is to clean the board ?

Clean/erase the board!

Clean off that sentence!

Erase that sentence!

Go and get some chalk, please!

Write carefully!

Cross out that letter/Cross it out!

Write the word with a capital letter !

Stand to the side of the board ! Stand aside !

Move out of the way, please !

Wet the sponge, please !

B. Expressions used in Connection with Discipline and Motivation.

Stop talking! Silence, please!

Do behave yourselves!

Stop fidgeting!

Don't make so much noise!

Don't dog-ear the pages!

Don't prompt (coach)!

Don't slam/bang the door!

Raise your hands if you wish to speak!

Teacher : That was a good answer, Victor.

Victor : Thank you.

Teacher : You're welcome.

Congratulations, your English is getting better and better.

You should be very proud of your good work, Dan!

Your parents must be very happy about your progress in
school, Mary.

Your homework has some mistakes in it, but it shows
positive signs of improvement.

Keep trying to do your best!

A Conversation

Teacher (to class) : Who's absent today ?

Pupil on duty : Everyone is here. No one's absent.
Dan is outside.

Teacher : The attendance hasn't been good lately.
David, why were you absent yesterday ?

David : I was ill. Here is a note from the doctor.

Teacher : I hope you won't fall ill again. (Enters Dan)
Dan, you're late again. Now please shut the
door, but don't slam/bang it. This is the

second time you've been late this month. I shall have to notify your parents and find out why you don't come in time. Let me have your daybook. What's the date today, Mary ? Why isn't it written on the board/blackboard ? Go/come up to the board, Mary, and write the date. Has she made any mistakes? Raise your hands if you wish to speak.

Liza : She has misspelt the word "March". There should be an "r" after the "a".

Teacher : That's right. Children, stop talking! Silence, please/ Stop fidgeting/Do behave yourselves!

C. Expressions used in Connection with Reading a Text
Open your books at page ...! Turn to page ... !
Attention! The class will read in chorus!
Begin/Start reading! Each will read a sentence in turn.
Whose turn is it to read now ?
Would you like to read next? Go on, please.
That'll do.
Pay attention to the stress!
What is the main/central idea of the passage ?
What is the paragraph about?
Look up the unknown words in your dictionaries!
This translation does not make sense.

A Conversation

Teacher : Now, children, open your books at page 25.
Where did we leave off last time ?

- Adrian : We left off at the bottom of page 24.
- Teacher : Thank you! Now, children, listen carefully/
attentively while I read the text. Adrian, will you
please read it now ? Don't prompt him, Peter! Has he
mispronounced any words ?
- Peter : Adrian didn't pronounce the word "knife" right/
correctly. The 'k' in "knife" is silent, but I think
he sounded the 'k'.
- Teacher : Say the word, Adrian! Anything else ?
- Peter : The pronunciation of the word "hotel" was wrong.
The stress/accent is on the second syllable, not on
the first.
- Teacher : That's right. Repeat all the words you have mispro-
nounced. Say them again. Pay attention to the stress.
It would be a good thing for you to read aloud at
home for at least fifteen minutes every day. Whose
turn is it to read now ? Tom, would you like to
read next ? Go on, please. That'll do. Now, children,
you have ten minutes to read the passage to yourselves.
Next prepare to tell me what the main idea of the
passage is. Dan, give the main idea of the passage.
(Dan gives the main idea). Who has anything to
criticize ?
- Ann : I think Dan related the story too close to the text.
- Teacher : You're quite right. Dan didn't give the outstanding
idea of the passage. Ann, translate the passage!
(Ann translates it). This translation does not make
sense.

: Don't translate word for word! And don't dog-ear the pages!

For next time you'll have to look up the unknown words of the remaining passage in your dictionaries.

D. Analysis of the Reading Material

Teacher : Let's turn to page 26 and go on with the reading.
First I'll write the new words on the board. Put/
write them down in your copy-books.
Make up sentences at home with six of the words.

John : May I ask you a question?

Teacher : Please do./Yes, what is it?/You may.

John : What is the Romanian for this word ?

Teacher : Who knows it ? You tell him, Peter. Now let's repeat the new vocabulary in chorus.

Children, sit straight!

I like your reading. Now let's analyze a few sentences.
Read the first sentence, and say what kind of sentence it is.

Did he made any mistakes ?

Dan : He left out/omitted an article in one place, and in another place he put an article where it didn't belong.

Teacher : That's right. Now, John, repeat the sentence correctly, with all the articles in their right places. Now, Peter, what are you turning round for? Dan, if you keep on bothering your neighbour, I shall have to ask you to leave the room.

Turn the sentence into a question ... Good! Our time is not up yet/there is still some time left. Who would like to recite the two verses of the poem you were supposed to learn for today ?

Mary : May I ? I liked the poem very much, so I learned it by heart.

Teacher : Very well done indeed.

