

Chapter 10

Ways of Expressing Emotions

Objectives

1. To know how native speakers express their emotion.
2. To use different types of expressions of approval / disapproval, satisfaction / dissatisfaction, and surprise.

English speakers can express their emotions, reactions or judgments in many different ways. Students should learn these aspects of language usage and practice them as often as possible in real language situations.

A. Common Emotive Emphasis in Speech

A1. Presentation

Now study the common expressions used in several situations below.

Mini-talk 1 :



A1.1 Check your understanding

The interjection "Oh!" shows that the girl is surprised.

Mini-talk 2 :

Aha, these books are exactly what I was looking for.

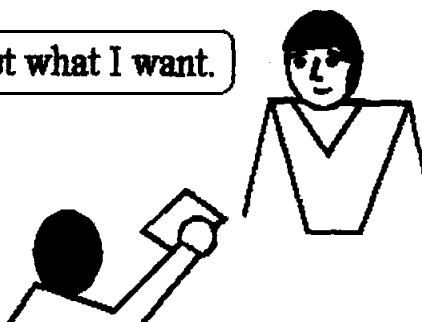


AI.2 Check your understanding

The interjection " _____ " shows that the woman is satisfied.

Mini-talk 3 :

Ah, that's just what I want.



AI.3 Check your understanding

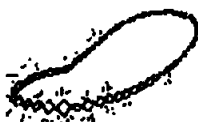
The interjection " _____ " shows that the man is happy.

Mini-talk 4 :



Louise

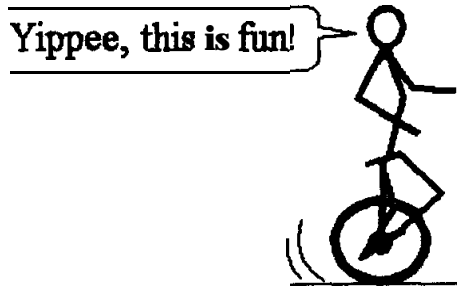
Wow, what a fantastic diamond necklace!



Al.4 Check your understanding

The interjection " _____ " shows that the girl is greatly surprised.

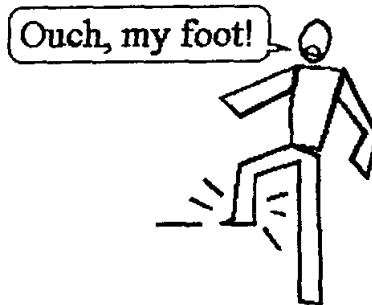
Mini-talk 5 :



Al.5 Check your understanding

The interjection " _____ " shows that the boy is very excited.

Mini-talk 6 :

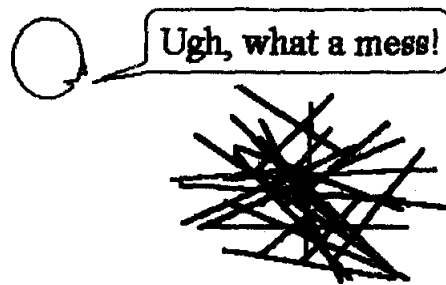


Al.6 Check your understanding

The interjection " _____ " shows that there must be something wrong with the man's right foot.

Mini-talk 7 :

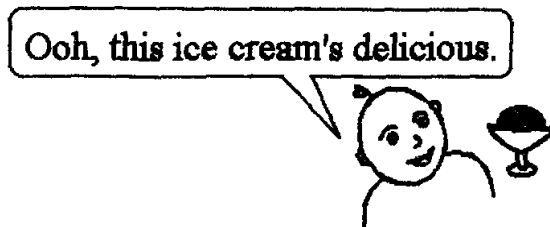
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A1.7 Check your understanding

The interjection " _____ " shows that the mm is disgusted.

Mini-talk 8 :



A1.8 Ckeck your understanding

The interjection " _____ " shows that the baby is very pleased being served **ice-cream**.

A2. Key to your pronunciation

Expressions of emotive emphasis in speech are pronounced with specific **pronunciation**. Students should mimic them in the lab and learn how to use them. Each **pattern** of exclamation is **preceded** by an **interjection** which denotes the **different** functional **meanings**. Study the pronunciations of the **interjections** and their **meanings** in the table below.

