

Chapter 5

Ways of making an advice, a suggestion and an invitation

Objectives

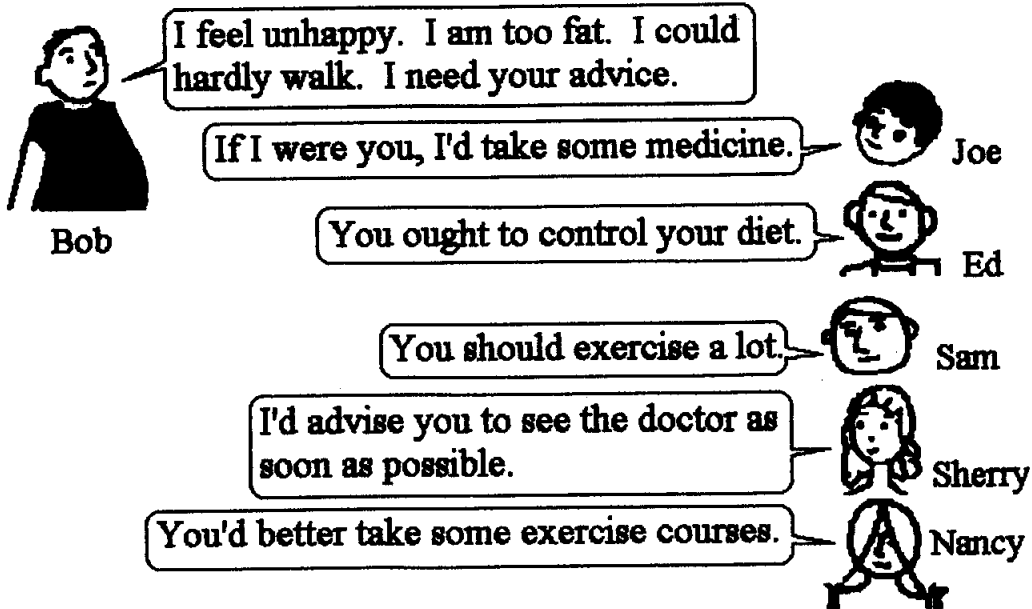
1. To know how to make an advice, a suggestion and invitation in English.
2. To choose the correct expressions of an advice, a suggestion and invitation in conversation.

With the aim of getting someone to do something, a direct command and a request are used in daily conversation. You have already studied these two aspects in the previous chapter. In this chapter, you will be introduced to new aspects of influencing people : advice, suggestion, and invitation. These aspects, however, leave the decision about what to do in the hands of the hearer.

A. Ways of making advice

A1. Presentation

Advice is an opinion about what ought to be done. Look at the picture of Bob. He is worried about his overweight, so he needs his classmates' advice. Study the different patterns and expressions of giving advice below.



Why don't you give him some advice? Complete your advice below.

It's a good idea to _____

It's best for Bob to _____

A1.1 Check your understanding

1. What is Bob's problem?

2. What is the cause of his problem?

3. Who advises him to control his diet?

4. Who advises him to take some medicine and to see the doctor?

5. Who advises him to take some exercise courses and to exercise a lot?

A1.2 Key to your pronunciation

The modals, ought to, should, would, and had better function as advice. They are pronounced with secondary stress in English. Therefore, the statement of advice carries the same 2-3-1 intonation pattern as an ordinary statement. Notice the intonation pattern below.

$\overset{2}{\underline{\text{You ought to control your}}}$ $\overset{3}{\text{diet.}}$ $\underset{1}{\text{}}$

$\overset{2}{\underline{\text{You should exercise a}}}$ $\overset{3}{\text{lot.}}$ $\underset{1}{\text{}}$

$\overset{2}{\underline{\text{You'd better take some}}}$ $\overset{3}{\text{exercise courses.}}$ $\underset{1}{\text{}}$

$\overset{2}{\underline{\text{If I were you, I'd take some}}}$ $\overset{3}{\text{medicine.}}$ $\underset{1}{\text{}}$

A1.3 Explanations

1. To be able to use the correct expressions of advice, students must learn the correct grammar of these 4 groups of expressions.

1. The modals :
- | | | | |
|---|------------|---|--------------|
| { | ought to | } | + infinitive |
| | should | | |
| | had better | | |

Write down 3 examples of advice from the presentation below.

1) _____.

2) _____.

3) _____

2. The pattern "if I were you, I { would } + infinitive"
{ should }

Write down 2 examples of advice of this type below.

(1) _____

(2) _____

3. The direct advice explanation : I'd advise you to + infinitive

Write down 2 examples of advice of this type below.

1) _____

2) _____

4. The pattern : It's { a good idea to } + infinitive
{ best }

write down 2 examples of this type below.

1) _____

2) _____

2. Negative advice is possible in **English** by supplying the word "not" to the modals in contraction form and this will change from positive advice to negative.

You may do the following sentences orally **first** then write them down.

Positive advice

Negative advice

1) You should exercise a lot.

