

Е. В. Семенова, Я. Н. Казанцева

**ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО
ОБЩЕНИЯ**

(АНГЛИЙСКИЙ ЯЗЫК)

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Рекомендовано УМО РАЕ по классическому университетскому образованию в качестве учебного пособия для студентов высших учебных заведений, обучающихся по направлениям подготовки: 44.03.05 – «Педагогическое образование» (Профиль подготовки: 44.03.05.37 «Иностранный язык (английский и немецкий язык)» и 44.03.01 – «Педагогическое образование» (Профиль подготовки: 44.03.01.30 0 «Иностранный язык»))»

Протокол № 654 от 30 августа 2017 г.

**Красноярск, Лесосибирск,
2017**

УДК 811.111.26

ББК 81.2

С 30

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С 30 Практикум по культуре речевого общения (английский язык):
учеб. пособие, англ. / Е.В. Семенова, Я.Н. Казанцева. – Красноярск:
Сибирский федеральный ун-т, 2017. – 121 с.

ISBN 978-5-7638-3773-5

В пособии представлены материалы и задания по дисциплине «Практикум по культуре речевого общения: первый иностранный язык» для студентов педагогических вузов – будущих учителей иностранного языка. В основе пособия – системный и коммуникативный подходы. Содержание предлагаемого пособия включает теоретические вопросы изучаемых тем и широкий набор упражнений, служащих закреплению изучаемого материала. Авторы использовали разнообразные источники аутентичного англоязычного контента. Пособие предназначено для студентов и преподавателей гуманитарных вузов, направление «педагогическое образование», профиль «иностраннный язык», для учителей иностранного языка, а также для широкого круга лиц, интересующихся проблемами культуры речевого общения на английском языке.

ISBN 978-5-7638-3773-5

УДК 811.111.26

ББК 81.2

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ВВЕДЕНИЕ

В отечественной системе высшего педагогического образования подготовки будущих учителей иностранного языка в течение нескольких десятилетий второй половины XX в. сложились традиции, обеспечивающие формирование языковых и речевых умений, которые позволяют реализовывать нормальное общение на иностранном языке. В значительной степени этому способствовал курс «Практика устной и письменной речи», а также курсы практической грамматики и фонетики. Но лишь в последнее время в связи с переходом на двухступенчатую систему высшего образования остро встал вопрос о формировании компетентностей, которые позволят не просто общаться на иностранном языке, но делать это корректно, на высоком уровне владения культурой речевого общения. Это связано, прежде всего, с постоянным развитием языка, что инициируется появлением новых реалий социума. Данный факт заставляет не просто совершенствовать речевые навыки, но и постоянно осваивать новые сферы как собственно социума, так и их лингвистического отражения в живом общении.

Пособие состоит из пяти разделов, которые включают в себя основы обучения культуре речевого общения. Студентам и читателям пособия предлагается освоить теоретические основы формального письменного, разговорного письменного, неформального письменного, неформального разговорного английского языка и закрепить полученные знания в ходе выполнения упражнений. Раздел «Кросс-культурные связи» позволяет совершенствовать компетентности в области культуры речевого общения в обстоятельствах и речевом взаимодействии в разных культурах. Выражаем надежду, что предлагаемое пособие поможет будущим учителям освоить курс культуры речевого общения английского языка и эффективно использовать сформированные навыки в ситуациях живого общения.

PART 1. FORMAL WRITTEN ENGLISH

1.1 GENERAL RULES OF FORMAL LETTERS WRITING

Theory. In English there are a number of conventions that should be used when formatting a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language like contractions.

Addresses:

1) Your Address

The return address should be written in the top right-hand corner of the letter.

2) The Address of the person you are writing to
The inside address should be written on the left, starting below your address.

Date:

Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

Salutation or greeting:

1) Dear Sir or Madam,

If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

2) Dear Mr Jenkins,

If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, you can use Ms, which is for married and single women.

Ending a letter:

Yours faithfully

If you do not know the name of the person, end the letter this way.

Yours sincerely

If you know the name of the person, end the letter this way.

Your signature

Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

Content of a Formal Letter

First paragraph

The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organising it in a clear and logical manner rather than expanding too much.

Last Paragraph

The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

Abbreviations used in letter writing

The following abbreviations are widely used in letters:

- **asap** = as soon as possible
- **cc** = carbon copy (when you send a copy of a letter to more than one person, you use this abbreviation to let them know)
- **enc.** = enclosure (when you include other papers with your letter)

- **pp** = per procuracionem (A Latin phrase meaning that you are signing the letter on somebody else's behalf; if they are not there to sign it themselves, etc)
- **ps** = postscript (when you want to add something after you've finished and signed it)
- **pto (informal)** = please turn over (to make sure that the other person knows the letter continues on the other side of the page)
- **RSVP** = please reply

1.2 LETTERS OF COMPLAINT

Exercise 1. You bought an exercise bike after reading the following advertisement in a magazine but contrary to all expectations you are not satisfied with it. You have written a letter of complaint. Arrange the following parts in the correct order to make the letter:

- US Fitness Products Ltd
- 25 December 2014
- To begin with, this bike is extremely badly made. The speedometer stopped working after a week. Besides, the heart rate control system must also have broken since its readings were not correct. Finally, the pedals broke just as I was cycling at full speed.
- Dear Sir/Madam,
- 12-45 Sedova Street
- Russia
- USA
- Moreover, in your advertisement you claim that people will lose at least a kilo a week by using this bike for only half an hour every day. However, I have been using it for a month but seem to have lost no weight at all.
- Moscow 187678
- Wilmington, NC 78698
- I am writing to you about a Life Core Fitness 7897YN Upright Bike which I bought from US Fitness Products

(Moscow) on the 20th November for \$1000. I enclose copies of the guarantee and receipt.

- I look forward to hearing from you.
- Andrei Popov
- 7679 Oleander Dr.
- When I took the exercise bike back to the shop, not only did the manager refuse to refund my money, but said that he would not repair the bike either.
- Yours faithfully,
- I would like you to refund my money as soon as possible. Unless I get full satisfaction within the next three weeks. I will have to take legal action.

Exercise 2. You have seen the interview with a local businessman in *The Moscow Times*. Write a letter to the editor of the newspaper. In your letter explain why you decided to write; explain the reasons for your disagreement. Write 180-200 words.

Mr. Peter Shirokov, a local businessman says, "The local council have done a lot in our area. They have done a very good job of cleaning up the local park. They have also done all the work they promised to do to improve sports facilities in the area, including building a new basketball court. I am sure young people will welcome that. They have also worked very closely with local people to plan for the future."

- Not true – still lots of litter in the local park!
- They promised a new swimming pool but did not build it!
- They only organized one meeting!

1.3 REPORT

Example.

Margaret Anderson, Director of Personnel wants a report on employee benefits satisfaction. She has asked her Personnel Manager Andrew Jackson to interview a number of employees and make a report.

To: M. Anderson

Director of Personnel

From: A. Jackson

Personnel Manager

Date: 28 February

Re: Employee benefits satisfaction

Introduction

As requested, I interviewed a number of employees concerning employee benefits satisfaction. It involved a representative selection of 26 % of all employees who were interviewed in the period between 10 January and 20 February.

My findings are presented below.

Findings

1. Employees were generally satisfied with the current benefits package.
2. Older employees repeatedly had problems with prescription drugs procedures.
3. Employees between the ages of 22 and 29 report few problems with Health Medical Organization (HMO).
4. Most employees complain about the lack of dental insurance in our benefits package.

Recommendations

Having considered the question I recommend we meet with HMO representatives to discuss the serious nature of complaints concerning prescription drug benefits for older employees and including dental insurance in our benefits package because these are the most urgent problems worth

solving. I look forward to discussing the matter with you at our next meeting.

Exercise 3. Your company is preparing to conduct a symposium. You have been asked to find a possible place by your chief executive. Write a report to your chief executive on your findings, recommending the most suitable option.

You should use the following words: large hall, comfortable chairs, technical facilities, a business lunch, coffee breaks, underground station, screen, tea with sandwiches, parking, a few buses.

Exercise 4. A new consultant, Mr. Smith, is invited to work for your company. Mr. Smith is coming with his wife and two children. You have been asked to find a suitable housing for Mr. Smith by your chief executive. Write a report to your chief executive on your findings, recommending the most suitable option.

You should use the following words: *flat, modern conveniences, kitchen, underground station, room, comfortable, heavy traffic, a townhouse, parking, a school, on a bus (a trolleybus) route, rubles a month.*

Exercise 5. Your company is engaged in providing one-day bus tours. The chief executive is seeking for a good restaurant to provide people with business lunch of three-courses. He has asked you to find a suitable place. Write a report to your chief executive on your findings, recommending the most suitable option.

You should use the following words: restaurant, a three-course business lunch, cuisine, service, on a bus route, a snack bar, takeout food, dishes for vegetarians, various kinds of food.

1.4 INQUIRY LETTERS

Theory. A letter of enquiry is when you are approaching a company speculatively, that is you are making an approach without their having advertised or announced a vacancy.

Opening Paragraph

Introduce yourself briefly and give your reason for writing. Let them know of the kind of position you are seeking, why you are interested and how you heard about them.

Paragraph 2

Show why their company in particular interests you, mention your qualifications and experience along with any further details that might make them interested in seeing you.

Paragraph 3

Refer to your enclosed CV and draw their attention to any particularly important points you would like them to focus on in it.

Closing Paragraph

Thank them, explain your availability for interview and restate your enthusiasm for their company and desire to be considered for posts that might as yet be unavailable.

Exercise 6. You have read the following advertisement in *The International Student* and made notes about some additional information you would like to know.

**WSDC World School Debating
Championship Athens 2014
Calling school debating clubs everywhere!!!**

WSDC is a truly global competition for high school
debaters.

Can you beat the best young speakers in the world?

Join the debate on:

Is global warming going to get better or worse?

For further information write to:

The World Schools Debating Championships Ltd.,
Dartmouth House, 37 Charles Street,
London W1J 5 ED, United Kingdom

Arrange the following parts in the correct order to make a letter:

- Dear Sir or Madam,
- The World Schools Debating Championships Ltd.
- Moscow 656546
- UK
- 10 April 2015
- We would be grateful if you could inform us about the deadline for the application as well as the exact dates of the debate so that we can make the necessary travel arrangements. Could you please send us an information pack, including application forms and any other useful information about the Conference?
- Yours faithfully,
- Finally, we would appreciate any information concerning accommodation in the area where the competition is going to take place.
- Ivan Ivanov
- Flat 143
- Dartmouth House
- I saw your advertisement for the International Youth Conference Debate on global warming in *The International Student* and I am writing for more information. I am a member of the school Debating Club and we are all keen to take part in the event, but require further details.
- I look forward to receiving your answer.
- 21 Selezneva Street
- Russian Federation

- London W1J 5 ED
- First of all, could you tell us whether there is an age limit for the participants? Our team consists of seven students aged between fourteen and eighteen. We would like to know if it is possible for all of us to participate and whether we have to be accompanied by a teacher.
- 37 Charles Street

Exercise 7. You have read the following advertisement in *The Russia today* and made notes about some additional information you would like to know (any experience necessary? Where does work take place? What kind of work? Is summer work available?). In your letter explain why you decided to write, provide relevant information about yourself, ask questions to find out more about the organization. Write 180-200 words.

CALL FOR VOLUNTEERS

- Greenpeace exists to defend the environment wherever it is threatened
- Greenpeace will always do everything it can to protect our world and the creatures we share it with
- Greenpeace tries to come up with solutions to environmental problems
- Greenpeace needs volunteers to help its fight to save our planet

Write to us now for more information Greenpeace, Canonbury Villas, London N12PN, UK

Exercise 8. Your parents are organizing a party to celebrate your sister's engagement and wish to book a room for the event. They have seen the following advertisement in *The St. Petersburg Times*, but they need to know more (big enough for 60 people? What kind of food? Saturday 27th September, 20.30 – 24.00. Dance area? Music system? Cost per person? Must book by when?). Write to the Sokol Hotel Olympic

Garden giving relevant details and asking for further information. Write 180-200 words.

SOCOL	HOTEL
OLYMPIC GARDEN	
2 km from the city centre	
<ul style="list-style-type: none">• Fantastic banquet facilities• Lunch Buffet in the Lounge• PRIVATE FUNCTION ROOM on request• CATERING for SPECIAL OCCASIONS also available• Sales service Centre, Sokol Hotel Olympic Garden, 3A Bataisky Pereulok,<ul style="list-style-type: none">• St. Petersburg 190013 Russia	

Exercise 9. Read the letter. Separate the different parts and write them according to the outline given above.

Please could you send me more information about your courses, and an application form? The Principal, The Oxford English College, 234 Hilton Rd, Eastbourne BN4 3 UA. Yours faithfully. Dear Sir or Madam. I look forward to hearing from you as soon as possible. Ana Maria Fernandes. Rua Luis de Deus 18, 3000 Coimbra, Portugal. I saw your advertisement for English classes in this month's *English Today* magazine and I am interested in coming to your school this summer. 29th March 2000. I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my pronunciation. I would also like some information about accommodation.

Exercise 10. Phrases for personal and business letters are jumbled up. Put letters B for expressions used in business letters and letters P for personal ones.

1. I hope all is going well.
2. I will be obliged if you could...

3. Thanks for your letter.
4. Why don't we...
5. I would appreciate if you could...
6. How are you?
7. Dear Uncle Pete,
8. I would be very grateful to you for...
9. I am writing to enquire about...
10. With reference to...
11. My best regards to John.
12. Further to...

Exercise 11. Translate into English the following phrases:

в дополнение к; в целом; быть благодарным; в добавление, к тому же; ожидать с нетерпением; с уважением, искренне Ваш; с уважением, преданный Вам; в ответ на; наилучшие пожелания; прилагать, вкладывать в тот же конверт; ссылаясь на; в соответствии с; согласно просьбе; быть любезным.

1.5 WRITING CURRICULUM VITAE. RESUME

CURRICULUM VITAE

Theory . A covering letter is the one that accompanies your CV when you are applying for a job. Here is a fairly conventional plan for the layout of the paragraphs.

Paragraph 1

Briefly identify yourself and the position you are applying for. Add how you found out about the vacancy.

Paragraph 2

Give the reasons why you are interested in working for the company and why you wish to be considered for that particular post. State your relevant qualifications and experience, as well as your personal qualities that make you a suitable candidate.

Paragraph 3

Inform them that you have enclosed your current CV and add any further information that you think could help your case.

Closing Paragraph

Give your availability for interview, thank them for their consideration, restate your interest and close the letter.

A letter of enquiry is when you are approaching a company speculatively, that is you are making an approach without their having advertised or announced a vacancy.

Opening Paragraph

Introduce yourself briefly and give your reason for writing. Let them know of the kind of position you are seeking, why you are interested and how you heard about them.

Paragraph 2

Show why their company in particular interests you, mention your qualifications and experience along with any further details that might make them interested in seeing you.

Paragraph 3

Refer to your enclosed CV and draw their attention to any particularly important points you would like them to focus on in it.

Closing Paragraph

Thank them, explain your availability for interview and restate your enthusiasm for their company and desire to be considered for posts that might as yet be unavailable.

RÉSUMÉ

Theory. A **résumé** ([/ˈrɛzʊmeɪ/](#), [REZ-u-may](#) or [/rɛzʊˈmeɪ/](#); less frequently [/ˈrɛzjʊmeɪ/](#) or [/rɛzjʊˈmeɪ/](#); French: [\[ʁezyme\]](#)), also spelled **resume**, is a document used by a person to present their backgrounds and skills. Résumés can be used for a

variety of reasons, but most often they are used to secure new employment.

A typical *résumé* contains a "summary" of relevant job [experience](#) and [education](#), as its French origin (and its translation into Spanish as "resumen") implies. The *résumé* is usually one of the first items, along with a [cover letter](#) and sometimes an application for employment, which a potential [employer](#) sees regarding the job seeker and is typically used to [screen](#) applicants, often followed by an [interview](#).

The [curriculum vitae \(CV\)](#) used for employment purposes in the UK (and in other European countries) is more akin to the ***résumé***—a shorter, summary version of one's education and experience—than to the longer and more detailed CV that is expected in U.S. academic circles.

Generally, the *résumé* is substantially shorter than a CV in [English Canada](#), the [US](#) and [Australia](#).

Exercise 12. Imagine you are going to take the vacancy as a teacher at school. Write a CV and a resume.

1.6 LETTERS ASKING FOR A JOB. CHOOSING A CAREER

Theory.

1. Your address (not your name)
2. The date
3. The name and address of who you are writing to
4. The greeting
5. Introduction
6. Main parts
7. Concluding comment
8. The ending
9. Your signature

Exercise 13. Arrange the following parts in the correct order to make a letter.