Interjections	Pronunciations	Meanings
Wow!	[wəʊ]	great surprise
Yippee!	[ˈɪpi:]	excitement, delight
Ow!	[əʊ]	pain
Ouch!	[oʊtʃ]	
Ugh!	[ʌx]	disgust
Ooh!	[u:]	Pleasure, Pain
Aha!	[əha:]	satisfaction

A3. Explanations

Students should learn how to derive the patterns of **exclamations** in English and understand their underlying meanings.

Factual Statements	Exclamations Showing Speakers' Attitude or Feelings
1. The present is beautiful.	What a beautiful present!
2. I want some money.	That's just what I want.
3. I am looking for the books.	These books are exactly what I was looking for.
4. This diamond necklace is fantastic.	What a fantastic diamond necklace!
5. Going to circus is fun for children.	This is fun!

A4. Practice : Supply the appropriate exclamations to the following situations.

1. Tom gives Mary a lovely gift.

2. Susan has just found her purse.

3. Barbara shows Ann a fantastic diamond ring.

4. **The dog bites a man's leg**

5. **Tom found his room messy.**

6. *Ed gives Sam some money.*

7. **The boy is very delighted while riding an elephant.**

8. **Pat enjoys having some ice cream.**

B. Direct expressions used to **describe** types of **speakers' emotions**

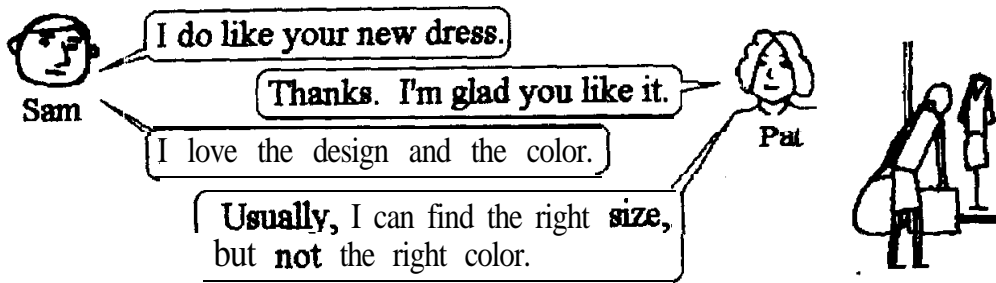
Many types of expressions are used to describe types of speakers' emotions. In this chapter, emphasis will be on approval / disapproval, satisfaction / dissatisfaction and surprise.

Bl. Approval or disapproval

An approval is a **confirmation of a mutual acceptance of something** whereas **disapproval is the act of showing nonacceptance of a certain thing.**

Study the mini-talks below. Mini-talks 9 and 10 represent the acts of approval; however dialogue 1 demonstrates the act of disapproval.

Mini-talk 9 : Pat and Sam **after** having **gone** shopping. Pat just bought a new red dress.



B1.1 Check your understanding

1. Who bought a new dress?

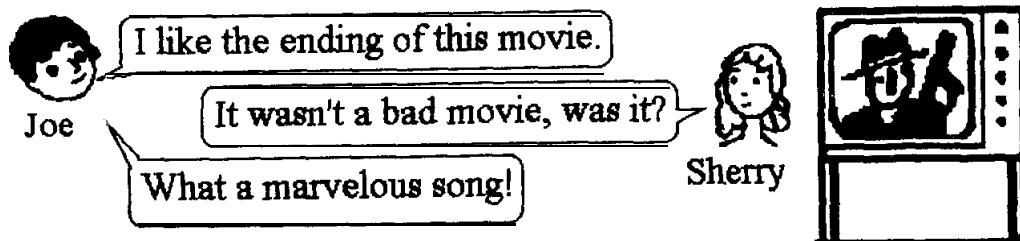
2. Can you describe her dress?

3. What does Sam think about the dress?

4. What **does** Pat think about her dress?

5. What **color** does Pat like?

Mini-talk 10 : Joe and Sherry **after** watching TV.