You **shouldn't** exercise a lot

2) You'd better take **some** medicine.

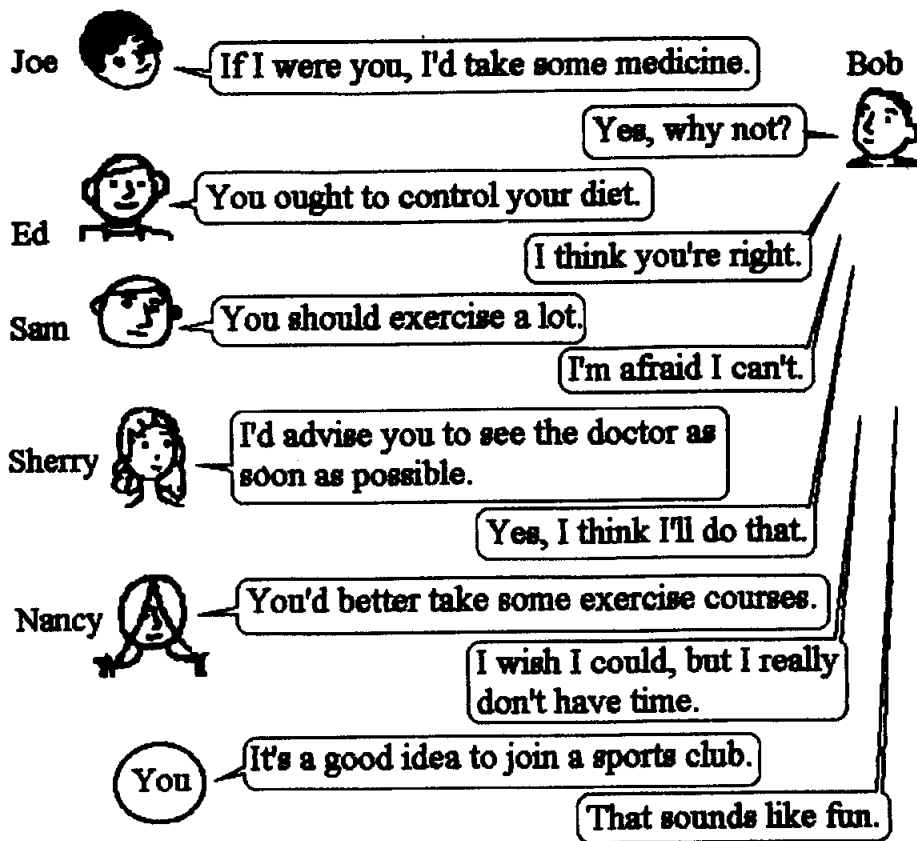
3) **You** ought to control your diet.

4) If I were you, I'd go to see the doctor.

5) I'd advise you to take some exercise
course.

3. Reply to advice

Hearers may accept or **refuse** the **speaker's** advice. Study **Bob's responses** to the advice below, **identify** each of them as to **whether** it is an **acceptance** or a refusal.



Bob doesn't follow all of his classmates' advice. Identify his responses and then complete the following categories.

Acceptance

Refusal

I think you're right.

I'm afraid I can't.

Responses to advice are in shortened or reduced form. Students should learn how to derive their long forms so that their meanings will become clear.

Complete the sentences below. The first one is done for you as an example.

1) I think you are right (to advise me to control my diet).

2) _____

3) _____

4) _____

5) _____

6) _____

It should be noted that the refusal "I wish I could, but I really don't have time." has a stylistic meaning of politeness. Like the term "I'm afraid", "I wish I could" is used to qualify the negative response. Moreover, students should observe the change in meaning of the sentence when the adverb "really" is used before and after the verb.

I wish I could, but I really don't have time.

(The adverb "really" modifies "don't have time".)

I wish I could, but I don't really have time.

(The adverb "really" modifies "have time".)

The first one means "I don't have time at all." whereas the second means "I have some time, but not much or not enough."

A2. Practice

A2.1 Listening / Speaking and writing practice.

Bob follows Sherry's advice. He goes to see the doctor. The following is a dialogue between Bob and the doctor. What did the doctor advise him to do?

Dialogue 2 : At the doctor's office.

Bob Hello, Doctor Jones.

Dr. Jones Hello, how are you?

Bob I feel terribly unhappy. I am too fat. I can't even walk. I don't know what to do now.

Dr. Jones Oh, dear, there is no point in feeling sorry now. You should follow my advice.

Bob That's marvelous idea. Tell me what I should do.

Dr. Jones Well, you ought to control your diet. You shouldn't eat candy bars, cookies and snacks.

Bob No, I won't.

Dr. Jones And you'd better drink less milk and fewer soft drinks.

Bob Yes, I think I'll do that.

Dr. Jones And lastly you'd better not eat ice cream, eat less bread and mayonnaise.

Bob I wish I could.

A2.1.1 Practice speaking the above dialogue with your instructor and friends.