- Dear Mr Cranston,
- 10 September 2015
- I would be grateful if you could inform me how much the wage would be per hour, and how many hours a day I would be expected to work.
- E-mail: ivanov@list.ru
- I am sixteen-year-old student at a comprehensive school in Moscow. I am quite tall, of slim build, with shoulder-length wavy dark hair. I am generally considered to be outgoing and sociable. I speak fluent English and I have passed the FCE examination with an A.
- 23-8 Lenina Street
- Mr David Cranston
- I look forward to hearing from you.
- Ivan Ivanov
- Director
- Moscow 115123
- If you require any further information, please do not hesitate to contact me. I am available for interview at any time.
- Teendrama Productions
- Moscow 287654
- Yours sincerely,
- I am writing in response to your advertisement, which appeared in the Moscow News yesterday. I am very interested in this job because my ambition is to become an actor.

Exercise 14. You have seen the following advertisement in *the Moscow Times*.

WORLD AID

Is looking for volunteers to work in our camp in Tanzania:

- to work in the local wildlife reserve;
- to help look after elderly people;

- to teach basic English to primary children.

Write to us saying what kind of work you are interested in and why.

Give details about yourself and say why you think you are suitable for the work.

Successful applicants will receive free transportation, accommodation and board.

Contact: Michael Cartwright, World Aid, 23 Market Street, Ludford, BN537S, UK

Note: in your letter explain why you decided to write, describe your appearance and character, ask about the accommodation and the time required to do this work. Write 180-200 words.

1.7 ADVERTISEMENTS WITH JOBS

Theory. Because of the number of candidates applying for jobs daily, hiring a quality employee for a position can be a difficult task. While many people choose to simply post a quickly written advertisement on a local job board, there are more effective ways to reach quality candidates. By focusing on the content and design of the ad, you can produce a relevant and effective job advertisement.

Step 1. Pick a job title. The job title in the ad doesn't have to be the exact same as the job title that candidate will actually possess. Choose a title that includes key terms that qualified candidates may include in their job search. Additionally, make sure the job title describes the job being performed as well as the level of work.

For example, instead of labeling the job "Sales Position," try "Entry-level Pharmaceutical Sales Representative." Avoid acronyms or abbreviations with which all candidates may not be familiar.

Step 2. Introduce your company. This should include key words and phrases that clearly summarize your company and explain your business' industry, your company's culture, your company's mission and why this is a great place to work. For example, "The mission of Company XYZ is to offer customers high quality technical engineering services at an affordable price. Founded in 1970, the company is headed by John Smith and located in Sacramento, California. Our goal is to target small companies and government organizations , to seek major contracts and strategic alliances."

Step 3. Write a general position summary. This is used to clearly explain the obligations of the position so that the candidates have a clear picture of performance expectations. The functions should include level of importance, level of complexity, and all essential tasks should be listed. List about eight to ten key responsibilities of the position. For instance, you could write, "The essential duties of the catering manager include many responsibilities such as securing a venue; interviewing merchants and executing contracts; overseeing food delivery and preparation; and managing all event staff."

Step 4. Include "hard" candidate requirements. These should be basic qualifications that candidates must possess in order to be considered for the position. They must be closely related to the duties of the position, and must be necessary to successfully fulfill the essential functions of the position. Requirements must be objective. For instance, instead of saying, "Seeking a candidate that went to a 'good' school," try saying, "Seeking a candidate with a Bachelor's degree." Prerequisites must also be non-comparative. For example, instead of asking for a candidate who "is within the top five candidates in years of experience," seek instead a candidate with simply, "five years of experience."

Requirements listed must be business related. For instance you cannot ask for a candidate to have volunteer experience unless it is relevant to the position.

Avoid discrimination by selecting words and phrases that do not adversely limit a protected class or group of people.

Avoid listing too many skills as it can greatly limit your potential candidates. List no more than 5 “hard” qualifications (degree, years of experience, etc.)

Step 5. Determine preferred candidate qualifications.

Preferred qualifications are traits that are desired, but not necessarily a prerequisite for employment. These are often identified as “soft skills.” These skills and abilities are used to determine whether a candidate possesses a higher aptitude level with which to complete the duties listed in the job description.

For example, you can request prior experience with Oracle, but it may not be a requirement for all candidates.

Preferred qualifications are listed with the hopes that someone who has greater skills will be more adept at reaching the full potential of their position.

Step 6. Decide what additional information you’d like to include.

Some employers choose to include base salary information (per hour/per annum), commission, bonus opportunities, benefits, etc. You can also choose to designate the employment type and length such as permanent employee, a temporary hire, a contractor, or whether employees will be full-time, or part-time. You can also include the location of the position and whether travel is involved.

Attract the best candidates by highlighting the benefits that help your company stand apart from competitors, such as a high pay scale, bonus programs, flexible working hours, career development opportunities, or any other “perks” that may appeal to potential candidates.

Templates and checklists can be used to determine what information to include, and in what order.

Step 7. Select a market appropriate to your field. It's important to do a few searches in order to determine the best market for your ad. These searches can be performed online, in the local paper, in the classifieds, or in any other markets in which you are considering advertising. By acting as a job-hunter, you'll be able to determine the most popular markets for your advertisement, whether it be an online job board, a newspaper ad, or a job fair.

For example, if you search for open teaching positions online, you will see advertisements on popular employment sites, newspaper sites, and sites dedicated specifically to teachers.

Step 8. Keep your ad design simple. Whether posting an ad online or in print, you are often given design options such as background color, font, font size, etc. Keep the design of your ad clean and simple so the most important information can be conveyed quickly.

Make sure your ad is easily readable by ensuring the print isn't too large or too small, and that the words are in an easily visible color such as black or dark blue.

Avoid fancy or scripted fonts that are often difficult to read, and avoid capitalizing all letters.

Don't use over-designed graphics, lots of italics, or patterned/pictured backgrounds. While this is often used to grab the reader's attention, it typically just distracts the reader and slows them down.

Different designs with the same content on different media can be effective.

Step 9. Advertise within the company. Try posting your job advertisement on intra-company bulletin boards. This will allow employees to recruit friends and acquaintances who might be interested. This advertising channel is free and can provide high-quality applicants, as each one is already referred by an employee.

Step 10. Monster.com, classified sites like Craigslist, your business's website, or any online site your candidate is likely to visit.

For instance, if you're searching for an intern for a position, a college's job board would be a great place to find an ideal candidate.

Most online job postings run for 30 days at a time and cost anywhere from \$25 to \$500, depending on the site. Visit the company's website for more information on costs and posting. Beware of the drawbacks of sites like Craigslist, where you are likely to receive a lot of applications from unqualified candidates, and your ad may get buried among other ads over time.

Step 11. Take out a classified ad in a newspaper. Classified ads in newspapers and circulars are still very popular because they are both a low-cost and traditional method to find suitable candidates. You can choose a block of space that allows you to write a clear and specific ad which will discourage unqualified candidates, or you can choose a smaller block of space and post a "blind ad" which doesn't include business information.

Instead of including business contact information, a blind ad will set up a P.O. Box where candidates can send resumes. Blind ads typically save money and time because employers no longer have to reply to all candidates.

Because blind ads don't contain a lot of company information, candidates may be reluctant to apply.

A full page ad typically ranges from \$80 to \$130. Contact your local paper for more information on costs and other pertinent information.

Step 12. Publish in a trade journal. Trade journals are a great place to advertise when you are looking for a professional or technical employee with a specific set of skills or training. This is a great way to reach a very specific, and therefore more qualified audience. Search for the most popular

trade or professional journals within your field and contact them for advertising information.

One of the major drawbacks is that these advertisements tend to have a slow turnaround time as these journals are often only published monthly or quarterly. However, many journals can also be found online which can quicken the process.

Step 13. Analyze your results. Save your applicant data from different channels to assess which one is the most effective. Record the number of applicants and the quality of those applicants. For example, you can ask in the interview or during the application process which channel the applicant heard about the position through. Analyze this data and refine your advertising channel choices for your next job advertisement based on those that were most successful.

Exercise 15. Using the rules above make up your own ad.

1.8 WRITING A AUTOBIOGRAPHY

Theory. At some point in your education or your career, you may be required to make a presentation about yourself or to write an autobiography as an assignment. Whether you love this assignment or you hate it, you should start with a positive thought: Your story is much more interesting than you probably realize.

Before you begin

Your life story should contain the basic framework that any essay should have, like an introductory paragraph with a thesis statement, a body containing several paragraphs, and a conclusion. But the trick is to make your life story an interesting narrative with a theme. So how do you do that?

You've probably heard the saying that variety is the spice of life. While the saying is a little old and tired, the

meaning holds true. Your job is to find out what makes your family or your experience unique and build a narrative around that. That means doing some research and taking notes.

Research your background

Just like the biography of a famous person, your autobiography should include things like the time and place of your birth, an overview of your personality, your likes and dislikes, and the special events that shaped your life.

Your first step is to gather some background detail. Some things to consider:

- What is interesting about the region where you were born?
- How does your family history relate to the history of that region?
- Did your family come to that region for a reason?

It might be tempting to start your story with "I was born in Dayton, Ohio..." but that is not really where your story begins.

It's better to ask why you were born where you were, and how your family's experience led to your birth.

Think about your childhood

You may not have had the most interesting childhood in the world, but everyone has had a few memorable experiences. The idea is to highlight the best parts when you can. If you live in a big city, for instance, you should realize that many people who grew up in the country have never ridden a subway, never walked to school, never ridden in a taxi, and never walked to a store.

On the other hand, if you grew up in the country you should consider that many people who grew up in the suburbs or inner city have never eaten food straight from a garden,

never camped in their backyards, never fed chickens on a working farm, never watched their parents canning food, and never been to a county fair or a small town festival.

There will always be something about your childhood that will seem unique to others. You just have to step outside your life for a moment and address the readers as if they knew nothing about your region and culture.

Consider your culture

Your culture is the overall way of life, including the customs that come from your family's values and beliefs.

Culture includes the holidays you observe, the customs you practice, the foods you eat, the clothes you wear, the games you play, the special phrases you use, the language you speak, and the rituals you practice.

As you write your autobiography, think about the ways that your family celebrated or observed certain days (birthdays), events (harvests), and months (December), and tell your audience about special moments.

How was your experience on one of these topics related to your family culture? Learn to tie together all the interesting elements of your life story and craft them into an engaging essay.

Exercise 16. Make up your autobiography.

1.9 WRITING AN ESSAY. STRUCTURE AND USEFUL PHRASES

Sample Structure

The rules of a traditional academic essay are as follows: begin with a main argument or thesis statement, follow this with three pieces of evidence that support the argument, and wrap up by stating what the essay has shown. This is a good structure to use when making a single, strong point. Its power lies in its simplicity. Because it allows you to present several

points neatly in support of a single claim, it is especially useful for making a persuasive argument. This format will be most helpful when writing short essays, but for longer personal statements, it might appear formulaic and dull. One of the more creative structures described below might draw attention more successfully to your writing.

Compare and Contrast

For some questions, this structure is a natural choice, as in the personal growth and development question, which asks you to compare yourself now to the way you once were. You can structure a cause-and-effect essay point for point, by comparing one aspect of the object or situation at a time. Or you can choose to employ the block method by thoroughly covering all the points of the first object or situation in the first half of the essay and then comparing it with all the points of the other in the last half.

Narrative or Chronological Structure

If you have decided to focus on a single event in your life, you will want to use this structure. It can be filled with action, dialogue, and subtle details. Although, you should not confuse effective drama with overwrought, Hollywood-style melodrama. The briefest and simplest of events can take on meaning when told convincingly. Using a chronological or narrative structure over a long period of time (anything more than a day or two) can often read like a ship's log. You don't want to sound like you're rattling off a schedule of events. Rather, take on the role of storyteller and provide great detail about a very specific set of events. The sequence of events will help reinforce flow from one stage of the essay to the next and will make the difficult task of transitioning between paragraphs very natural. While the narrative is one of the most effective forms of writing for an essay, it can also be difficult. Use the following tips as you write your narrative:

✓ Make the reader aware of chronology and keep the story generally moving forward.

✓ Don't feel obligated to tell more of the story than you need to convey your point. Extra details distract from the main drive of the story.

✓ Try not to use reflective conclusions or introductions describing what you learned; start and end with the action and have everything take place within the context of the story.

✓ Describe events, people, and places in very specific, colorful terms.

Narrative can be combined with other structures for an approach that is less risky but still interesting. Beginning an essay with a brief story is the most common and effective of such methods. Another twist on the narrative essay is one that describes a single place, person, or action in great detail. It appeals to the senses of the audience without necessarily drawing on the action of a story. There is no standard structure found in this type of essay -- each is differently organized -- but all rely on crisp imagery and sensory detail, leaving the reader with a single, vivid image. Single images are easier to remember than a list of points, qualities, traits, or qualifications, no matter how impressive any one or all of them may be. Still, this is a risky approach and is best employed when you have to provide multiple essays for one school so that you have a chance to structure your other essays more traditionally.

Descriptive Structure

This is similar to the chronological structure except that instead of walking step by step through increments of time, it follows step by step through a description of a place, person, or thing. The first paragraph gives an introduction describing the general feel of the place, person, or thing. The body paragraphs offer in-depth descriptions of two or three particular aspects of the place, person, or thing. In the last paragraph, the writer steps out of the descriptive mode and

offers a brief conclusion of what the place, person, or thing says about him or her.

Cause and Effect Structure

Often times you will be asked for a life-changing experience or about someone or something that has had a great influence on you. This structure shows that you understand and appreciate the effect that other entities have had on your development and maturity. For these essays, you will want to use the body paragraphs to first describe the influence and then move on to how that has had an effect on you. You can either divide the essay into a "cause section" and an "effect section" or you can mesh the two together by taking each small description one by one and explaining the effect it has had on you. If you decide to use this structure, be sure that you don't write yourself out of the equation; make the point that you were the catalyst between the cause and the effect. That way, you demonstrate that you know how to take action and create change.

Linking phrases for essays

Writing that is clear and enjoyable to read offers the reader a sense of purpose and direction. Using 'signpost' phrases to introduce new sentences and paragraphs such as those suggested below also helps you as a writer to stay on track.

Introductions

Firstly, ...

Currently, presently

To begin with...

There are differing explanations/opinions as to why....

It is first necessary to explain...

In the following essay will be examined.

Supporting your argument

In addition,...

Furthermore,...

This is further shown by the fact that....

This is further illustrated by....

This idea is supported by...

Again,...

Another possibility is that...

At the same time it is true to say...

In addition...

In any case...

In other words...

It should also be emphasized that...

It should also be noted that...

Mention should also be made of...

Related to these arguments is the critique that...The corollary of this is that...

The key point to note is that...

The same can be said of...

The same is true of...

There were other factors which arguably counted for more.

Another possibility is that...

At the same time it is true to say...

In addition...

In any case...

In other words...

It should also be emphasized that...

It should also be noted that...

Mention should also be made of...

Related to these arguments is the critique that...The corollary of this is that...

The key point to note is that...

The same can be said of...

The same is true of...

There were other factors which arguably counted for more...

This in turn means that...

Distinguishing...

Another important distinction between x and y is that...
I would like to distinguish between x and y...
On the other hand...
The big difference between x and y is that...
The essential difference is that...
The essential point on which I differ is that...
There is however an important difference between x and y...
There are some respects in which x differs from y...
This difference clearly cannot be explained by...
We must here make a distinction...

Giving Examples and Exemplifying

A classic illustration often cited is...
Another example of this may be given...
In the x case this was perhaps the most obvious...
More detailed studies show that...
Only in one respect does the advantage seem to be with...
Or let us take another example...
That x happened illustrates the point that...
The evidence of x is even more obvious in the case of...
The origins of x can be traced back to...
This was by no means unique...
This was typified by...
To take yet another illustration...
Typical of x was...
This in turn means that...

Discussing and Explaining your example

A general explanation remains difficult to find/elusive...
As a result...
How are we to explain x?
If one looks at x in historical perspective, one finds that/ it is clear that...
Moreover it is at least arguable that...
Partly for this reason it was inevitable that...
The first thing we notice is the...
The main reason it happened was that...
The reality was at best that...

The reasons for x cannot be traced to either y or z...
The tendency of x is not necessarily a disadvantage...
This achievement was primarily due to...
This applies especially to...
This in turn means that...
This is the key to the problem.
This means that...
This takes us to the heart of the matter
This was one of the most important reasons why...
Two questions especially interest me. The first of these is...
Two types of x need to be distinguished: The one is... The other kind is...
Yet the important point to note is that...

Presenting a contrasting point in a new sentence or paragraph

In contrast to this,.....
Whilst...
Furthermore...
On the other hand...
However,...
A further point/reason is that...
Although...
In addition to these points, it could be argued that...
In spite of this...
At the same time it could be argued that...
For one thing it could be argued that...
Indeed, it might be argued that...
It is interesting to speculate on what would happen if...
It is tempting to pose another question...
It may well be asked how...
It might be argued that...
Nor is it entirely fanciful to suggest that...
Of course it could be argued that...
Still, there is no denying that...
This is not to say that there are not...