B1.2 Check your understanding

1. Do Joe and **Sherry** watch the movie together?

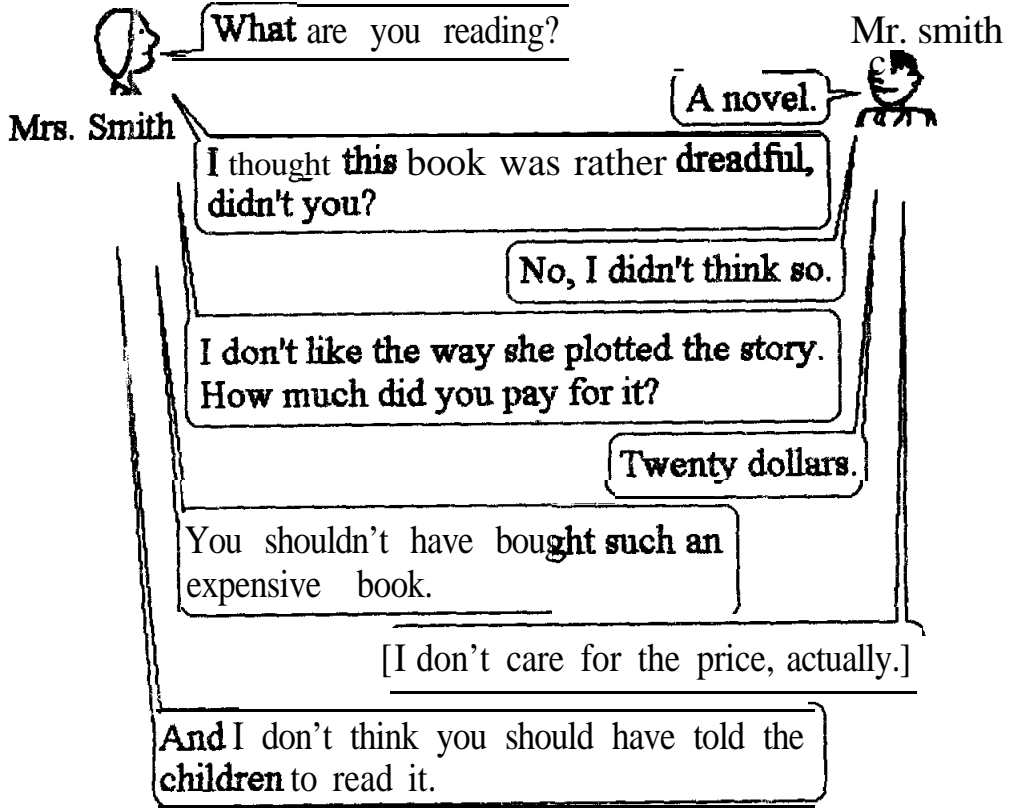
2. **Do they like it?**

3. What part of the movie does Joe approve **of?**

4. What part of the movie does **Sherry** approve of?

5. **Does Joe like the song in the movie?**

Dialogue 1: Mr. and Mrs. Smith in the reading room.



BI.3 Check your understanding

1. What are they talking about?

2. **What** did Mrs. Smith think about the **book**?

3. Did Mr. Smith think that **the** book was terrible?

4. **Who** thought that the book was **costly**?

5. Will she let the children to **read this** novel?

B1.4 Key to your pronunciation

1. Read the following 2-3- 1 **intonation** patterns. Notice that they are a different **grammatical structure**.

2 What are you ³ reading?

= Wh-question

2 A ³ novel.

= A phrase

2 I'm reading a ³ novel

= A statement ending with a noun.

2 I'm reading ³ it.

= A statement **ending** with a **pronoun**.

2. Read the contrast of the following intonation patterns of the questions ending with a proper name and ending with a **pronoun**.

2 Did you call ³ John?

2 Did you call ³ him?

2 Did you tell ³ Sue?

2 Did you tell ³ her?

2 Did you see ³ Pete?

2 Did you see ³ him?

B1.5 Explanations

Expressing **approval/disapproval can** be done in **many** different ways.

1. Expressions used to show an approval or **disapproval** of something are similar to those expressions of “like” or “**dislike**” of something. For example, complete the **statements** below.

	I do like _____
Approval	I love _____
	I like _____
Disapproval	I don't like _____
	I don't care for _____

2. Use exclamation type-s of sentences to indicate approval and **disapproval**.

Complete the exclamations below.

Approval

What a marvelous song!	or	How marvelous!
What a _____ news!		How _____!
What a _____ dress!		How _____!

Disapproval

What a dreadful novel!	or	How dreadful!
What a _____ show!		How _____!
What a _____ program!		How _____!

3. Questions and question-tags **are** found in the contexts of showing approval and disapproval. Change the questions below into ones of disapproval.

Approval

Disapproval

It **wasn't** a bad movie, **was** it?

or

It wasn't bad, was it?

It was wonderful news, wasn't it?

or

It was **wonderful**, wasn't it?

4. Use the **expressions** "I think _____" or "I don't think _____" to indicate an approval or disapproval. **Complete** the statements below.