E. Criticism of Written Assignment

Teacher : In order that your work should look neat and tidy, and be easy to read, there are several things to keep in mind that I already spoke about last time. To begin with, in some copy-books, the writing/hand-writing is not legible. In some cases it was so illegible that I could hardly make it out. Certainly it's possible to write more clearly, and to leave plenty of space between the words. Now, here's a page from a copy-book where the words seem to run together, they are written so close together. Dan, some of your i's look like e's and your t's look exactly like l's. That's because you forget to dot your i's and cross your t's. There is something more that I should like to call your attention to. Don't try to erase words in your copy-books, because it always leaves a smudge. It is better to cross out the word, enclose it in parentheses, and rewrite it correctly. This gives a neater appearance to the page. Last but not least, you have to leave out a space after the heading. Then leave a margin on the left hand side. Draw a line down the length of the

paper lightly, in pencil, if you can't keep a straight margin without doing so.

That's all as to the appearance of your work. As regards correctness, the papers are more or less satisfactory.

F. Setting the Homework

Teacher : Take/write down your homework.

Read and translate the text on page 75, Lesson 24, from the beginning up to the words... on page 76, the fourth line from the bottom (opposite : top). Prepare to relate the contents of the text in short, not in detail/ Prepare a précis of the text.

Review the rules of the sequence of tenses.

Do exercises 6 and 7 of Lesson 23. In the first exercise you have to choose the correct form of the verbs in brackets. In the second exercise you have to fill in the blanks with the suitable words from the text. Be sure to look up all the unknown/new words in the dictionary.

G. At a School Library

A. May I take out a book ?

Librarian : Have you a library card ?

A. Not yet, but I should like to become a subscriber.

Librarian : Very well! Please fill in/out this application form.

A. How long may we keep a book ?

Librarian : Ten days. But then it is possible to prolong it.

Would you like to take out a book today ?

A. I should like something rather light and amusing. Our teacher has recommended us Tom Sawyer and Huckleberry Finn by Mark Twain.

Librarian : We have both books but you may have a look at the display of the new arrivals. Perhaps you'll look them through and select what appeals to you.

A. I'd like to read something in English, something not adapted or abridged. I prefer to read foreign literature in the original, not in translation.

Librarian : Well, here is a book that will carry you away (by its thrilling developments). It's what we call a science-fiction novel. However, it's not difficult reading. The language of the characters is chiefly colloquial, with a bit of slang here and there.

A. Thanks a lot, I'll take it.

Librarian : Please let me have your card, and I'll make the proper entry in it. Here you are !

A. Please note that some of the pages have been thumbled by other people's hands.

Librarian : Oh, what a shame! And a brand-new book too !
Some people are not at all careful in/about handling books.

H. Examinations

(A talk with a foreign teacher)

Foreign teacher : I should like to know something about your system of examinations at school, if you don't mind. To begin with, when have you term examinations?

Romanian teacher : We have no term examinations, only half-yearly recapitulatory tests in some subjects.

F : And what other tests have you ?

R : There may also be weekly or periodic tests in various subjects. The results of these tests together with the record of a pupils' daily work, are the chief means of evaluating the pupil's progress and proficiency during his whole school life.

F : And what about examination proper ?

R : The pupils take exams at the end of the 8th school year. Of course, they have to pass the matriculation or school-leaving exams before they can receive a matriculation certificate at the end of the 12th school year.

F : And who sets/prepares the examination/test papers ?

R : The examination questions are set by the Ministry of Education. Examples for analysis and additional problems for solution are made up by the examining teachers.

I. Misbehaviour and Punishment

F : There is something that interests me greatly, and that is your method of punishing pupils for misbehaviour.

R : There are many different ways, depending on the offence. In all cases we try to make the offender understand the anti-social character of his misbehaviour.

F : Couldn't you tell me a few words about the measures you employ to bring about proper discipline ?

R : Well, for a slight offence, the pupil may be made to stand.

F : Do you keep in/detain a pupil after school hours ?

R : We usually try to avoid such detention.

F : And supposing there is persistent misbehaviour ?

R : A pupil who needs to be told twice to behave himself may be ordered to leave the room. That is considered severe punishment.

F : How do you handle/deal with more serious offences, as deliberate violation of discipline or breaking of school rules ?

R : Such cases don't occur often. If they do, criticism of the offender by his own school-fellows at a pioneer or U.T.C. meeting is very effective. There may be a reprimand by the director of the school in written form.

F : And suppose there is no improvement after that, what then ?

R : As a rule, there is, for we find in our teaching experience, that there are very few unmanageable children, if any. Still it happens, though very rarely, that a pupil is expelled from school for a time, and perhaps for good, if the offender is obstinate and difficult to manage, and the offence particularly serious. Only after all methods of persuasion are exhausted do we resort to this form of punishment.

(Adapted)

J. Between Two Classmates

A : Why such a long face ? Got four again, I suppose ?

B : Yes, in chemistry. That's my weak point.

A : Why, it's not such a difficult subject.

B : Chemistry is not my strong point, but it seems to come easy to you. You have the subject at your fingers' ends. Now,

I'm all at sea when it comes to formulas and all that sort of thing. I'm absolutely no good at them; they just refuse to stick in my head/mind.

- A : Let's do chemistry together this afternoon. There are some useful devices for memorizing them. I'll give them to you. They'll help you. There's no use failing in the subject, is there ?
- B : Oh, no! I don't want any more fours (4's). I'll come at any time you say.
- A : Do you know that exams are only a few weeks off ? That's what the notice on the notice-board says. Are you preparing/studying for them ?
- B : I haven't reviewed anything so far but I'll set to work.

B I B L I O G R A P H Y

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