Though it may seem a stretch to compare x with y...
How can we explain x?
More controversial is the question as to whether...
One way to answer this question is to try to see if...
The crucial question may therefore be...
The question remains...
What are the arguments on the other side?
What sort of picture do these considerations allow us to construct?
Why for example did x happen?

Concluding

All things considered then...
Events show us that...
Finally...
Hence the paradox that...
How can we account for...?
If one considers x it becomes clear that...
In any case it seems clear that...
In general, however...
In short,
In the final analysis this may be the best explanation of all...
It is difficult to escape the conclusion that...
It seems clear that...
It seems not implausible to link x with y..
Judged by this criteria...
Judged by this measure...
More generally it seems hard to deny that...
Nothing can detract from the central fact that...
The most popular explanation remains that...
To put it simply...
To sum up..
What is really remarkable is that...

To introduce a final point in a paragraph or essay

Despite arguments/evidence to the contrary, I would argue that...
On balance, it can be argued that....

As a result....

Further questions that could be addressed concern whether.....

This raises the further areas of investigation such as...

Important Note: Replace “ I” with “ one” and “it”

An objective or neutral tone is good news in academic writing. The impersonal ‘it’ can be used in order to take the focus off yourself (recommended!).

F. e., a phrase such as ‘I would argue that’ could be replaced by ‘It can be argued that...’

Recommendation: Learn a few of the following phrases to use at sentence and paragraph beginnings.

Examples with “it”

It can be argued that...

It is important to recognize that...

It is likely that...

It is not surprising to find that...

It is clear that...

It is assumed that...

It is anticipated that...

It is significant...

If you want to create an objective or neutral tone, then avoid using the pronoun ‘I’. Using the pronoun ‘one’ is a possibility.

Examples with “One”

one could argue that...

one might expect...

one might ask...

one could seriously question...

The question one seeks to answer is...

one must remember...
one could argue that...

Exercise 17. Write the essay on one of these topics:

1. The future of Russia. What to hope for?
2. What do “to be a patriot” and “to be a man of planet” mean?
3. Are we able to understand fully another culture?
4. To be free... freedom. What does it mean?
5. Generation gap. Must it always be?
6. Money in man’s life.
7. What is happiness?
8. The teacher’s career. What is it?
9. Women in changing world.
10. The expansion of English language, American culture.: pros and cons.
11. The goals of life . Is it so important to have them?
12. Life is long, life is short...
13. A competent specialist. What is to be competent in profession?
14. To be good mother means...
15. The information era. Are we slaves of it?
16. What is the best way of bringing up children?
17. Formal and informal teaching – what is better for a child and for a teacher?
18. What is real art? Does everyone need it in his life?
19. What to live for?

1,10 EXPRESSING REASON. TEXT ORGANIZERS.

Theory. *Cause and effect* is a common way to organize information in a text. Paragraphs structured as *cause and effect* explain reasons why something happened or the effects of something. These paragraphs can be ordered as causes and effects or as effects and then causes. The cause and

effect text structure is generally used in expository and persuasive writing modes.

To put it another way: when an author gives reasons why something happened, he or she is explaining what caused an effect (reasons are causes and the thing that happens is the effect). Also, when a writer explains the results of an action, he or she is explaining the *effects* of a *cause* (results are *effects* and the thing that occurs is the *cause*). The cause and effect text structure is used so commonly that you have probably written a paragraph using it and not noticed/

Exercise 18. Look through the text and analyze it from the point of *cause and effect*.

CULTURAL LITERACY AND THE SCHOOLS (From "Cultural Literacy" by E.D. Hirsch)

School is the traditional place for acculturating children into our national life. Family, church, and other institutions play an important role, but school is the only institution that is susceptible to public policy control. In the modern age, the role assigned to our schools is to prepare our children for the broader activities of society and to train them in the literate public culture. Our schools have played this role less well than they should, chiefly because they have followed faulty educational ideas. The practical importance of ideas in human affairs, while not a recent revelation, is one that is too easily forgotten.

The decline of American literacy and the fragmentation of the American school curriculum have been chiefly caused by the ever growing dominance of romantic formalism in educational theory during the past half century. We have too readily blamed shortcomings of American education on social changes (the disorientation of the American family or the impact of television) or incompetent teachers or structural flaws in our school systems. But the chief blame should fall on

faulty theories promulgated in our schools of education and accepted by educational policy-makers.

Why have we failed to give our children the information they lack? Chiefly because of educational formalism, which encourages us to ignore the fact that identifying and imparting the information a child is missing is most important in the earliest grades, when the task is most manageable. At age six, when a child must acquire knowledge critical for continuing development, the total quantity of missing information is not huge. The technical reading skills of disadvantaged children at age six are still on a par with those of children from literate families. Supplying missing knowledge to children early is of tremendous importance for enhancing their motivation and intellectual self-confidence, not to mention their subsequent ability to learn new materials. Yet schools will never systematically impart missing background information as long as they continue to accept the formalistic principle that specific information is irrelevant to "language arts skills."

Education formalism holds that reading and writing are like baseball and skating; formalism conceives of literacy as a set of techniques that can be developed by proper coaching and practice.

The trouble is that reading for meaning is a different sort of game entirely. Every text, even the most elementary, implies information that it takes for granted and doesn't explain. Knowing such information is the decisive skill of reading.

1.11 FILLING IN FORMS

Theory. Filling in Forms There are many times when you are asked to fill in a form. For example:

- ✓ Applying for a passport
- ✓ Applying for a driving licence
- ✓ Applying to join a library or club

- ✓ Applying for a job
- ✓ Giving information like in the Census form Tips for

filling in forms

It is good to keep all the information you might need together so you can find your personal details quickly and easily, for example your Personal Public Service Number (PPS number).

Make a copy of the form so that if you make a mistake you can start again. You can always ask for an extra form to practise on.

Read the form carefully before you write anything.

You may not need to fill in everything.

If it does not apply to you leave it blank.

If there is something on the form you do not understand, ask for help.

Often the information you need to give on forms is the same. Once you get used to filling in forms they will all become easier!

BLOCK LETTERS. Sometimes you are asked to fill a form in Block Letters or Block Capitals. This means writing **EVERYTHING IN CAPITAL LETTERS.** This is to make the information very clear and easy to read or easy to scan by a computer. Here are all the capital letters to remind you. This is how it is written: **A B C D E F G H I J K L M N O P Q R S T U V W X Y Z .** Make sure you know how to write each one. When you are asked to write in Block letters this does not mean your signature. You sign your name in the usual way.

When you have a form with boxes to fill in make sure to write one letter or one number in each box. Leave one box space between each word. Fill in this form with your own information. Use **BLOCK CAPITALS.**

Surname

First name

Address

Date of birth

Write one number in each box. Usually there are two boxes for the numbers. If it is a single number like 3 and 9 you

have to put a 0 first to fill all the boxes. Example 3/9/04 0 3 0 9
0 4 Sometimes the year will be written in full – 2005
Sometimes just the short form is used – 05

Sometimes forms use different words to ask the same thing.

Here are some examples of filling the forms.

First name: Mary This can also be asked as Christian name or Forename.

Surname: Byrne This can also be called Last Name or Family Name.

Be careful! Some forms ask you to put your surname first.

Address: This is where you live. 19 The Green, Rathmines, Dublin 6

Title: Mr, Mrs, Miss, Ms, Mr is used for all men.

Mr Michael Byrne Mrs is used for a married woman.

Mrs Mary Byrne Miss is used for a single woman.

Miss Mary Byrne All women can use Ms.

Ms Mary Byrne They can be married or single.

Telephone / Phone: 01-234567 Contact Number: This is where you can be reached most easily. If you don't have a phone this could be your friend's telephone number. It could be a work number or a daytime number (where you are during the day) or your mobile number.

Date of Birth: When you were born.

DOB - the initials of each word Date of Birth.

21st December 1954 or 21/12/54

Signature: How you write your first and last name together. Your signature is unique. You are the only person in the world who writes your name in that way. You sign a letter or a form or a cheque.

Your signature is legally binding.

You are agreeing to the conditions of the form.

You are stating that the information you are giving is true. You may want to take some time to practise your signature.

Occupation: This is the job you have or the work you do. Example: Homemaker, Farmer, Doctor, Waiter, Student, Part time shop assistant, Unemployed etc.

Country of origin: This means the country you were born in. Example: Mary was born in England. Her country of origin is England. Marital Status: You may be asked to put a ✓ in a box to show the one that is right for you. Married Widowed Separated Single Divorced Are you male or female? Sex and Gender mean the same thing. Your sex or gender is whether you are a man or woman, male or female. Sex: Male Female Gender: Male Female

Dependants: People who are relying on you.

Exercise 19. Find any form in Internet and fill it.

1.12 ABBREVIATION AND ABBREVIATED WORDS

Theory. Abbreviation (abbreviated words) – is abbreviated spelling of a word or group of words. Any language is saturated with acronyms, and we are so used to them that use them everywhere. And if some of them are known to us even from a young age, then, we meet with some lifelong. Some of them are only simple but also quite important cuts that will be useful as well as in many other areas of our lives. Abbreviations are in any language, in fact, every language borrows abbreviations from other languages. Sometimes we automatically use one or another abbreviation and not remember how it stands.

Some abbreviations in English are pronounced separately by letters.

1. WHO (World Health Organization) – the W – H – O – World Health Organization.
2. BBC (British Broadcasting Corporation) – British Broadcasting Corporation.
3. UK (United Kingdom) – the United Kingdom.

4. USA (United States of America) – the United States of America.
5. PM (Prime Minister) – Prime Minister.
6. MP (Member of Parliament) – Member of Parliament.
7. EU (European Union) – European Union.
8. PC (Personal computer) – Personal computer.

Other abbreviations are read as words called acronyms.

NATO (North Atlantic Treaty Organization)

AIDS (Acquired Immune Deficiency Syndrome)

HIV (Human Immunodeficient Virus)

In English there are abbreviations that are used only in writing but in a speech they are pronounced as complete words:

Mr (Mister)

Mrs (Missis)

Dr (Doctor)

St (Street)

The following abbreviations are used in the English language to organize structure of the text:

Etc. – and so on – (Latin et cetera);

i.e. – that is to say – (Latin id est);

NB – please note – (Latin nota bene);

RSVP – please reply – (French repondez s'il vous plait)

e.g. –for example – (Latin exempli gratia)

Some of the words are used in abbreviated form of the informal style of speech.

Lab – laboratory;

TV – television;

Exam – examination;

Ad –advertisement;

Case – (suitcase) – Portfolio;

Mum – mother;

Phone – telephone;

Board – blackboard;

Fridge – refrigerator;

Bike – bicycle;

Dad – father;
Flu – influenza;
Here are some more abbreviations:
Blvd. – Boulevard;
Emb. – Embankment;
Ave. – Avenue (Prospect);
Sq. – square;
B. Sc. – bachelor of science;
M. A. – master of Arts;
Ph. D. – doctor of Philosophy – PhD;
M.D. – Doctor of Medicine – MD.

Exercise 20. Take any English or American newspaper and find 20 abbreviations there.

PART 2. INFORMAL WRITTEN ENGLISH

2.1 WRITING AN INFORMAL LETTER. STRUCTURE AND USEFUL PHRASES

Exercise 21. Arrange the following parts in the correct order to make an informal letter.

- 10 February 2016
- Dear Steve,
- All the best,
- As for me, I enjoy reading and I read a lot in my spare time. I'm fond of detective stories because they have interesting story lines. My favourite writer is Agatha Christie because her stories are always fascinating. I've read almost all of her books.
- Moscow
- Ivan
- Sorry, I'd better go now as I've got loads of homework to do tonight.
- Thanks a lot for your letter. I haven't heard from you for ages.
- Please write back!
- Russia
- Anyway, I'm glad your sister got married. How old is her husband? Is he a student? What kind of music does he enjoy?
- In your letter you asked me about the reading habits in my family. Well, my parents usually read modern novels. However, they wouldn't mind reading about the life of well-known people.

Exercise 22. Write a letter.

a) You have received a letter from your English-speaking pen friend Mary who writes:

... It was great to hear that you went to Italy during your spring holidays. I have always wanted to visit this wonderful

country. Did you enjoy your journey? Did you like your hotel? What places of interest did you visit? What impressed you most of all?

As for me, I am awfully tired because we've got too many tests at school. Can't wait for the summer break...

In your letter tell her about your journey to Italy and ask 3 questions about her plans for summer. Write 180-200 words.

b) You have received a letter from your English-speaking pen friend Chemmy who writes:

... It's a really brave step to take a year out of college to come and spend 6 months in the UK! What are you planning to do with your time? Find a job? Learn some new skills? Write back and give me more details of your plans so I can do my best to help you have a good time...

Well, it's time for my favourite TV show...

In your letter answer her questions and ask 3 questions about her favourite TV shows. Write 180-200 words.

Exercise 23. Listen to the letter and fill in the gaps.

43, St Catherine Street
Montreal, PQ
M3B 2Y7
Canada

Dear Pierre,

I'm Tony Philips and I am ___(1) years old. I am a ___(2) and I live in Montreal, Canada. I am ___(3) and ___(4) with short dark hair and ___(5).

There are ___(6) of us in our family; my ___(7), Steve and Sally, my ___(8), Joe and Kate, my sister Liz, ___(9) nine, my brother, Leo, ___(10) six, and, of course, me. My father is a ___(11). He works at the ___(12) and my mother is a teacher in a ___(13). We live in a big house about ___(14) minutes from the city centre.

In my free time, I love playing computer games and listening to ___(15). I am an MTV ___(16). My favourite group is Guns'n'Roses. Do you like them? I also like going to

the __ (17). I go to the __ (18) every Saturday. I don't like going to the theatre __ (19).

Well, that's all about me. Write back and tell me about __ (20).

Best wishes,
Tony

2.2 WRITING E-MAIL

Theory. Emails are generally shorter than letters. As they are often written quickly, in response to a request or question, they may contain only a few lines. Informal English, abbreviations, and absence of standard salutations are common when you write an email.

Emails may contain the following elements:

1. **Subject line**

This shows the reader the exact subject of the email.

2. **Salutation**

This is optional. Some people start with "Hi", others with the first name of the reader, or others with no name or salutation at all.

3. **Reason for writing**

4. **Main point**

5. **Closing**

There are a variety of closing phrases, such as "Cheers" or "Thanks". These are also optional.

How to write an email

1. **Use a descriptive subject line**

Say what the email is about in a few words. Instead of writing "Urgent", write "Meeting at 10am about pay rise", for example. Use a subject line each time you reply to an email, to avoid subject lines starting "Re:"

Be careful to avoid writing general subject lines, such as "Hello" or "Hi", as some email providers automatically delete these as spam.

2. Keep your emails short.

Try to keep to only one point in each email. If necessary, you can send more emails on different points. If you write a descriptive subject line for each email, it's easier for your reader to understand the content of your email. You don't need to quote all the previous messages in the one you send. You can selectively quote (only including the previous question, for example) by using the angle brackets << quote here >>.

3. Write simple, direct English.

This is especially important if you're writing to someone whose first language is not English.

Here are some ways of writing simple English:

- use active forms instead of passive forms;
- write short sentences rather than long ones (if in doubt, stick to a simple "who did what to who, how, where and when" type word order);
- don't use idioms;
- use common words rather than technical or jargon words if your reader is not in the same field as you.

4. Make sure your reader knows what to do next.

Help your reader act on your email. For example, if you want your reader to find some information for you, write "Please can you find me the sales figures for 2015" instead of a less direct "I'm going to need the sales figures for 2015".

5. Reduce the amount of email you send.

Most people receive more (rather than less) email every day. Here are some ways you can reduce the number of emails you send to people:

- make a phone call rather than write an email. This is particularly effective if you only want a quick piece of information;

- only write an email to the people who need to see it. Don't automatically click "reply to all" if only one or two people need to read your message;
- don't take part in chain emails (when you have to forward something on to five of your best friends, for example);
- don't reply to spam.

6. Don't send heavy attachments.

If possible, send a zip file, or give web addresses where your reader can find information.

7. Be careful what you write in your email.

Try to make your emails informative and polite, and use a neutral tone. Remember that your reader could forward your email to other people, so only write what you would be happy for other people to read. (No gossip, no personal comments, no confidential information and no ambiguous English such as sarcastic humour.)

Avoid using emoticons and smilies in business emails, or too many exclamation marks.

8. Check your email before you send it.

Use a spell check to eliminate spelling mistakes. Read your email aloud to check for grammar and punctuation errors. Ask yourself these questions:

"Is this clear?"

"Does my reader know what to do next?"

"Is this polite?"

Here are some more advices how to write emails.

There are a number of ways **to start the email**. In many cases, you can copy the sender and use the same greeting, but if you are the one to write first, here are some possible greetings.

- Friends and colleagues:

"Hi" is informal, and you can use it for friends and colleagues. You can also use "Hello" or "Hello + first name" if you know the person well.