I thought this book _____

I don't think _____

Write down the long **form** of the **first** sentence.

Write down the real meaning of the second sentence.

5. Use the modals "should" or "would" or "**shouldn't**" or "wouldn't" **in** hypothetical past forms to indicate an approval or disapproval. This usage has a **special** meaning of giving comments or giving an opinion towards **something** having been done.

Complete the statements below.

- 1) You shouldn't have bought such an expensive book.
- 2) You shouldn't have read _____
- 3) You shouldn't have told _____

4) She shouldn't have plotted _____

What are the actual meanings of the above?

1) Mr. Smith did buy the book **and** Mrs. Smith disapproved of it.

2) _____

3) _____

4) _____

6. Replying to approval or disapproval can be done in many different ways **depending** on the context.

Statements of approval/disapproval	Replies
I do like your new dress.	Thanks. I'm glad you like it.
I love your hair style.	It's nice, isn't it?
I like the way she plotted the story.	Yes. Isn't it marvelous? Isn't it wonderful!
	Yes. How marvelous! How wonderful!
I don't like the way she plotted the story.	No, I don't think so.

B1.6 Practice

B1.6.1 Listening/Speaking and Writing Practices.

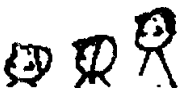
Look at the picture below and then complete the tasks provided.



Statements of approval

I **like** the way she dresses.

4



_____ sings.

_____ embraces the audience.

Statements of disapproval

I don't like the way she dresses.

You may use the above **information** to complete the dialogue between **Sherry** and John below.

Dialogue 2 :

Sherry: How do you find this singer?

John: To all, she's a star, but I don't like _____.

Sherry: Don't you think she should have worn _____.

John: And I don't like _____ because she **sings** a little off-key and her voice _____.

Sherry: **But her songs are meaningful and emotional.**

Now complete the statements about the above **conversation**.

Sherry **disapproves** of her _____, but she **approves** of her _____.

John **disapproves** of her _____ and _____.

B1.6.2 Dialogue Practices

When you finish **completion** of the dialogue, **practice speaking** it in the lab **and** with friends.

B1.6.3 Speaking **practices**

B 1.6.3. 1 Substitution Drills. Substitute the given **words or phrases** to the **underlined words**.

1. Wow, what a **fantastic** diamond ring!

diamond necklace!

silver chain!

watch!

2. **Aha**, those **books** are exactly what I was looking for.

dresses

skirts

pull-overs

3. It wasn't a **bad** movie, was it?

dreadful

horrifying

terrifying

4. I don't like the ways she **sings**.

dresses.

acts on stage.

embraces the audiences.

5. You shouldn't have bought such an expensive **book**.

computer.

calculator.

television.

B1.6.3.2 Sentence Practice. Right to left drills. Listen and repeat after the instructor.

1. I / don't / care for / the price, / actually.

actual

the price, actually.

care for the price, actually.

don't care for the price, actually.

I don't care for the price, actually.

2. Usually, / I can **find** / the right size, / but not / the right color.

3. **And** / I don't think / you / **should have told** / the children / to read it.

4. **These toys** / are exactly / **what I'm** looking for.

5. I thought / this book / was rather **dreadful**, / didn't you?

6. **But** / his songs / **are** meaningful / and emotional.

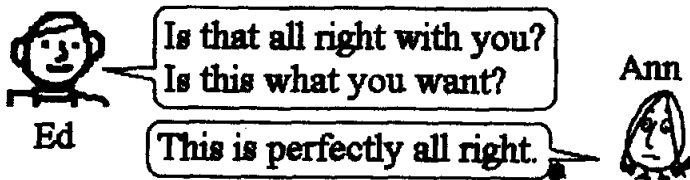
7. Wow! / What / **a** fantastic / diamond / ring!

8. It wasn't / a bad movie, / was it?

B2. Satisfaction / Dissatisfaction and Surprise

Study the ways to express **satisfaction** and **dissatisfaction** in the mini-talks 4-5 and **surprise** in the mini-talk 6 below.

Mini-talk 11 : Ed and Ann after having finished recording a tape cassette.



B2.1 Check your understanding

Is Am **pleased** or satisfied with his **recording**?

Mini-talk 12 : Mr. Smith and his student **after** he has having finished **correcting** homework.



I'm dissatisfied with your homework.
You shouldn't have done it **like** that.

I'm sorry to hear that. I wish you
could have explained it to me
before handing it in.

Student

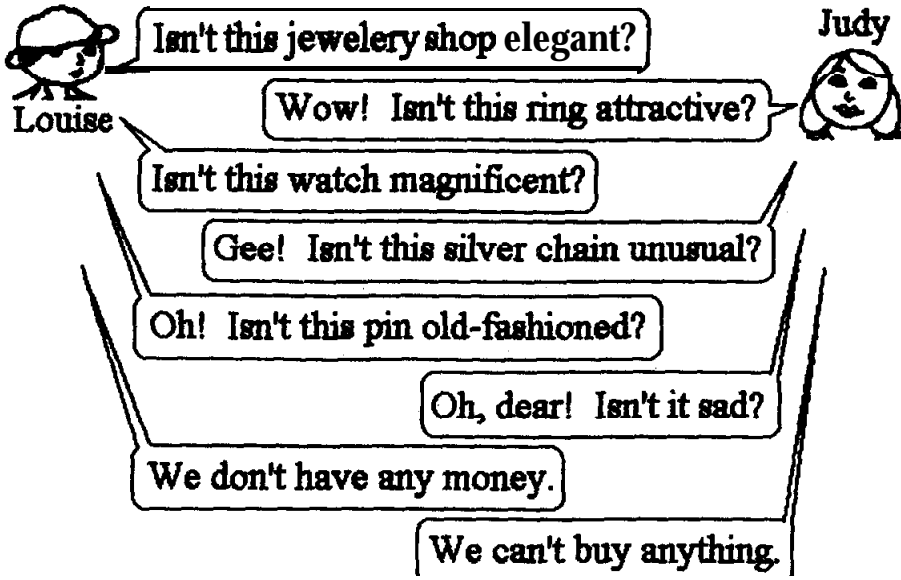


B2.2 Check your understanding

Did Mr. Smith explain the homework to his student before?

What made Mr. Smith dissatisfied?

Mini-talk 13 : Louise and Lisa at the counter inside the jewelry shop.



B2.3 Check your understanding

1. How many interjections are there in the above mini-talks?

2. What are they? What do they mean?

3. What does Louise like?

4. What does Lisa like?

5. Why are they very sad?

B2.4 Key to your pronunciation

A rhetorical question is spoken with 233⁺ intonation pattern.

3 — 3 3
2 2
Isn't this ring attractive?

3 — 3 4
2
Isn't this watch magnificent?

3 — 3 4
2 2
Isn't this silver chain unusual?

3 — 3 4
1
Isn't it sad?

B2.5 Explanations

1. Expressions to be used for inquiring about the hearer's satisfaction or dissatisfaction **can** be the following.

- 1) **Is** that all right with you?
- 2) **Is** this what you want?
- 3) **I s** this what you had in mind?
- 4) Are you satisfied with the recording?

Replies to the above can be the following. Fill in the blanks.

Satisfaction

Dissatisfaction

1. I'm satisfied with your work.
2. _____
3. This is what I mean.

I'm dissatisfied with your work.

This is not what I **want**.

4. **This is what I had in my mind.** _____

5. **I'm** pleased with your work. _____

6. I find your work satisfactory. _____

Expressions used in showing satisfaction vary **depending** on contexts. For example, "This is very **nice.**" is used to show **satisfaction** in **places**. "That will be fine." is used to show satisfaction in an **arrangement**, plan or idea "**I'm** having a good time." and "**I'm** enjoying myself." **are** used to show satisfaction at parties, **etc.**

2. To show surprise, rhetorical questions are used to indicate a strong **assertion**. It generally **does** not expect an answer. Students should learn to use them and know the real meanings. Write down the statements of surprise and complete their meaning in the space provided. Note that negative **rhetorical** questions are like strong positive **statements**.

	Meaning
1) Isn't this jewelry shop elegant?	Surely, this jewelry shop is elegant.
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____
6) _____	_____

3. Many **exclamations** are used in indicating surprise. The common ones are listed below.

1) Oh! This bracelet! How fantastic!

2) **Oh!** This **diamond ring!** **What a surprise!**

3) **How** $\left. \begin{array}{l} \text{odd} \\ \text{strange} \\ \text{astonishing} \end{array} \right\}$ that this bracelet is so expensive?

To **express** surprise in statement forms, the following **statements are used**.

1) **It's** surprising that this bracelet is so expensive.