– For acquaintances;

Use "Dear Mr Jones" / "Dear Ms Jones" if you know the name of the person. Like with letters, use Ms instead of Miss or Mrs when you write to women.

– Formal emails:

If you don't know the name of the person, you can write "Dear Sir", "Dear Madam" or "Dear Sir / Madam".

– Writing to a group of people:

If you are writing to a group of people, you could use a collective noun:

"Dear customers", "Dear partners".

If you are writing to a group of people who work in the same company or department, you could write "Dear All", "Dear colleagues", or "Hello everyone".

– Writing to a group of bosses in your company
Here you could write "Dear Managers", "Dear Directors" or "Dear Board members".

– No greeting:

Often in companies, you write quick emails to colleagues. Using email in this way is almost like using the telephone. In these situations, you don't need to write any greeting or name, but just start the message.

Starting your email

Your first sentence should tell the reader what your email is about. Here are four of the most common reasons for writing an email, along with some sentences you can use to start:

1. Replying to a previous email

"Thanks for the information."

"Thanks for your phone call."

"Thanks for getting me the figures."

2. Giving brief updates

"Just a quick note to tell you..."

"Just a quick note to let you know..."

"Just to update you on..."

3. Referring to an attachment

"Take a look at the attached file."

"Have a quick look at the file I've attached about..."

"Thought you might find the attached interesting."

4. Changing plans

"Sorry, but I can't make the meeting tomorrow."

"Sorry, but I won't be able to meet you next week."

"Sorry, but something has come up and I can't meet you for lunch."

Your first sentence should only have one theme. For example, your reason for writing may be to ask for help, or to share some information, or to ask a question. Your first sentence for these different situations could be:

"Have you got a few minutes to help me with...?"

"Just wanted to let you know..."

"Regarding X, can you tell me if...?"

If you have more than one reason for writing, give each reason its own paragraph. It doesn't matter if your paragraph is only one line long. In fact, the extra space helps your reader to understand you have more than one reason for writing, and that each reason is different from the other.

The example of email writing:

Hi Jo,

Just wanted to let you know we got the project! They're signing tomorrow, so we should be starting the planning next week.

Regarding your presentation to them last year, do you still have the Powerpoint files?

Thanks

Exercise 24. Write your own email letter.

2.3 NOTICES AND WARNINGS

Theory. Signs and notices in English often use words and expressions that are rarely seen in other contexts. Look at the signs and notices below with their 'translations' into more everyday English.

Some notices give you information:

OUT OF ORDER – for a machine that is not working, e.g. phone or washing machine.

NO VACANCIES – in the window of B&B (bed and breakfast, cheap hotel). It means the hotel is full.

SOLD OUT – outside a cinema or concert, there are no tickets left. All sold.

Do this!

Some notices tell you to do certain things:

PLEASE QUEUE OTHER SIDE = wait in a line on the other side of this notice, e.g. in a bank or post office.

KEEP RIGHT = stay on the right side, and continue on the right side, e.g. in airports.

Don't do this!

Some notices tell you not to do certain things:

NO SMOKING

NO PARKING
NO EXIT
DO NOT LEAN OUT OF THE WINDOW
PLEASE DO NOT DISTURB
KEEP OFF THE GRASS
PLEASE DO NOT FEED THE ANIMALS
SILENCE: EXAMINATION IN PROGRESS
DO NOT LEAVE BAGS UNATTENDED

Watch out!

Some notices are warnings – they tell you to be careful because something bad may happen:

MIND YOUR HEAD = be careful you don't hit your head, e.g. in front of a low door.

MIND THE STEP = be careful you don't hit the step and fall, e.g. in front of a step.

FRAGILE = be careful, this will break easily.

BEWARE OF PICKPOCKETS = be careful, there are people here who will steal things from your bag or pocket without you knowing.

Exercise 25. Can you complete these notices and warnings in possible ways?

PLEASE QUEUE ...	BEWARE OF ...	MIND THE
....		
MIND YOUR...	SOLD ...	OUT OF ...
PLEASE DO NOT ...	NO	KEEP ...

Exercise 26. Where would you expect to see these warnings or notices?

NO VACANCIES	OUT OF ORDER	SOLD OUT
BEWARE OF PICKPOCKETS	FRAGILE	
NOTHING TO DECLARE	KEEP OFF THE GRASS	
PLEASE QUEUE OTHER SIDE		

Exercise 27. What notice(s) is/are possible in each of these places?

- a) a zoo;
- b) a waiting area in a busy airport;
- c) the door of a hotel room at 9 o'clock in the morning;
- d) in front of garage doors;
- e) above the window of a train;
- f) inside a theatre;
- g) on the underground;
- h) a door going into a low room.

Exercise 28. Write some different notices of your own. Think of six possible notices you could put in one of these places:

- a) a school;
 - b) a university;
 - c) a language school;
 - d) a place where people work, e.g. bank, factory, hospital.
- Where would you put these notices?

Exercise 29. Write the signs that are often used in these situations.

- a) A sign telling people they are not allowed to smoke.
- b) A sign that hotel guests put on their door to tell hotel staff not to wake them or go into the room.
- c) A sign in the window of a small hotel telling people that the hotel is full.
- d) A notice in a public place, e.g. an airport, asking people to stay on the right and continue on the right.
- e) A notice outside a phone box telling people that it is not working.
- f) A sign people put on a gate, garage door or other entrance, telling motorists not to leave their car there.
- g) The sign that you follow in an airport after you get your luggage if you are not carrying goods you must pay duty on.
- h) A notice on a door telling people that they cannot go through this door to leave the building.

- i) A notice outside a cinema or theatre telling people that there are no tickets left. The performance is fully booked.
- j) Something people write on a package or parcel to tell the postman that the contents may break easily.

2.4 POSTCARDS

Steps.

1. Buy a postcard.

Any great correspondence starts with something to write on. For the tourist "wish you were here" types of postcards, every gift shop at every resort everywhere in the world will have postcards.

Whether you're at Mt. Everest in Nepal or Thunder Mountain at Disney World, you'll find professionally-shot postcards that look great and will make your friends drool with envy.

Why wait? Sometimes you see a postcard that you just *know* will make somebody laugh. Get it!

Make a sport of it. Like the gnome in the French film *Amelie*, or the man who had a squirrel invade his home, sending postcards can be a game. There was a fellow who had a squirrel invade his house one summer. After two weeks of trying to catch it, he finally succeeded. He drove 20 miles (32 km) out of town, and released the squirrel. A few days later, he received a postcard from one "Mr. Fuzzy." Then another, then another, as the intrepid Mr. Fuzzy traveled the country. Several friends jumped into the game, and by fall he had received postcards from major cities around the world. You too can create your own "Mr. Fuzzy." Make up an alias for yourself and send a friend or child postcards from all over, signed by your alias.

2. Get to know your postcard.

Now that you have your prized possession in your hands, it's time to work on the details. A postcard's format is very straightforward.

Flip the postcard photo side down. The top right corner is generally where the stamp goes (there should be a box in the corner that is perfectly stamp-sized).

Postcards are usually split up so that the right side of the card has lines for you to write out the address you want the card to be sent to. On the left there should be a blank space in which you can write a message, doodle, or create a riddle that will lead the recipient on a cross-country scavenger hunt.

3. Put the date in the upper right of the note area.

This is optional but will give your recipient an idea of when you sent the postcard (and can also be a little experiment to see how long a postcard takes to get from Canberra, Australia to San Francisco, USA). You might be surprised at how long or short the postcard's travel time is.

4. Decide who you are sending the postcard to.

Begin by addressing the person (or people) you are sending it to. A simple, "Dear John," would work, but you can get as creative as you like. Try something like "To the man who once wore a 10 gallon (37.9 L) hat to an ice cream parlor" or "My dearest, Most darling, beloved Aunt Nancy."

5. Write your message.

The first rule of postcard writing is, there are no rules. Write as much or as little as you like. Don't write at all but instead draw a picture depicting your favorite moment of your trip thus far. It really is up to you. Some people choose to write as much as possible, filling up the text area, then writing along the bottom, up the right hand side, upside down along the top, and on down the left side. Go wild so long as there is space to write

your recipient's address. Here are some ideas about what to write about:

Give your recipient an account of your favorite moment of the trip so far. Something along the lines of: *Though this whole trip to Panama has been amazing, yesterday something happened that was truly crazy. I discovered I have a sloth sense. The girls and I trekked through the jungle to find this beautiful hidden beach, and on the way I spotted four different sloths. Each time one was near, I would stop walking and announce that there was a sloth around. I would look up, and sure enough, a sloth! Right above me!*

Another idea is to give an account of a weird food you have tried: *You won't believe this but two days ago I tried kangaroo tail, crocodile meat, and a green ant, all in the same day! The kangaroo tail was a bit greasy but the Crocodile tasted like--you guessed it!--chicken. But most surprising of all, the green ant tasted like a sour grape! The land down under sure is an interesting place!*

You might consider closing with something like, "hope all is well" or "You would love it here!" so that your recipient doesn't die of envy.

6. Sign your card. Since formality is not a requirement for postcards, say goodbye like you were talking to them. When was the last time you said "sincerely yours" to somebody, face to face? Instead, there are the old standbys: "Wish you were here!" "See you soon!" "LOVE LOVE LOVE!!!!" Or, you can sign off in a personalized way. Examples are "Love, your wandering granddaughter" or "Signed, a broad abroad" or something pun-y like that.

27 July 2014

My dearest, Aunt Nancy
You won't believe this but two days ago I tried kangaroo tail, crocodile meat, and a green ant, all in the same day! The kangaroo tail was a bit greasy but the crocodile tasted like--you guessed it!--chicken. But most surprising of all, the green ant tasted like a sour grape! The land down under sure is an interesting place!

Wish you were here!

Jimmy



Nancy Nanny
123 Somewhere Street
The City, State
Zip Code

wiki How to Write a Postcard

Exercise 30. Fill in the gaps in this postcard with appropriate adjectives.

Hi,

Am having a wonderful holiday here. The town here is very old and _____

The guidebook says it is remarkable for its charm and it is right! It is surrounded by _____

mountains and yesterday I went for _____ and had a _____ climbing. Even though it isn't too expensive, the hotel

is quite _____ and the view from my balcony is _____ .

I wish you were here!

Love, P

PART 3. FORMAL ORAL ENGLISH

3.1 FORMAL TYPE OF ORAL COMMUNICATION (FEATURES, VOCABULARY)

Theory. Formal communication refers to interchange of information officially. The flow of communication is controlled and is a deliberate effort. This makes it possible for the information to reach the desired place without any hindrance, at a little cost and in a proper way. This is also known as 'Through Proper Channel Communication.'

Characteristics

Following are the chief characteristics of the formal communication:

Formal communication can both be written and oral. Daily works are handled through oral communication, while the policy matters require written communication.

Formal Relations:

This communication is adopted among those employees where formal relations have been established by the organisation. The sender and the receiver have some sort of organisational relations.

Prescribed Path:

The communication has to pass through a definite channel while moving from one person to another. For example, to convey the feelings of a worker to the manager, the foreman's help has to be sought.

Organisational Message:

This channel is concerned with the authorised organisational messages only and the personal messages are out of its jurisdiction.

Deliberate Effort:

This channel of communication is not established automatically but effort has to be made for its creation. It is decided keeping in view the objectives of the organisation.

Advantages

The formal communication has the following advantages:

Maintenance of Authority of the Officers:

Formal communication maintains constant relations among the superiors and the subordinates as a result of whom the dignity of the line superiors is maintained. Consequently, it is convenient to control the subordinates and fix their responsibility which is absolutely needed for effective and successful control.

Clear and Effective Communication:

In formal communication, there is a direct contact among the managers and the subordinates. Both understand the capability, habits, feelings, etc. of one another. Managers know as to when and under which conditions their subordinates need information. In this way, this communication is capable of making available timely information. Hence, it is clear and effective.

Orderly Flow of Information:

The information has to pass through a definite route from one person to another. Hence, the flow of information is systematic.

Easy Knowledge of Source of Information:

In this type of communication, the source of each information can be easily located.

Limitations

Following are the disadvantages or limitations of the formal communication:

Overload of Work:

In a modern business organisation much information, many messages and other things have to be communicated. Under formal communication, they are routed through a definite channel and this consumes much of the time of the superiors and thus some other important works are left unattended.

Distortion of Information:

This method can be a hindrance in the flow of information. Sometimes the distance between the sender and the receiver

is so big that the information has to pass through many hands and by the time it reaches the receiver it is distorted. Thus it fails to serve its purpose.

Indifferent Officers:

The officers do not pay much attention to the suggestions and complaints of the subordinates. In such a case a subordinate may come lose his faith in the effectiveness of communication.

Vertical Communication

Vertical communication is of the following two types:

Downward Communication:

The communication by top hierarchy with their subordinates is called downward communication. This communication includes orders, rules, information, policies, instructions, etc. The chief advantage of the downward communication is that the subordinates get useful timely information which helps them in their work performance,

Upward Communication:

This is quite the reverse of the downward communication. This flows from the subordinates to the superiors. The subject-matter of this communication includes suggestions, reactions, reports, complaints, etc. This sort of communication helps the superiors in taking decisions.

Horizontal Communication

Horizontal communication takes place when two individuals of the same level exchange information. Horizontal communication is used by the same level officers to solve the problems of similar nature and profit by the experience of other people. The subject-matter of horizontal communication includes information, requests, suggestions, mutual problems and coordination-related information.

Formal Communication Network

The way in which formal communication is done, is known as formal communication network. Formal communication can be done in different ways-it may be vertical communication or horizontal communication. The different forms of formal

communication network have been shown in the following diagram:

Chain Communication:

Chain communication refers to the communication between a superior and a subordinate. All the people in an organisation from top to bottom are linked with the help of a scalar chain as has been shown in diagram (1). A is placed at the highest rank, B is a subordinate of A, C is the subordinate of B, D is the subordinate of C and E is the subordinate of D.

Wheel Communication:

In this form of communication, all the subordinates of a superior talk to one another through his medium. The superior works as a hub of a wheel. In the diagram (2), A is the superior and B, C, D and E are the subordinates. All the four subordinates communicate through the medium of A.

Circular Communication:

This communication takes place among the members of a group. Every member of a group can communicate with the nearest two members. In the diagram (3), A can have communication with B and E. Similarly, B can have communication with A and C. The same applies to all the members of the group. In this case the communication moves at a slow speed.

Free Flow Communication:

This form of communication also takes place among the different members of the group. Its special feature is that every member of the group can talk to all the other people in the group.

This has been clarified in diagram (4). A can talk directly to B, C, D, E. In the same way B can talk directly to A, C, D, and E. The same applies to all the members of the group. In this case, the communication moves at a rapid pace.

Inverted 'V' Communication:

In this form of communication, a subordinate is permitted to communicate with the boss of his boss. In this form of communication the messages move at a rapid speed, in the

diagram (5), C and D are the subordinate of B who, in turn, is a subordinate of A. Here C and D can talk directly to A who happens to be the boss of B.

3.2 ORGANIZATION OF DEBATES (RULES, ROLES, STRUCTURE, ETC.)

Rules, roles

There are two teams, each consisting of two or three speakers.

1. Each team has two or three constructive speeches, and two to three rebuttal speeches. The affirmative gives the first constructive speech, and the rebuttals alternate: negative, affirmative, negative, affirmative. The affirmative has both the first and last speeches of the debate.

2. The topic requires the affirmative to support some specified action by some particular individual or group. The affirmative has the right to make any reasonable definition of each of the terms of the proposition. If the negative challenges the reasonableness of a definition by the affirmative, the judge must accept the definition of the team that shows better grounds for its interpretation of the term.

3. The affirmative must advocate everything required by the topic itself. No revision of position of a team is permitted during the debate.

4. He who asserts must prove. In order to establish an assertion, the team must support it with enough evidence and logic to convince an intelligent but previously uninformed person that it is more reasonable to believe the assertion than to disbelieve it. Facts must be accurate. Visual materials are permissible, and once introduced, they become available for the opponents' use if desired.

5. In the questioning period, the questioner may ask any fair, clear question that has a direct bearing on the debate. The

questioner may use the period to build up any part of his own case, to tear down any part of his opposition's case, or to ascertain facts, such as the opposition's position on a certain issue, that can be used later in the debate. The questioner must confine himself to questions and not make statements, comments, or ask rhetorical questions.

6. Each speaker is questioned as soon as he concludes his constructive speech. The witness must answer the questions without consulting his colleagues.

7. No new constructive arguments may be introduced in the rebuttal period. The affirmative must, if possible, reply to the major negative arguments before the last rebuttal.

8. The judge must base his decision entirely on the material presented, without regard for other material which he may happen to possess.

9. Any gains made outside of the established procedure are disallowed.

Structure

1. Definition: The first thing to do was to define the concept, here the key terms are sensuality and sexuality. At the very beginning — you want to define what you mean by those two concepts, so the audience is on the same page as you for the rest of the debate.

2. Phrase the topic in your words: One of the key things to do after you define the important elements of the topics is to phrase it in your words. Often, this will be a means to narrow down the topic or take the sting out of something. In this example: “*always*” is a very important word. If you go with the literal meaning of “*always*”, — defending the motion becomes very difficult.

Phrasing the topic sets the tone in your favor, and gives you a chance to condition the audience to what you are about to say.

3. Draw a parallel: Drawing a parallel to something which your audience can relate to makes your job much easier. A

romantic dinner is sensual, a moonlit night is also sensual, and most people can easily picture such scenes.

4. State your case clearly: State your points on why you feel your argument is right. These points should be distinct and easily tied back to your parallels and definitions.

5. Qualification: Stating your points is not good enough though, you need to list out a few points on why the other side is wrong too. This gives real weight to your arguments.

6. Conclusion: Conclude crisply, and present a brief summary of what you just said.

3.3 JOB INTERVIEW

Theory. The job market is always competitive. It is essential that you have the right job search and interviewing skills to stand out from the crowd.

Here are some rules of making the job interview.

- Know how to answer [common job interview questions](#). Use the question and answer guidelines and be well prepared.
- Plan the best questions to ask during the interview using the sample questions at [the right interview question to ask](#).
- Use the sample interview answers to help you successfully deal with those [difficult interview questions](#).
- [Interview tips](#) and advice on all aspects of the interview process from how to communicate effectively to controlling your interview anxiety.
- Learn how to master [the behavioral interview](#) and be well prepared for behavioral interview questions.
- Prepare for the [panel interview](#) and [group interviews](#) and know what to expect.
- The [phone interview](#) can be nerve-wracking. Know exactly how to handle this type of interview.
- Get expert advice on [how to dress for an interview](#) and present yourself in the best way.

- Obtain the most mileage out of a [job reference](#) and be well informed about the employment background check.
- Effectively [close the interview](#) and know exactly what to do and say at the end of your interview.
 - Get help with how to follow up after the interview. Write an interview thank you letter using the sample letters at [interview thank you letters](#)
 - What about the job offer? Negotiate your salary using these simple [negotiating salary strategies](#)
 - Make the right decision about [accepting a job offer](#) and write a job acceptance or decline letter using these sample letters.
 - Get guidance on how to quit your job. Resign properly using the [sample resignation letters](#)

The key advice and help contained in this comprehensive site prepares you for all interviews but it takes you one step further, looking at specific jobs. Use the [interview guides](#) to prepare for a wide range of job interviews from Accounting to Sales and stand out as the best job candidate.

Example Job Interview Dialogues

Ms. C: Please take a seat.

Ms. D: I am glad to meet you.

Ms. C: So let's get down to business. I see you have a lot of online teaching experience.

Ms. D: Yes I have been teaching online for 11 years and before that I was a classroom English teacher in different areas of the world.

Ms. C: I like your voice and you certainly do seem to be qualified...

Tell me about your online English teaching experience.

Ms. D: I like meeting people from all over the world. It is just like traveling. But students often cancel or have poor Internet connections.

Ms. C: I understand. No job is perfect. But here we have a system that guarantees you are paid for a cancellation without 48 hours notice and of course all our students have a good Internet connection. Did you have any other problems with the students?

Ms. D: Once in a while you might meet a rude student or a disrespecting one.

Ms. C: How do you like working with children?

Ms. D: I love working with children, but most of my experience is with adults.

Ms. C: What types of adult classes do you like the most? Conversation?

Ms. D: I like the conversation classes and Business English. I also enjoy the TOEFL/IELTS teaching. I am also a writer in my free time, though I haven't made much money from the publications. Anyway it makes me a good writing/reading coach. Also I have a science degree (in addition to my B.A.) and so I would welcome scientific types of students.

Ms. C: Sounds good. I'll talk over your resume with our HR staff. If we decide on a second interview, I'll let you know within a week.

Ms. D: OK, thanks for your time.

Ms. C: Nice to have met you.

3.4 OFFICIAL PHONE CALLS. MAKING DIALOGUES.

Theory. Talking on the phone is very common in the office. You will be in a situation where you have to call someone, receive a phone call, leave a message, return a call, and a variety of other tasks. We will use this lesson to cover all the details about making and receiving phone calls.

Receiving a call is probably the easiest.

"Hello, this is Mike."

"Microsoft, this is Steve."

Calling someone is a little more difficult. You should state your name, where you are from, what you are calling for, and the question. Let's give it a try through an example.

"Hi Mary, this is Michael Johnson from ABC Consulting. I am reviewing the financial data for the payroll project. I will need the 2002 fiscal report to complete this task. Do you know where I can get a copy?"

This example is very clear, organized, and concise. It first explains who the person is, what they are doing, and what they need. If you need to call someone to obtain information, you can use this type of sentence.

Let's try one more, but this time, you are asking for help.

"Hi Bob. This is Steven from ABC Company. I'm calling in regards to the data entry program you created. I'm having trouble locating where the connection is made to the server. Can you help me with this?"

Similarly, this phone call starts with an introduction of the person, a quick sentence on what the call is regarding, and a short description on what this person needs. If you are in this situation, use this process and write it down so you can say what you need smoothly. After you become familiar with it, you will not need to write it down anymore and you should be able to say it fluently.

If you have questions and a consultant or another business employee is visiting your company, then asking a question to

them is very similar to asking a question to anyone else.

"Hi Bob. I'm George. I'm the technical writer for this project. I had a question regarding the installation process. If you have a minute, can you show me the installation process? I'm having problems on the confirmation section."

Usually, when a person is visiting your company, then it is polite to tell them your position so they can understand what type of help you will need. In the previous example, we used the same process of asking for help with an introduction, telling them what it is regarding, and what the problem or question is.

Verifying Information

Sometimes you have to verify an order, or double check a figure. If you have the information and you just want to verify that it is accurate, then you can use these types of sentences.

"Hi Debra, I'm analyzing the log files and noticed entry 14 was negative 42. Can you confirm if this is accurate?"

"I see that our April 2003 revenue was 1.2 million dollars. Can you double check that this figure is accurate?"

"I am going to meet with the CFO in an hour. Can you look through this report and double check my findings? It should only take you 20 minutes or so."

PART 4. INFORMAL ORAL ENGLISH

4.1 INFORMAL TYPES OF ORAL COMMUNICATION (FEATURES, VOCABULARY)

Theory. There is a number of words and phrases in English which are widely used for governing conversation. They usually do not contain any information; they just show the speaker's attitude and the relationship to the other person. These words are used by the British not as a sign of politeness but also in normal situations: "**Thank you.**" "**Sorry.**" "**Excuse me ...**" "**I'm afraid ...**" "**Thanks.**" "**That's all right.**" "**Oh!**" "**Really?**" "**Please.**" "**Certainly.**"

In formal situations you should use "**Thank you very much**". "**Thanks**" and "**Thanks a lot**" are said to a friend and people you know well. In Britain we can hear two other even shorter words which are used in the same way: "**Ta**" (often used by children and in combinations like "**Ta, love**" by shopkeepers and so on) and "**Kyou**" (mostly used by people who have to say "**Thank you**" time and time again every day in their jobs, e.g. bus conductors, ticket collectors and so on). If someone does something important for you may add "**That is/was kind of you**" and stress on "was" or "is".

"**Sorry!**" is used after you have slightly inconvenienced somebody. If you really regret something, then you should use a stronger form "**I'm terribly sorry**". Often if somebody says "**Oh, sorry!**" you reply "**Oh, sorry!**" (for example, if two people run into each other). "**Sorry?**" is used to ask a person to repeat what they said. It can be used: 1) because you didn't hear them; 2) because you didn't understand them; 3) because you didn't believe what they said. In the same situation you can use "**Pardon or I beg your pardon?**" The last expression sounds very formal and old-fashioned. Some people in Britain use "**What?**" instead of "**Sorry?**" But it sounds a bit familiar.

“Excuse me” is the normal expression if you want to pass somebody in a crowd, or a bus, and so on. It’s used after sneezing, coughing, yawning, belching, etc. **“Excuse me”** is also used if you address a stranger in order to attract his attention, e.g. when telling people that they have forgotten something or not noticed something. It’s very common, even when the situation is obvious, to add **“I think”**. e.g. Excuse me, I think you’ve left your bag. Excuse me, I think you’ve dropped this.

“I’m afraid…” is used to apologize for something you aren’t able to do. On the whole it is used in two main ways: 1) to say “No” when someone asks you something and show that it is not your fault: e.g. - Could you tell me the time, please? - I’m afraid not. I’m afraid my watch is broken. 2) to introduce a piece of information which you think the other person will see as bad news. e.g. - Excuse me. Is there a post-office anywhere here? - Oh, yes. It’s just round the corner but I’m afraid it is closed at the moment.

“That’s quite all right” means something like “I’m not disturbed or upset by what you have done or what you are going to do”. It’s mainly used in two situations: as a reply to an apology (for something not important). E.g.: You knock into a passer-by in the street and say: “Oh, I’m awfully sorry!” The passer-by accepts your apology with “That’s quite all right”. In case you say “Sorry!” the other one should reply “Sorry!” too. **“Really?”** is used on its own to encourage the other person to say something more about what he has already said. It’s in a way similar to “Sorry?” But still there is a difference between **“Really?”** and **“Sorry?”** **“Sorry?”** means “Can you say the same thing again?” **“Really?”** means “I understood what you said, but I am not sure how to react yet.” **“Really”** may be used before the words you want to make stronger: e.g. I’m really very tired. He is really a good specialist. She is really going to become a doctor.

“Please” is used at the end of a polite request: e.g. Two tickets to London, please. Could you pass me the salt, please?

If you want to make a suggestion or invitation warmer you can put “Please” at the beginning of a sentence. e.g. Please, come here whenever you like. Please, help yourself. If “please” is put in the middle of a request, it usually means that they are annoyed or that they are asking for the second time. “Please” is not used if the request ends with “if you don’t mind”. “**Certainly!**” is used to agree to a request for permission or help. It gives the effect of warm and ready agreement. Its meaning is like that “Yes, of course, and I’m so ready to agree it was hardly worth your asking”. It is very important to use High Fall tone here or this can sound rude.

“**Certainly not!**” means “I do not agree and my disagreement is so obvious that you should not even have asked”. “**Yes./No.**” on their own are used when the speaker is annoyed and it will be rude if you don’t add anything else. e.g. – Are you really against giving him this job. -Yes, that’s right. I suppose he is not the right man for this position.

Exercise 31. Make these sentences more colloquial replacing the words in italics with “clipped words”.

1. We`re going to have two *examinations* this year.
2. *Mother* doesn`t allow me to go out late.
3. The *microphone* is out of order.
4. Our *professor* told me to go on the *laboratory* experiment.

Exercise 32. Make these sentences more colloquial transforming them into elliptical ones.

Example: Would you care for a ride? – Care for a ride?

1. Do you remember John Jones?
2. Do you want to know how?
3. Did you have a nice party?
4. I beg your pardon.
5. I am sorry I could not be there.
6. Is anything the matter?

Exercise 33. Change the sentences using formal English.

Example: Beg your pardon. – I beg your pardon.

1. Seen any good movies lately?
2. Anyone home?
3. They ready yet?
4. Some fruit?

Exercise 34. Fill in the gaps using the following elliptical sentences: *Anything the matter? Want some coffee? Good to see you again. Had a good time? Don't know yet.* Rewrite the sentences in a formal style.

1. ... We all missed you terribly.
2. - ..., Jane? – Oh, yes. I'm glad I decided to go there after all.
3. Why are you so sad? ...?
4. – What are you going to do this weekend? -
5. - ...? – Yes, please.

Exercise 35. Read the dialogues. Pay attention to the speech formulas of regret and apology. Which of the dialogues is more formal?

(1) A: Miss Larson?

B: Yes?

A: Please, excuse me for losing my temper in class yesterday.

B: That's quite all right. Was anything troubling you?

A: Yes. I had just got a letter from a friend of mine and I think I was more upset than I thought.

(2) A: How was your vacation, Mary?

B: I had such a good time, I hated to come back.

A: Did you get my postcard?

B: Yes, thanks. I meant to write to you too, but I was so busy! I'm sorry.

A: That`s O.K. I knew you probably didn`t have much time.

Exercise 36. Read the jokes. Pay attention to the words in italics. What is their stylistic effect?

1. - Our economics *prof* talks to himself. Does yours?
- Yes, but he doesn`t realize it. He thinks we`re listening.
2. - Did you have any luck hunting tigers in India?
- Marvellous luck. *Didn`t come across a single tiger.*
3. - Hallo, Jim! *Fishing?*
- No, drowning worms.
4. - *Say, dad, remember that story you told me about when you were expelled from college?*
- Yes.
- Well, I was just thinking, dad, how true it is that history repeats itself.

Exercise 37. Add the dialogues with suitable phrases expressing an apology. Don`t forget to write phases expressing the interlocutor's reaction to the apology.

- (1) A: How was your vacation?
B: Great. Hey, thanks for the postcards.
A: No thanks at all. But I didn`t get any from you.
B: ...
A: ...
- (2) A: Hey, where were you last night?
B: I was waiting for you to call to tell me what the address was.
A: ...
B: ...
- (3) A: What happened to you during my class yesterday, Jill? Why were you so rude?
B: ...
A: ...

Exercise 38. Read the dialogues. What do “conversational tags” in italics mean?

A: I've just had a phone call from the travel agent.

B: *Yes?*

A: ... you know those plane tickets to Sydney you ordered for next Thursday...

B: *Mm?*

A: Well, he says they are now ready to be collected...

B: *Good.*

A: ... but unfortunately, he says, there's been a mistake...

B: *Oh, dear.*

A: Yes, apparently the plane doesn't arrive in Australia until 9 am on Wednesday.

B: *I see.*

Exercise 39. What should be corrected in the dialogue? What words do you think should be added to make it natural?

Charles: The Daily Telegraph”.

Assistant: We haven't got any left.

Charles: Have you got the “Guardian”?

Assistant: Yes.

Charles: I'll have that then.

Assistant: 15p.

Charles: Can you change a five pound note?

Assistant: No.

Charles: Where can I get it changed?

Assistant: I don't know.

Customer: There's a bank on the corner, fifty yards down the street.

Charles: I'll go and get some change then.

Exercise 40. Look through the following sentences and recognize English which is unnatural in some way. Make the necessary corrections.

1. Could you please open the window? 2. Have you got the time, please? 3. Could I have one of these? 4. Excuse me,

where's the bank, please? 5. Please I don't understand. 6. I'm afraid I don't know. 7. Excuse me for being late. 8. Where's the nearest bank? – I don't know, I don't live near here.

Exercise 41. Choose the most suitable replies to the following:
1. Excuse me, could you tell me the time, please? (Sorry? What?) 2. Would you like a sandwich? 2. (No. No, thank you.) 3. Do you mind if I close this door? (No. No, that's quite all right, please do.) 4. Excuse me, do you know where the public telephone is? (No, I don't. No' I'm afraid I don't know.) 5. Did you find a book for Kate? (No, I'm afraid not, I couldn't find one anywhere.) 6. Oh, I'm sorry, that was silly of me. (Sorry. That's quite all right). 7. Did you say you come from Russia? (Yes. Yes, that's right, I'm Russian.)

Exercise 42. Fill in the blanks to make a conversation natural?

A: ...

B: Yes?

A: ... to bother you, but could you tell me the way to Trafalgar Square.

B: ... I'm a stranger here myself.

A: ... I see. Well, anyway.

B: ... I couldn't help.

Exercise 43. What will you say in the following situations?

1. You are going to attract somebody's attention. 2. You want to call out to somebody but you don't know their names. 3. You are going to disturb somebody. 4. You'd like to introduce something you think the other person will see as "bad news". 5. You are not quite sure how to react to a piece of news introduced by the other speaker. 6. Your friend suggests you to go to the cinema but you don't particularly like the idea. 7. You bump into each other in a crowd. 8. You want to ask your friend to lend you some money. 9. A friend of yours invites you to a café and you agree willingly. 10 You ask the person you are talking to say the same thing again.

Exercise 44. Make up a dialogue on the following situation:
Mike meets his friend, Mary, at the bus stop. They greet one another. It is very cold. Mike asks after Mary's boyfriend Allan. Mary says that Allan has just been offered a good job with a joint venture. Mike tells her to give Allan his congratulations.

Exercise 45. Which of the job titles in A opposite would best describe the following?

- 1 The person who represents the workers' interests in disputes with the management in a factory.
- 2 A person who has a high position in a company and whose job it is to make important decisions.
- 3 An important person in a company who sits on the board.
- 4 A worker whose job requires no special training, for example, an office cleaner.
- 5 A person generally in charge of the day-to-day organisation of a company/department.
- 6 A person whose job it is to keep an eye on the day-to-day work of other workers.