2) **I'm** surprised that this bracelet is so expensive.

B2.6 **Practices**

B2.6.1 **Listening/Speaking and Writing Exercises**

Study the dialogue below and then complete it with a statement of surprise.

You might use any expressions given underneath in the dialogue.

Dialogue 3 :



Ed

Do you know where the question mark symbol came from?

Ann



No, I don't.

It came from Roman times. The original symbol looked like the number "2" beside an "0" (20).

How did it become like the **present** symbol?

Later, people put the "2" over the "0" ($\frac{2}{0}$) and then the "0" became a dot (.).

Oh! _____

Some possible expressions showing surprise.

1. Oh! Fantastic!

Oh! I can't believe it.

2. That's **strange**. / That's **funny**. / That's odd.

3. I'm surprised to hear that.

I can't believe it.

It's unbelievable.

4. It's { **amazing** } to see such a change in a symbol.
 { **astonishing** }

B2.6.2 Speaking practices

B2.6.2.1 After completion of the **dialogue**, **practice** speaking it **with friends**.

B2.6.2.2 Substitution Drills. **Substitute** the given **words** or **phrases** to the **underlined words**.

1. Isn't **this** gold chain old-fashioned ?

unusual?

attractive?

expensive?

2. Surely this gold chain is expensive.

diamond ring

necklace

watch

3. Are you satisfied with the recording?

program?

homework?

arrangement?

4. I'm dissatisfied with your exam.

final grade.

homework

study habits.

B2.6.2.3 Sentence Practice. Right to left drills. Listen and repeat after the instructor.

1. How strange / that this bracelet / is so expensive?

is so expensive

that this bracelet is so expensive

How strange that this bracelet is so **expensive**?

2. Do you know / where the symbol question mark / **came from**?

3. **It's** surprising / that oil prices / are rising

4. I'm surprised / that this bracelet / is too expensive.

5. Isn't / this jewelry shop / elegant?

6. **This is / not / what I had / in my mind.**

62.7 Dictation. Listen to what your instructor says and then fill in the blanks.

1. wow, _____

2. _____, **this ring is exactly what** _____

3. **You** _____ such **an** expensive _____

4. I _____, **actually.**

5. I don't like the way _____

6. I like the ending of _____

7. I don't like the _____ of BIRD's _____

8. **You** _____ like that.

9. Isn't this watch _____?

10. I thought this book _____

C. Application

Cl. Questions and Answers Drills

1. **What** could you say if someone gives you a present?

2. What could you say if you're satisfied with the appointment?

3. What could you say if someone steps on your foot?

4. What could you say if you found your room messy?

5. What **could** you say if you like the way Nancy sings?

6. **What** could you say to the lady when you saw her cheer up the lonely old lady?

7. What **could** you say if you found your homework **difficult**?


8. What could you say if you like a diamond bracelet?

C2. Dialogue Completion


Complete the following dialogues with words or **phrases** provided.

Dialogue 4 : At the lecture room,

| so / still / can't / happy / RU / Oh |

 Are you _____ **with** your study in _____ ?

Ed

 I **guess** so, but there's _____ one problem.

Sam

_____, what's that?

I _____ **pass** EN204.

Dialogue 5 : At the hotel.

be dissatisfied with / I'm glad /just love / satisfied with / a
little bit / enjoying **yourself** / have been / **either** / must say



Ed

Are you really _____ in
Bangkok?



John

Oh, we are. Thais _____ so nice to
us.

Are you _____ Thai food?

Yes, we _____ Thai food, but **it's**
_____ hot.

I _____ you like it. Have you had
any problem?

Well, I _____ I don't like **traffic** jams.

I **don't** like it _____. Everybody seems to
_____ traffic problem.

Dialogue 6 : At RU.

to know something / the first biggest / faculties / which faculty / that's right / Of course / 'm glad to / for answering

Visitor Hello. Are you a RU student?

Sri Yes, _____.

Visitor I'd like _____ about RU. Could you answer a few questions?

Sri _____ . I'd be happy to.

Visitor Is RU an open university?

Sri Yes, it is. It's _____ open university in Thailand.

Visitor How many _____ does it have?

Sri Seven faculties and we have two campuses in Bangkok.

Visitor And _____ do you study in?

Sri I'm in the Faculty of **Humanities**. I **study** **English and Linguistics**. I _____ to **take** you to my school.

Visitor Oh, I love to. Thank you **so** much _____ my **questions**.