How to start a conversation

Theory. How many times have you found yourself in a situation where you wanted to start a conversation but couldn't think of anything to say. So, for many people, starting a conversation with a stranger is an intimidating task. But for you, after reading this article, it will be a breeze.

A usual way of beginning a conversation with strangers is to discuss the weather. Foreigners are often amused that the British spend so much time talking about the weather. The reason for this is not simply that the weather in Britain is interesting and variable, but the British are reluctant to speak about personal matters with people, who are not friends. So

when they meet they nearly always make some comments about the weather to be sociable. Often strangers talk about the weather in bus queues or in shops. You should always agree with the person if he/she makes a comment about the weather. So, mentioning the weather can be a useful and inoffensive way of starting a conversation with a stranger.

Phrases that can be used when speaking about the weather:

Good weather (opening remarks): “(Very) nice, isn’t it?” “Nice and warm (sunny), isn’t it?” “Quite mild, isn’t it?” “Lovely day, isn’t it?” “Beautiful, isn’t it?” *Possible replies:* “Yes, beautiful. And they say it’s going to stay warm for the next couple of days.” “Yes, very nice. We could do with some nice weather for a change.” “Yes, wonderful. It’s about time we had some sun.” “Yes, lovely. Let’s hope it keeps like this.” “Yes, marvelous. Makes a change from all the rain we’ve had lately.”

Bad weather (opening remarks): “A bit cold (windy), isn’t it?” “Rather wet, isn’t it?” “Very cloudy, isn’t it?” “Shocking day, isn’t it?” “Terrible weather, isn’t it?” “Not very promising, is it?” “Looks like rain, doesn’t it?” “Shocking day/Terrible weather today, isn’t it?” “Not very nice/promising, isn’t it?” “Looks like rain, doesn’t it.”

Possible replies: “Yes, horrible. And they say it’s going to stay like this until the week-end.” “Yes, terrible. Good for the garden, though.” “Yes, awful (shocking). I’ll be glad when the summer comes.” “No, terrible. It’s about time we had some sun.” “Yes, it does. No sign of it changing.”

The best beginning for the conversation is “Hi”. The second step is to introduce yourself, “Hi, I am Jim.” Then it goes depending on circumstances. The three most popular and foolproof conversation-starters are:

- Make a comment about the surroundings;
- Enquire about something unusual in their appearance;
- Ask for a comment from a woman’s/man’s point of view.

Making a comment about the surroundings:

This is the safest and universal conversation-starter. Wherever you are, something is always happening around you. Even when there is nothing happening, you can make a comment about that. Use a bit of humour in your comment and most of the time you will get a favourable answer. For example: **“Hi, what a chilly (when it’s really hot)/ hot (when it’s really chilly) day today. I see you are also shivering/sweating. By the way, my name is Jim. What is your name?”** **“Hi, you know, you look pretty with these awesome roses as the backdrop. By the way, my name is Jim. What is your name?”** **“Hey, this queue doesn’t seem to be moving, does it? Since we are going to spend the next few hours here together, I guess I should introduce myself. I am Jim. What is your name?”**

Enquiring About Something unusual in Their Appearance:

This requires some skill but after a while you will be able to pick up something in an instant. It can be a tattoo, a piece of jewelry, a handbag, or even an unusual color. People don’t buy things at random. They buy them and wear them because they mean something to them. They have some pleasant emotion attached to it. If you mention this thing, you can tap in this pleasant emotion and they will consider your advances more favorably. For example: **“Hi! I could not help but noticed this interesting ring. It isn’t an engagement ring, is it? If it is, I will have to end my life in a monastery. And by the way, my name is Jim.”** **“Hi, I was looking at your earrings; they are exactly what I was looking for, as a present for my sister. Where did you get them? And by the way, my name is Jim.”**

Asking For a Comment From a Woman’s/man’s point of view:

For some mysterious reason, we just love rendering our opinion as a woman/man. This is such a successful conversation-starter; you can use it anywhere, on anyone. Even 90-year-old grannies will be happy to answer your enquiries. For example:

“Hi! I am Jim. My friend and I were talking about what women value the most in men that date and could not agree. Could you please help us out with a woman’s opinion.”

It doesn’t matter what you are asking about. The point is, we all understand that men and women think differently and we appreciate a thoughtful stranger who makes an effort to learn from the source. Men and women alike generally respond very positively to a friendly stranger. Once you learn the skill of starting a conversation with strangers you will be able to feel at home wherever you go – simply because you know how to talk to people you never met. One of the possible ways to start a conversation with a friend is to use the greetings and polite enquiries. You may also continue the conversation by asking: **“How are you getting on?” “How are things?” “How are you feeling today? I hope you are well.”** and the answer may be: **“Fine, thanks, pretty well.” “Thanks, life is fine with me...” “Not too good, I’m afraid. There’s much to be done.”**

Another way is to use some information you have about the other person in the form of a tag remark. The British also use tag questions in a conversation with someone they don’t know while they are trying to find a subject the other person is interested in. If they expect a “Yes answer” you should say: **“You’re a student, are you?”** When you expect a “No answer” you should say: **“You are a student, aren’t you?”** In fact tag questions are invitations to the other person to talk about the subject.

Another way of starting a conversation is to give some detail about yourself: **“I’m from Russia. What about you?”** Another tactic is to use the sentences which look like negative questions, but in fact they aren’t: **“Aren’t you a student?” “Didn’t I see you at the disco?” “Weren’t you in the students’ café last night?”** It’s not normal in English to ask someone: **“What’s your name?”** It’s considered rather rude. If you want to know somebody’s name you can say: **“I’m**

afraid, I don't know your name." "I didn't quite catch your name."

Exercise 46. Read the conversation and answer the questions given below.

Jane: Hi. How are things?

Mary: Fine, how about you?

Jane: I'm O.K. What did you do over the weekend?

Mary: You went skiing. Did you have a good time?

Jane: Oh, yes. It was great.

Questions:

1. What greetings has Jane used to start a conversation? 2. What did Mary reply? 3. How did they both sound: formal or informal? 4. What other greetings might have been used in this situation?

Exercise 47. What comments about the weather would you make in each of these cases?

1. The temperature is low and there is a bitterly cold wind. 2. The temperature is high and the sun is shining in a blue sky. 3. Dark clouds are gathering. 4. It is raining hard. 5. It is raining but the sky is getting brighter. 6. It is miserable and windy out.

Exercise 48. Take it in turns to greet someone and make a comment about the weather, using the situations below. The other person returns the greeting and also replies to the comment about the weather:

1. You meet your friend Kate in the park. It's very hot.

2. You meet your friend at the bus stop. It's raining.

3. You meet a visiting lecturer Mr. Brown outside the University. You are both wearing thick coats, gloves and scarves. It's winter.

4. You meet a friend of yours on the way to the University. He is wearing a T-shirt and dark glasses.

5. You meet Harry, a British student, near the University. It's a cold winter day. The weather is miserable. But the outlook for

tomorrow is rather favourable. Harry is glad to meet you. He says he hopes that the cold weather won't stay for too long.

The ways to develop a conversation

Theory. A conversation often depends on questions. The person who asks questions in a conversation usually controls it. Personal questions should be expressed tactfully, otherwise you may appear to be rude. When asking questions of this kind the British generally use: **"Excuse me for asking."** **"Excuse me asking/ my asking."** Other expressions are: **"I wonder if you could tell me your address?"** **"Excuse me, do you happen to know how often buses run here?"** **"Would you mind telling me about the structure of the University?"** **"I hope you don't mind my asking, but I'd like to know more about your research."**

English-speaking people do not usually ask or give exact information about their age. It is usual to say that **"someone is in his/her early twenties/ thirties, etc."**

To make a general enquiry about somebody's job the British use: **"What do you do? What do you do for a living?"** The British never say: **"What's your profession/work?"** Here're some useful phrases for describing somebody's job in more details: **"He's/I'm in advertising/banking, etc."** **"He's/I'm responsible for recruiting the staff."** **"He's/I'm an English lecturer at Moscow University."** **"I/ He deal/deals with the finance."** **"I'm/He's qualified as a program designer."**

In order to get more information you can use the following techniques: **"Can you tell me a bit more about the history of your company?"** **"Sorry, but I'd like to know some more about your trip to Britain."** **"Sorry, that's not quite what I meant."** **"What I really wanted to know was when exactly you'd be back."** **"Sorry, I don't quite understand."** If you want to get some explanations during the conversation you can do it like that: **"What do you mean?"** **"What exactly do you mean?"** **"Can you explain it in more detail, please?"**

If you want to interrupt when another person is speaking, you should do it politely: **“Excuse me, can I interrupt you for a moment?”** **“Sorry to interrupt but I’ve got a question for you.”** **“I’d just like to say that my friend has got a promotion.”** **“By the way (to change the subject) I’ve decided to give up teaching.”** **“That reminds me of the meeting we had last time.”** **“Hold on, please.”** **“Just a moment, please.”** If you want to prevent interruptions and make sure you continue to hold the floor, you can use the following techniques: 1. **“There are two points I’d like to make.”** You can’t be easily interrupted until you have made them both. 2. You may also pause in the middle of a sentence. In this case you can’t be easily interrupted until you’ve completed your sentence. You may probably want to hear other people’s views and make sure everyone gets a chance to speak in a conversation. The following phrases may be helpful: **“Don’t you agree, Jane, that English is a beautiful language?”** **“What do you think, Nick, about Spanish painting?”** **“I expect you will agree with me when I say that we can master English only if we study much.”** **“I don’t know what Mary thinks but I’m sure she knows more about the problem than I do.”**

Sometimes people speak indistinctly, so you may need to ask them to repeat what they have said. Here’re the most common ways: **“Sorry, could you say that again, (please)?”** **“Sorry, could you repeat that?”** **“Sorry, would you mind repeating that.”** **“Sorry, I didn’t hear what you said.”** **“Sorry, I didn’t (quite) catch what you said.**

When you are at a loss for words, the following sentences may be helpful: **“I can’t think of the right word, but you know what I mean.”** **“A sort of thing/food, etc. you know.”** **“You know the sort/kind of thing I mean.”** **“I don’t quite know what you call it.”** **“One of those things, you know.”** **“I can’t remember what it’s called.”** Possible answers may be: **“Yes, I know what you mean.”** **“No, I’m afraid I don’t remember**

what you mean.” “You mean your business trip?” “Are you thinking of your colleagues?”

British people usually use tags to make sure their listeners are keeping up with them. Another good way to check if you are properly understood is to use different little phrases as: **“...if you see what I mean” “I don’t know if you can see that...” “And you know what I said?” “Can you guess what I did/said, etc?” “See what I mean, etc.”** In more formal situations you might say: **“Do you follow me?” “Are you with me on that?” “All right so far?” “Is everything clear?” “Got that?”**

The importance of these little phrases cannot be overemphasized. In fact they ask for a tacit agreement from listeners and seek their encouragement or approval to continue a conversation. And what is more important they make speakers sound less abrupt and bring listeners into the talk. On the other hand listeners are also expected either to encourage speakers or merely to show they are listening to be polite. Facial expressions, gestures and so on are very important indicators of attention and interest. So are certain words and intonation that can be used in uttering them. Here are some useful words you might use to show you are involved and share the speaker’s feelings: **“Ah. Yes. Gosh. Sure. Yeah. Wow. Oh. Really? Lovely. Mmm...right. Fancy that! I know. Fine. Well. I see. OK. Exactly so.** These brief utterances point to the level of agreement and comprehension as well as reveal the listener’s emotional involvement. At the same time you should not put too many of these utterances in, because in this case the expression may be one of overbearing pugnacity or embarrassing friendliness.

If you need to delay answering a question while you think for a moment or check on your facts you may use some delaying expressions: **“Well, let me see ...” “Oh, let me think for a moment.” “I’m not sure, I’ll just have to find it out.” “That’s a very interesting question.” “That’s a difficult question to answer.” “It’s difficult to say.” “Let me put it**

this way.” “What do you mean?” These delaying expressions give people time to think about their replies. If you want to avoid answering questions altogether you may use expressions like these: **“I’m not really sure.” “I can’t tell you off-hand, I’m afraid.” “I’m terribly sorry, I really don’t know.” “I’ve no idea, I’m afraid.” “I can’t answer that one, but I’ll tell you where you can find it out.” “I’d rather not answer that one, if you don’t mind.”**

If you don’t want to discuss something, use the following phrases: **“Well, I’d rather leave individuals out of this.” “Well, I’d rather not discuss it at the moment.” Well, I’d rather not talk about it if you don’t mind.” “Well, I’d rather wait till I know more about it before I say.” “Well, I’d rather wait before I commit myself.”**

If the British want to terminate a conversation generally end a conversation with people or a person they know by an excuse and saying something nice after the topics of common interest have been discussed, e.g. **“Excuse me, I’m afraid I have to be going now. It was really a pleasure to talk to you.”** Some other ways may be: summing up a conversation by using **“OK”**, **“Well”**, etc. or/and making arrangements to speak to the person at a later time. In a business conversation where there is a specific point to be discussed the British come to the point quickly. In this case the conversation winds down after the point has been discussed and an excuse is not necessary.

Exercise 49. Read the conversation and answer the questions given after the text. A: Can I help you?

B: Yes, I’d like one of those things, oh, you know.

A: No, I’m afraid, I don’t.

B: You know the sort of thing I mean for holding papers together, I’ve forgotten what they are called.

A: Ah, you mean paper clips, don’t you?

B: No, not exactly. A sort of paper clip. Well, you know what I mean.

A: Sorry, I don’t.

B: They are little wire things you put in a machine and then press.

A: Ah, you mean staples, I think?

B: Yes, that's right. I couldn't remember what they were called. Thank you. Questions:

1. Does the first speaker try to be helpful? What language shows he does? 2. What other language could the first speaker have used with the same meaning? 3. Do you think both speakers are polite and patient with each other?

Exercise 50. Look through the lines and: a) rearrange them to produce a natural dialogue:

1. Yes, please. Do you mind if I open the window?
2. No, I don't think so. Would you like to look at my timetable?
3. No, I don't think so. Shall I move my bag?
4. No, that's quite all right. The train's rather crowded, isn't it?
5. Yes, I suppose so. By the way, it does stop at Brighton, doesn't it?
6. Shall I look after your bag for you?
7. Yes, please.
8. Excuse me, is this seat taken?
9. No, that's quite all right. I think, I'll just go for a cup of coffee.
10. Yes, it is, isn't it? I suppose it's because it's Friday.

b) read the dialogue you have made up and answer the following questions:

1. Do the speakers know each other? 2. How did the speakers develop the conversation after answering? 3. Do the two speakers sound friendly and polite? If so, what language shows they are? 4. What sorts of developments did the first speaker use? 5. What other sorts of developments do you think might have been used in this situation?

Exercise 51. Make a natural response to the following remarks, remembering that you should both answer and develop the conversation:

1. You've been to London, haven't you? 2. Have you seen the paper today? 3. You're not English, are you? 4. You work a lot, don't you? 5. You haven't got minute to spare, have you?

Exercise 52. Make short conversations in the following situations.

1. Ask the person sitting next to some personal questions politely. Try to sound interested when listening to her/him. 2. You meet a nice girl/boy outside your University. Strike up a conversation with her/him to find out whether: 1) she's/he's a student of your University; 2) she's/he's fond of history. 3. Your teacher has explained something, but you still don't understand it very well. Politely ask for clarification. 4. It's your first day in a new group and you don't know where to sit. Ask one of the other students politely about the seating arrangements. 5. Some students come to your door to talk to you about a New-Year party. You are not well. You have a lot of work. Get rid of them politely. 6. Someone who has started work in your organization asks you what the boss is like. You don't want to discuss him/her.

Exercise 53. We use certain expressions in different social situations. "I'm sorry. I'm late!"? "Don't worry. Come and sit down". Match the expressions and responses. When do we use these expressions? Listen and check. Practise saying them.

1. How are you?	a) Sleep well.
2. Hello, Jane!	b) Yes. Can I help you?
3. How do you do	c) Good morning!
4. See you tomorrow!	d) Fine, thanks.
5. Good night!	e) Pleased to meet you.
6. Good morning!	f) Not at all. Don't mention it.
7. Hello, I'm Ela Paul.	g) Thanks.
8. Cheers!	h) Same to you!

9. Excuse me!	i) That`s very kind.
10. Bless you!	j) Bye!
11. Have a good weekend!	k) How do you do?
12. Thank you very much indeed!	l) Hi, Peter!
13. Make yourself at home!	m) Cheers!

Exercise 54. Test a partner. Say an expression. Can your partner give the correct response?

Exercise 55. Complete the conversations with the correct expressions, then listen and check.

- I`m sorry Excuse me of course Pardon*

A __! Can I get past?
 B__?
 A Can I get past, please?
 B __. I didn`t hear you. yes, __.

A. Thanks a lot.
- That`s right Oh, what a pity Congratulations Never mind I hear*

A __ you`re going to get married soon. __!
 B __, next July. July 21. Can you come to the wedding?
 A__! That`s when we`re away on holiday.
 C__. We`ll send you some wedding cake.
 A that`s very kind.
- Hurry up all right Oh, dear Just a minute I haven`t a clue*

A __! Look at the time! __, or we`ll miss the train.
 B__! I can`t find my umbrella. Do you know where it is?
 A__. But you won`t need it. It`s a lovely day. Just look at the sky!
 B Oh, __. Let`s go, then
- Good luck See you later Same to you Good idea*
What about you
No, of course not

A__ in your exam!

B__. I hope we both pass.

A Did you go out last night?

B __. I went to bed early. __?

A Me, too. __ after the exam. Let`s go for a drink.

B __.

Exercise 56. With your partner, write two short conversations that include some of the social expressions. Read your conversations to the class.

Exercise 57. Listen to two conversations. Maria and Jean-Paul are foreign students in Britain. Their teachers are trying to be friendly. Which conversation is more successful? Why? Obviously, it is impossible to tell someone how to have a conversation, but here are some things to help:

- a) ask questions;
- b) show that you`re interested;
- c) don`t just answer *yes* or *no*;
- d) try to add a comment of your own;
- e) don`t let the conversation stop.

Exercise 58. Match a line in A with a reply in B and a further comment in C. Then listen and check. Practise the conversations with a partner.

A	B	C
What a lovely day it is today!	I`m enjoying it.	Was it a good game?
It`s very wet today.	Yes, no problems.	That`s very kind of you.
How are you	I`m very well,	We had a pub lunch and went for

today?	thanks.	a walk.
Did you have a nice weekend?	No, I missed it.	The plane was a bit late, but it didn't matter.
How are you finding living in London?	Thank you.	Makes you feel miserable, doesn't it?
Did you have a good journey?	Thank you very much.	I got it in Paris last year.
Did you watch the football yesterday?	Yes.	How about you?
What a lovely coat you're wearing!	Yes, it was lovely.	It was a bit strange at first, but I'm getting used to it.
If you have any problems, just ask me for help.	Mm. horrible.	Beautiful, isn't it?

Exercise 59. Think of three questions to ask someone about each of these subjects.

- a) job b) home c) free time d) last holiday

Exercise 60. Work with a partner and continue these conversations. Act out a conversation to the class. Whose is the longest? Then listen and compare. Repeat the last lines.

1. A I moved to a new flat last week.

B Oh, really? What's it like?

A Well, it's bigger than my old one but it isn't as modern, and ...

2. A I hear Sandy and Al broke up.

- B Yeah, Sandy`s got a new boyfriend.
 A Oh, really? What`s he like?
 B Well, he`s ... than Al, and ...
3. A We have a new teacher.
 B Oh, really? What`s she like?
 A Well, I think she`s the ... teacher we`ve ever had...
4. A Is that your new car?
 B Well, it`s second-hand, but it`s new to me.
 A What`s it like?
 B Well, it`s ... than my old car ...

How do you feel?

Exercise 61. All the lines in A answer the question *How are you?* Match a line in A with a line in B.

A	B
I feel nervous.	It`s so wet and miserable.
I don`t feel very well.	I`m going on holiday to Australia tomorrow.
I`m feeling a lot better, thanks.	My grandfather`s going into hospital for tests.
I`m really excited.	I think I`m getting the `flu.
I`m fed up with this weather.	Nothing`s going right in my life.
I`m really tired.	I`ve got an exam today.
I`m a bit worried.	I`ve got a lot more energy.
I feel really depressed at the moment.	I couldn`t get to sleep last night.

Choose a reply for each sentence in the previous table. Listen and compare your answers.

- a) Cheer up! Things can't be that bad.
- b) Why don't you go home to bed?
- c) I'm sorry to hear that, but I'm sure he'll be all right.
- d) I know. We really need some sunshine, don't we?
- e) Poor you! That happens to me sometimes. I just read in bed.
- f) That's great. Have a good time.
- g) That's good. I'm pleased to hear it.
- h) Good luck! Do your best.

Exercise 62. Make more conversations with a partner about these things.

- a) a wedding
- b) a visit to the dentist
- c) a letter from the bank
- d) a big project at work
- e) problems with teenage children

Exercise 63. Put the sentences in the correct order.

- a) I didn't feel very well.
- b) She took my temperature and examined me.
- c) After a few days, I started to feel better.
- d) I went to the surgery and saw the doctor.
- e) I went to the chemist's, paid for the prescription, and got some antibiotics.
- f) I phoned the doctor's surgery and made an appointment.
- g) She told me I had an infection.
- h) I explained what was wrong.
- i) She gave me a prescription.

4.2 TELEPHONE CONVERSATIONS

Exercise 64. Practise saying these telephone numbers.

020 7927 4863

01923 272994
0797 0800 994
633488
061 44 501277
07880 705024

Exercise 65. Listen to three phone conversations and decide: who is speaking to who, what about: how well they know each other.

4.3 TIME EXPRESSIONS

Exercise 66. There are two ways of saying dates. What are they?

8/1/98 16/7/85 25/11/02

Look at the same dates in written American English. What's the difference?

1/8/98 7/16/85 11/25/02

Exercise 67. Practise these dates. They are in British English.

4 June 5 August 31 July 1 March 3 February
21/1/1988 2/12/1996 5/4/1980 11/6/1965 18/10/2000
31/1/2005

Exercise 68. Complete these time expressions with *at*, *on*, *in*, or no preposition.

_ six o'clock	_ Saturday	_ 1995
_ last night	_ December	_ the weekend
_ Monday morning	_ summer	_ two weeks ago
_ the evening	_ yesterday evening	_ January 18

4.4 EXCLAMATIONS. EXPRESSING INTEREST AND SURPRISE

Positive emotions:

Wow! — Блеск!
Excellent! — Отлично!
Great stuff! — Здорово!
Well done! — Здорово! Молодец! Отлично!
Great! — Здорово! Великолепно!
My God! — Вот это да!
My Goodness! — Подумать только!
Hooray! Yippee! — Ура!
Yahoo! — Э-ге-гей!
Whoopie! — Ого-го!

Negative emotions:

Oops! Ой! Ух!
Oh! Oh dear! — Ой!
Damn! — Проклятье!
Darn! — Чепуха!
Bloody hell! — Вздор!
Rats! — Чушь!
Nonsense! — Чепуха!
Blast! — Проклятье!
Oh, no! — О нет!
Ugh! Faugh! — Фу!

Expressing surprise

What + a/an + прилагательное + исчисляемое существительное в единственном числе:

What a big dog! — Какая большая собака!

What an interesting film! — Какой интересный фильм!

What + прилагательное + неисчисляемое существительное в единственном числе:

What lovely music!

What + прилагательное + существительное во множественном числе:

What lovely houses! — Какие чудесные дома!

How + прилагательное/наречие + подлежащее + глагол:

How tall he is! — Он такой высокий!

How quickly he runs! — Он так быстро бегает!

How + прилагательное:

How silly! — Так глупо!

aren't, don't, haven't, didn't и т. д. + подлежащее + глагол:

Aren't they here? — Разве они не здесь?

Doesn't he look like his father? — Разве он не похож на своего отца?

Hasn't he come yet? — Разве он еще не пришел?

Exercise 69. Read the following sentences and write an expression of surprise plus a follow up question for each one.

1 I've just been on an adventure holiday to Peru. 2 Carla is getting married. 3 I can't wait to get home. 4 He got an email from his ex-girlfriend yesterday. 5 I want to go camping on a desert island. 6 The weather is getting worse. 7 He's desperate for new experiences and sensations. 8 In the end, they didn't do any sightseeing on holiday at all. 3 In pairs, use the sentences from Ex. 2 to write eight mini dialogues. E.g. A: I've just been on an adventure holiday to Peru. B: Really? How interesting. What was it like? A: Well, it was fantastic - beautiful scenery and lots of open space and fresh air....

4.5 SOUND BITES

Theory. Sound bite is a short, catchy statement meeting the short attention requirements of TV news. Sound bites have the annoying habit of being play again and again. In fact, newscasts are increasingly built around sound bites instead of hard news and analysis. And public relations firms earn huge bucks cooking up sound bites for political spin and damage control.

One memorable sound bite (1984 Debate) from Vice Presidential candidate Lloyd Bensten countering Dan Quayle's comparison of himself to President John Kennedy.

Bensten: "I knew Jack Kennedy. He was a friend of mine. You are no Jack Kennedy."

This originated in US media circles in the 1980s. The first known printed citations come from that period; for example, *The Washington Post*, June 1980:

"Remember that any editor watching needs a concise, 30-second sound bite. Anything more than that, you're losing them."

Time, June 1983:

"TV's formula these days is perhaps 100 words from the reporter, and a 'sound bite' of 15 or 20 words from the speaker."

Those examples make the meaning of the term unambiguous.

Ronald Reagan, who won the nomination as Republican candidate for US President in 1980, was adapt at coining these media-friendly, 'direct to the people' phrases; for example:

"Mr. Gorbachev, tear down this wall." (In a speech near the Berlin Wall, 1987.)

"Win one for the Gipper" (Gipper was Reagan's nickname.)

The success of Reagan and others in obtaining valuable exposure by providing the media with what it wanted led to a flurry of marketing and speech writing activity. It soon became the vogue to stage events specifically for the opportunity to provide quotable lines for media exposure, often timing them to be picked up by popular TV news programmes. This continued with later US elections - *The Independent*, September 1988:

"This has been the election of the 'sound-bite'... Through a crafty choice of venues and irresistible one-liners, George Bush has been relentlessly associated on the television news with simple, feel-good themes."

By the mid-1980s we had a new breed - the [spin doctors](#). Their influence is such that the use of sound bites is now [2006] commonplace throughout those parts of the world that are strongly influenced by the media, that is, pretty much everywhere.

Although 'sound bite' refers specifically to sound and suggests quotations suitable for radio or newspapers, the technique was commonly used in TV news clips. To make this explicit the term 'sight bite' was coined to refer directly to video footage. Here's an early example of that from *The Los Angeles Times* August 1988

"The pacing, the writing, the sound bites and sight bites and just about everything else that executive producer Lorne Michaels ... brought to this usually thudding evening seemed to work."

'Sight bite' hasn't caught on and probably won't last the pace.

4.6 EXAGGERATION AND UNDERSTATEMENT

Theory. Exaggeration is the act of making something more noticeable than usual and making to seem more important than it really is.

An understatement is a form of speech that minimizes the significance of something. It is a restrained phrase or sentence which does not elaborate the seriousness or gravity of a situation. In fact, it can be said that understatement is the opposite of [exaggeration](#).

For instance, *imagine that there is a deep wound in your friend's arm, and it's bleeding profusely. But he or she says that it's just a scratch.* This is an example of an understatement. Understatement is used by many writers to create emphasis, irony or humor. In day to day life, we can use understatement to make someone feel better, or to play down the seriousness of something.

Given below are some examples of understatement.

When the temperature is unbearable, and you are sweating profusely, you say that it's a bit warm.

Your friend is a terrible dancer, and everyone seems to be laughing at her, but you say she's got a unique style.

"I have to have this operation. It isn't very serious. I have this tiny little tumor on the brain."

The Catcher in the Rye by J.D.

Salinger

*BENVOLIO: What, art thou hurt?
MERCUTIO: Ay, ay, a scratch, a scratch. Marry, 'tis enough.*

Where is my page?—Go, villain, fetch a surgeon.

ROMEO: Courage, man. The hurt cannot be much.

MERCUTIO: No, 'tis not so deep as a well nor so wide as a church-door, but 'tis enough, 'twill serve. Ask for me tomorrow, and you shall find me a grave man. I am peppered, I warrant, for this world. A plague o' both your

houses! Zounds, a dog, a rat, a mouse, a cat to scratch a man to death

Romeo and Juliet by William Shakespeare

Exercise 70. Match the understatements and exaggerations.

- | | | | |
|----|--------------------------|------------------------|--|
| 1. | <input type="checkbox"/> | She's a bit thirsty. | A She was totally out of order. |
| 2. | <input type="checkbox"/> | She's pretty well off. | B She's freezing. |
| 3. | <input type="checkbox"/> | She was a bit rude. | C She's absolutely loaded. |
| 4. | <input type="checkbox"/> | She isn't keen on him | D She hit the roof. |
| 5. | <input type="checkbox"/> | She was a bit upset. | E She can't stand the sight of him. |
| 6. | <input type="checkbox"/> | She's a bit chilly. | F She's dying for a drink. |
-

4.7 MOANS AND GROANS

Theory. Moan and groan are words in English language that are very similar in meaning. Both refer to the act of making inarticulate sounds upon physical pain or pleasure. People wonder why two different yet rhyming words for these sounds when it could easily have been either moan or groan. To further complicate the situation for the learners of English language, moan and groan are often used together in a sentence. However, despite similarities and overlap, there are differences that will be talked about in this article.

Moan is a sound that people make when they are feeling pain or pleasure. This is an inarticulate sound that is hard to make out, but is enough to let others know that the person who is moaning is under some distress or suffering from pain. It can be a grumble or complaint or it can be a mournful sound. The sounds made by women during sexual act are also called moaning. When used in conjunction with groan though, moan always means making a complaint or expressing pain or distress.

Groan is a sound that people make when they are under any pain or stress. It is also a sound of disapproval. In general, a deep throated sound that gets out of an individual inadvertently as a result of pain or pleasure is labelled as a groan.

- Moan and groan are words that are used together in a sentence to indicate an inarticulate sound made under pain or pleasure by people.
- Moan is used more to indicate a sound made under pleasure whereas groan is more of a sound made under pain or distress.
- Moan is a sound uttered during sexual act whereas groan is a cry as a result of deep pain or suffering.
- Both moan and groan can be sounds of disapproval.

Examples.

What can I do, moan and groan?

И что мне теперь, стонать и плакать?

All you do is moan and groan about your own life, forgive me if I don't want to play a part in some big phony send-off.

Все, что ты делаешь – это охаешь и ахаешь по поводу собственной жизни, поэтому прости, что я не хочу играть роль в какой-то фальшивой пародии.

You want me to moan and groan for the rest of my life?

Ты хочешь, чтобы я горевал всю оставшуюся жизнь?

4.8 LINKING AND COMMENTING

Exercise 71. Complete the sentences with the linking and commenting expressions **All the same, Ideally, After all, Actually, Surely Basically,**

1. Be patient with Ed. he's only worked here for two months.
2. Anne isn't going to take a job that pays less?
3. I'd like to work part-time and have more time to paint, but it's not possible at the moment.
4. It's an easy camera to use. you just point and shoot.
5. I know it's very late. you should ring him now.

6. The tickets weren't cheap. they cost more than I expected.

4.9 VAGUE LANGUAGE

Theory. Being vague is an important part of spoken English, we use this every day. We are often in a situation where we can't remember the exact time something happened, what a person said or maybe what the person looked like. Being vague in these situations can really save us when we need to sound like we know what we are talking about or when someone asked for advice but we don't want to hurt one's feelings.

More or Less Vs Kind of / Sort of

This is the most common vague expression used by Brazilians. *More or less* is used in English for the same function but is not used so often. eg. *She is more or less married, He is more or less fat.* Although this makes sense in English and everyone will understand you, it is not common for native speakers to say this.

We often use these for responses as well: "*Hey Chad, do you like Funk music?*" "*kind of*".

We can use the expression "*more or less*" in English but it's not as common as in Portuguese and Brazilians tend to abuse the use of it.

Adjective + ish

Similar to *More or Less* the *ISH* suffix is used with adjectives. This is used mainly for describing people's characteristics, colors and time. When we use the *ISH* suffix we're indicating an estimation. With time we can say we will get there at *Nine*

O'clock-ish. Adding the *-ish* is suggesting to the person that we are just estimating the time. We can do this with any time and using O'clock is not necessary, *1ish/2ish/5.30ish* etc.

So *-ish* with color and personal characteristics is also really useful for being vague when describing people and things. If we wanted to describe a friend with red hair but it's not exactly red we could say he had *reddish hair*. The same situation with *tall or fat*, *He's tallish or fattish*. Think about trying to describe someone you can't really remember, "*yeah, I remember that guy, he's kind of shortish/tallish and has lightish/darkish hair*", that could be anyone.

About / Or So

Used with numbers and time references *about and/or so* are also used to describe an estimation/approximation.

about is always used before the number or time: *I will get there at about 2.30, there will be about 100 people at the next happy hour, I have about 20 cousins, He's about 2metres tall.*

or so is always used after a number or time reference: *I'm going to Australia for 3 weeks or so, I've been in line for 2 hours or so. I don't know 6 months or so*". Being vague saves us from a guilt trip once again.

Blah Blah Blah

We say *blah blah blah* to avoid having to say the boring information of the story or to imitate someone you find annoying.

"His girlfriend is always telling him what to do, she's like blah blah blah do this, so that".

Sometimes I swear when I'm talking to students about a boring topic in class all they can hear is BLAH BLAH BLAH.

Other Expressions

Other ways of being vague are to just literally express it when starting your phrase:

*It's difficult to say, but I think I'll get there at around 10 p.m.
I'm not too sure, but I guess he's British by his accent.*

4.10 NON-VERBAL MEANS OF COMMUNICATION (GESTURES, **TOUCH**)

Theory. Gestures include communication through eye contact, body posture, hand signals, and facial expressions; however, here we will focus on hand signals as the other forms can be found in other tabs.

The use of Gestures in Nonverbal Communication falls under "Chironomia", the art of using hand gestures in order to communicate, or "Kinesics" which is the interpretation of non-verbal behaviour involving movement.

Examples of communicative gestures are *waving, saluting, handshakes, pointing, or a thumbs up.*

There are voluntary and involuntary gestures. Waving to a friend would be an intentional method of saying hello, while throwing one's arms up in exasperation may be an involuntary reaction to feelings of frustration or anger.

Gestures are not universal, what may mean one thing for us can mean something entirely different for another culture. For example, nodding one's head in Canada means 'yes', while nodding one's head in Bulgaria means 'no'. Although gestures do not carry the same meaning across different cultures, they are universal in the sense that every culture

uses them; there have been no reports of communities that do not use gestures.

Sign language involves an entire repertoire of hand gestures that create a language for those who cannot speak orally, this is categorized as a "gestural language".

Gestures can be the most effective non-verbal tools to express meaning, and many people make use of them to supplement verbal communication, or simply to express themselves silently. For example, a teacher may sternly tell a student to "be quiet" while pointing a finger at them, or a man at a bar may wink at a girl instead of shouting across the room to her.

Gestures can be speech-dependent (pointing to something while one is talking about it) or speech-independent (peace sign, wave hello).

Two psychologists, Wallace Friesen and Paul Ekman categorized gestures into five sections:

Touch ("[Haptic Communication](#)") is a form of nonverbal communication through touch. We communicate through touch on a daily basis, often without noticing it as it is such a natural action. Touch is incredibly useful as a form of communication, as the messages are generally clearly received without confusion.

Haptic Communication can be used to express a number of messages. They be affectionate (*a kiss*), professional (*a handshake*), congratulatory (*high-five*), or *threatening* (*a push*). There are many opportunities to express oneself through touch, without requiring verbal explanation.

Extra caution must be taken when communicating through touch in different cultures, and there are definite boundaries depending upon the cultural norm.

Haptic Communication is a large part of nonverbal communication between people, and has the ability to carry immense indications without vocal accompaniment. For example, the difference between a hand on someone else's shoulder and a hand on their thigh is much more easily interpreted than a gesture such as a wink.

4.11 INTERJECTIONS

The following exclamations tend to express feelings.

1. Ouch! = Ow! – Expression of pain.
2. Oh! – Expression of surprise, joy, pity, love, grief, pain, empathy or confidence.
3. Uh-oh! - A sign of impending trouble.
4. Whoops! = Oops – used after a minor accident or after a mistake has been made.
5. Wow! – Expression of wonder.
6. Mmm! = Yum! = Yummy! – Expression that something is delicious.
7. Ugh! = Yuk! = Bleurgh! – Expression of disgust.
8. Acoo! = Atishoo! - A sneeze.
9. Boo! – A sign of disgust or disagreement: used to scare somebody.
10. Hooray! = Hurrah! – Expression of joy or approval.
11. Yippee! – Expression of pleasure or excitement.
12. Yeah = Yeh = Yep = Yup – Yes.
13. Yo! – Yes: hi.
14. Uh-huh = Mm-hm – Expression of (moderate) agreement: a sign that you are paying attention to or understanding your interlocutor.

15. Nah = Nope – No.
16. Uh-uh – a sign of disagreement.
17. Um... = Em... = Er... - a sign of hesitation.
18. Ho-ho = Ha-ha = He-he – laughter (can be used sarcastically).
19. Ho-hum – so be it, never mind.
20. Ah! – Expression of understanding, surprise, delight, admiration or sympathy.
21. Aha! – Expression of surprise or triumph.
22. Hmm – a sigh of indifference or mild indignation.
23. Brr! – Expression of feeling cold.
24. Phew! – Expression of feeling hot or relief.
25. Phwoar! – Expression of (sexual) desire.
26. Cor! – Expression of pleasant surprise.

The following interjections are used to prompt or incite some response or behavior from the interlocutor.

1. Oi! – used to attract someone`s attention.
2. Hey! - used to attract someone`s attention; also used when an idea comes into someone`s head.
3. Whoa! – a sign to wait, hold on or be careful.
4. Shh! – a request to be quite.
5. Psst! – a sign to attract someone`s attention quietly.
6. Huh? = Uh? – What? - Incomprehension or sign that one did not catch something said.
7. Shoo! – said to make animals (or people, especially children) go away.
8. Hem! = H`m – used to call someone`s attention or express doubt or hesitation.

Exercise 72. Choose an appropriate exclamation for beginning the following sentences.

1. I`m in real trouble now.
2. I`m allergic to animal fur.
3. Hold your horses.
4. I think you are right.

5. I've got what you mean.
6. Thank goodness that's over with.
7. It's a bit nippy in here.
8. What did you do for it?
9. Have you got a plaster?
10. You forgot your beg!
11. We've won.
12. What have you got for question 4?
13. I heard you the first time.
14. I wouldn't kick him out of bed.
15. You disgusting flea-bag.
16. Could you help me?
17. That's the most revolting thing I've ever seen in my life!
18. I'm not sure about that one.
19. There is an exam going on in there? You know.
20. They'll never agree to that one.

PART 5 CROSS-CULTURAL COMMUNITATION

5.1 CROSS-CULTURAL CLASHES

Exercise 73. Most of us have been involved in situations that at one time or another have led to cross-cultural misunderstandings. Here are two examples:

1. An English student in Russia walked into a small shop to buy a soft drink. He walked straight to the fridge, opened it and took out a bottle, to which the sales assistant shouted at him that people should pay for things first and are then given what they want. (In Britain, people pick up from the shelves everything they wish to purchase and pay for them).
2. An American working in a Russian office had a birthday. One of the Russian secretaries gave him some deodorant as a

present, which he found rather offensive. (Gifts of a personal hygiene are usually only given as presents by extremely close family and friends, otherwise they may be taken as a hint that the receiver needs to wash more often).

Think of more similar examples that show different social situations, different behaviour of Russians and British people or Americans.

Exercise 74. In which situations is behaviour in the UK different from behavior in our country? In which situations is behavior similar? Fill in the table and then discuss your replies.

Britain	Russia
1. When people are invited to a party, they often take a bottle of alcohol with them	
2. When invited to a dinner party, people usually arrive within 30 minutes of the appointed time.	
3. At an informal party, people don't wait to be introduced to each other. They introduce themselves.	
4. When people are being introduced, they try to make eye-contact with the other person.	
5. After a formal introduction, people use titles until they are invited to use first names only.	
6. People shake hands the first time they meet and if they have not seen each other for a long time but not every time they see	

each other.	
7. Men and women may kiss each other on the cheek, if they know each other well, when they meet, especially if they have not seen one another for a long while.	
8. Flowers or cards are an acceptable form of apology.	
9. A host of a foreign guest would appreciate a small gift typical of the foreigner's home country, or a postcard after their return home to thank them for their hospitality.	
10. During the farewell stage of a conversation, people tend to move away from each other and decrease eye-contact.	

What, if anything, did you learn about behavior in the United Kingdom and your own country from this activity?

5.2 SOCIAL AND CULTURAL BEHAVIOR. PUNCTUALITY

Exercise 75. Most of us have been involved in situations that at one time or another have led to cross-cultural misunderstandings. Here are two examples:

1. An English student in Russia walked into a small shop to buy a soft drink. He walked straight to the fridge, opened it and took out a bottle, to which the sales assistant shouted at him that people should pay for things first and are then given what they want. (In Britain, people pick up from the shelves everything they wish to purchase and pay for them).

2. An American working in a Russian office had a birthday. One of the Russian secretaries gave him some deodorant as a present, which he found rather offensive. (Gifts of a personal hygiene are usually only given as presents by extremely close family and friends, otherwise they may be taken as a hint that the receiver needs to wash more often).

Think of more similar examples that show different social situations, different behaviour of Russians and British people or Americans.

Exercise 76. In which situations is behaviour in the UK different from behavior in our country? In which situations is behavior similar? Fill in the table and then discuss your replies.

Britain	Russia
1. When people are invited to a party, they often take a bottle of alcohol with them	
2. When invited to a dinner party, people usually arrive within 30 minutes of the appointed time.	
3. At an informal party, people don't wait to be introduced to each other. They introduce themselves.	
4. When people are being introduced, they try to make eye-contact with the other person.	
5. After a formal introduction, people use titles until they are invited to use first names only.	
6. People shake hands the first time they meet and if they have not seen each other	

for a long time but not every time they see each other.	
7. Men and women may kiss each other on the cheek, if they know each other well, when they meet, especially if they have not seen one another for a long while.	
8. Flowers or cards are an acceptable form of apology.	
9. A host of a foreign guest would appreciate a small gift typical of the foreigner's home country, or a postcard after their return home to thank them for their hospitality.	
10. During the farewell stage of a conversation, people tend to move away from each other and decrease eye-contact.	

What, if anything, did you learn about behavior in the United Kingdom and your own country from this activity?

Exercise 77. Imagine you are staying and studying in Britain. What would you do in the following situations? There may be more than one right answer. You can provide your own suggestions. What would you do in your own country in these situations?

1. You have had digestive problems for a week, but have started to feel a little better. You meet British friend at a party, who asks, "How are you?" What would you do?
 - a) Start talking in details about your problem.
 - b) Say "Fine thanks. How are you?"
 - c) Say "Not bad, thanks. How about you?"

d) Nothing.

2. You are visiting a British friend in his new flat. You like the flat and would like to let your friend know. What would you do?

a) Say "Wow, I like this place. How much is the rent?"

b) Say "This place is much better than where I am staying."

c) Say "I really like your new flat."

d) Say nothing, but pick up everything that is movable and have a good look at everything.

3. You have been invited to a friend's place for dinner. You are about to sit down to eat, but you need to use the toilet first. What would you do?

a) Say "Excuse me, could I use your toilet?"

b) Say "Could I wash my hands before dinner?"

c) Say "Where is the bathroom?"

d) Say nothing, but just search for the toilet.

4. You are a guest in a British person's home. They ask if you would like something to drink. You are quite thirsty. What would you do?

a) Say "Yes, please."

b) Say "Only if you are having one."

c) Say "Thanks. I'll get it myself."

d) Say "No, thank you" and wait to be asked again.

5. You are been introduced to a British friend's parents. What would you do?

a) Say "Hello," and bow.

b) Say nothing and shake hands.

c) Say "I am pleased to meet you," and shake hands.

d) Say "Hi, I've heard all about you!"

6. You are 20 minutes late for your class. Your professor / teacher is explaining something when you enter the room. What would you do?

a) Go in, walk up to your professor / teacher and apologize.

b) Wait outside until the class is over and then apologize to the professor / teacher.

c) Just walk in as nothing has happened.

d) Go in as quietly as possible and take a seat.

7. Your lecturer / teacher has set an assignment to be completed by tomorrow. You know that won't be able to finish it on time. What would you do?

- a) Explain the situation to your lecturer / teacher and ask if you can hand in the work later.
- b) Not go to class the next day.
- c) Go to the class the next day without the homework and do nothing.
- d) Do as much of the work as you can and hand it in the next day.

8. You have a doctor's appointment and need to leave class early. What would you do?

- a) Not go to class.
- b) Get up and leave the room when it is time to go.
- c) Explain the situation to your lecturer / teacher before the class.
- d) When it's time to go, get up and explain why you have to leave.

9. You have a question about something the teacher / lecturer has just said in class. What would you do?

- a) Look confused.
- b) Call out "I have a question."
- c) Raise your hand and ask the teacher / lecturer to explain.
- d) Wait and ask the teacher to explain after class.

10. You are sitting chatting to friends when your teacher / lecturer walks in the room at the start of class. What would you do?

- a) Stand up to show respect for your teacher / lecturer.
- b) Look up and greet the teacher / lecturer.
- c) Continue chatting until asked to do otherwise.
- d) Look up and pay attention to your teacher / lecturer.

Exercise 78. Concept of time can be different in various countries. Fill in the following table according to whether you think the British are early, on time or late for the following

events. Use a tick or write down by how many minutes it is normal to be early or acceptable to be late.

	Event	Early	On time	Late
1	Business meeting			
2	School / University examination			
3	Concert			
4	A date			
5	Job interview			
6	Meeting a friend			
7	Graduation ceremony			
8	Dinner party			
9	Class / Lecture			
10	Wedding			
11	Film			
12	Play			

Are Russians on time, early or late for the above events? Discuss your answers in group. What are the differences in social behaviour between Russians and the British?

5.3 AMERICAN ENGLISH

Theory. People in Britain and America understand each other perfectly most of the time, but there are differences in

grammar, vocabulary, spelling and pronunciation. With vocabulary, the same word may have a different meaning, e.g. British **chips** are American **french fries**; and American **chips** are British **crisps**. Sometimes there are completely different words for the same things: a **lorry** in British English is called a **truck** in American English.

Here are some important differences. The British English word comes first in each case.

Roads and transport

Taxi / cab (or taxi)
Return (ticket) / round trip
Petrol / gas (gasoline)
Main road / highway
Motorway / freeway
Underground / subway
Subway / underpass
Pavement / sidewalk
Lorry / truck
Car park / parking lot
Aeroplane / airplane
Coach / bus
Railway / railroad
Baggage reclaim / Baggage claim
Single (ticket) / one-way

Education

Secondary school / high school
Term / semester (= periods in a college year)
University / college

Clothes

Trousers / pants
Waistcoat / vest
Vest / undershirt
Trainers / sneakers

Jeans (or dungarees) / overalls
Tights / pantyhose (or nylons)
Pants / shorts (underwear)
Braces / suspenders

Time

Autumn / fall
Holiday / vacation
Fortnight / two weeks

Food

Biscuits / cookies
Sweets / candy
Chips / french fries
Starters / appetizers
Jacket potato / baked potato
Grill / broil
Sweet shop / candy store
Tinned / canned
Sweetcorn / corn
Candy floss / cotton candy
Pudding (or sweet, dessert) / dessert
Aubergine / eggplant
Jam / jelly
Porridge / oatmeal
Conserves / preserves
Courgettes / zucchini

Homes

Tap / faucet
Rubbish / garbage (or trash)
Dustbin / trashcan
Toilet / bathroom
Wardrobe / closet

Buildings

Flat / apartment

Ground floor / first floor

Lift / elevator

Some American English words are now becoming more common in British English, e.g. movie (Br. = film); apartment (Br. = flat); semester (Br. = term). One special problem is that guys in American English can refer to men and/or women, but in British English it is only used to refer to men.

Exercise 79. Decide if the speaker is using British English or American English, and cross out the incorrect answer.

1. We've decided to take our vacation in the autumn/fall this year.
2. At my son's high school the new term/semester starts next week.
3. I never eat biscuits or sweets/candy.
4. Put that garbage in the dustbin/trashcan.
5. The trousers look nice with that waistcoat/vest.
6. The lorry/truck came past us on the highway.
7. My apartment is on the fourth floor but I'm afraid there's no lift/elevator.
8. The people next door are on holiday/vacation. They will be away for a fortnight.
9. We left the car in the car park/parking lot and took the subway to the centre.
10. My trainers are in the wardrobe/closet.

Exercise 80. This text includes some words used in American English. Underline them and write the British English words.

It was getting near lunchtime and I needed some gas, so I left the freeway and drove towards the nearest town. There was a gas station just outside the town and I decided to stop and have a look round. I put the car in a parking lot and took a cab to the centre. It was midday and very hot, so I stopped at a

little café with tables on the sidewalk. I started talking to a truck driver, who gave me a history of the town, and afterwards he took me on a guided tour. It made a very nice break.

Exercise 81. Here are some more American English words. What is the British equivalent? Look them up in a dictionary or use the Internet if necessary.

Crazy, dishtowel, eraser, math, news stand, pocketbook, principal, rest room, schedule, sick, telephone booth, vacuum cleaner, yard, zip code.

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Учебное издание

Елена Владиленовна Семенова
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ПРАКТИКУМ ПО КУЛЬТУРЕ РЕЧЕВОГО ОБЩЕНИЯ
(АНГЛИЙСКИЙ ЯЗЫК)

Редактор И. А. Вейсиг

Подписано в печать 25.10.2017. Формат 60X84/16
Бумага тип. Печать офсетная
Усл. печ. л. 6,0 Тираж 200 экз. Заказ №

Издательский центр Библиотечно-издательского
комплекса Сибирского федерального университета
660041 Красноярск, пр. Свободный, 79
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Отпечатано в типографии «ЛИТЕРА-принт»
г. Красноярск, т. 8 (391) 295-03-40