A2.1.2 Discussion (Pairwork activity)

1. How many kinds of advice did the doctor give to Bob ?

2. How many kinds of positive advice did the doctor give to him ?

3. How many kinds of negative advice did the doctor give to him ?

Discuss with your friends how you know the answers.

A2.1.3 Complete the doctor's advice below and then compare your answers with your friends.

Positive advice

Negative advice

1. Bob had better drink less milk.

1. Bob shouldn't eat candy bars.

2. _____.

2. _____.

3. _____.

3. _____.

4. _____.

4. _____.

Mark (X) in front of each expression of advice that Bob agrees with and leave it blank if he disagrees.

3. Negative advice may be found in another form, such as the following, beginning with "there" or "it".

There's no point in feeling sorry now.

There's no use in doing like that.

It's no good trying to explain all the reasons.

It's not a good idea to try to convince him.

Complete the negative advice below.

There's no point in _____.

There's no use in _____.

It's no good _____.

It's not a good idea to _____.

A2.2 Speaking practice

A2.2.1 Substitution Drills. Substitute the given words or phrases to the underlined words.

1. Bob ought to control his diet.

exercise a lot.

take some medicine.

see the doctor.

join a sports club.

2. Students should control their diet.

drink less milk.

eat fewer candy bars.

eat fewer cookies.

have less ice cream.

3. If I were you, I'd do some exercises.

join the sports club.

take a walk everyday.

play table tennis.

go jogging regularly.

4. I'd advise them to do some reading assignments.

study hard.

finish their homework.

attend classes everyday.

follow the teacher's advice.

A2.2.2 Sentence Practice. Right to left drills. Listen and repeat after the instructor.

Students should imitate the intonation patterns of the sentences in series below.

You shouldn't eat candy bars, cookies, and snacks.

snacks.

cookies, and snacks.

candy bars, cookies, and snacks.

shouldn't eat candy bars, cookies, and snacks.

³
2 You shouldn't eat ³ candy bars, ³ cookies, and ³ snacks. ₂ ₂ ₂ ₁


1. You'd better not / eat ice cream, / eat less bread / and mayonnaise.
2. You'd better / drink / less milk, / and fewer / soft drinks.
3. There's / no point / in / feeling sorry / now.
4. It's / a good idea / to join / a sports club.


B. Ways of making suggestions


A suggestion is an offering of a plan or an idea for consideration. Making a suggestion can be done in many ways with respect to several types of expressions. There are two types of suggestions. The first one does not involve the speaker in the suggestion, whereas the second does. Notice the difference between these two types from the presentations below.


B1. Presentation : A suggestion exclusive of speakers.


Tom is often sick, so his classmates try to suggest that he quits smoking.

Tom  I'm not feeling very well these days. I have a really bad cough.

 I think it might be a good idea to quit smoking. Sam

 Have you ever thought of quitting smoking? Sherry

 Don't you think it might be a good idea to quit smoking? Nancy

 I was wondering if you'd ever thought of quitting smoking? Pat

WHAT ABOUT YOU? Could you give him some suggestion? Write down your suggestion.

B1.1 Check your understanding.

1. Why isn't Tom feeling very well?

2. What is the cause of his sickness?

3. How many friends are there who gave him a suggestion?

4. Do all of them suggest the same thing?

5. What is their suggestion?

B1.2 Key to your pronunciation

There are two forms of statement for a suggestion -- a statement and a question as in 1) and 2) - 4), respectively. The intonation pattern of a suggestion for each type is the same as a statement and a question.

1) Statement (3 pause group) : $\underset{2}{\overset{3}{I}} \overset{3}{\text{think}} \underset{2}{\text{it might be a good}} \overset{3}{\text{idea}} \underset{2}{\text{to quit}} \overset{3}{\text{smoking}} \underset{1}{\text{.}}$

2) Question (3 pause group) : $\underset{2}{\overset{2}{I}} \overset{2}{\text{was wondering if you'd ever}} \overset{3}{\text{thought of}} \underset{2}{\text{quitting}} \overset{3}{\text{smoking}} \underset{1}{\text{.}}$

3) (3 pause group) : $\overset{3}{\text{Don't you think it might be a good}} \overset{3}{\text{idea}} \underset{2}{\text{to quit}} \overset{3}{\text{smoking}} \underset{1}{\text{?}}$

4) (2 pause group) : $\underset{2}{\text{Have you ever}} \overset{3}{\text{thought of}} \underset{2}{\text{quitting}} \overset{3}{\text{smoking}} \underset{4}{\text{?}}$

B1.3 Explanation

Students should learn to memorize these expressions and practice using them. Notice the grammatical difference among these expressions.

1. I think it might be a good idea + to V.

2. I was wondering if you'd ever thought of + Ving (gerund).
3. Don't you think it might be a good idea + to V.
4. Have you ever thought of + Ving (gerund).

Now rewrite the suggestions on the line provided.

1. I think it might be a good idea (cancel the order)

_____.

2. I was wondering if you'd ever thought of (travel to some countries)

_____.

3. Don't you think it might be a good idea (buy a new car)

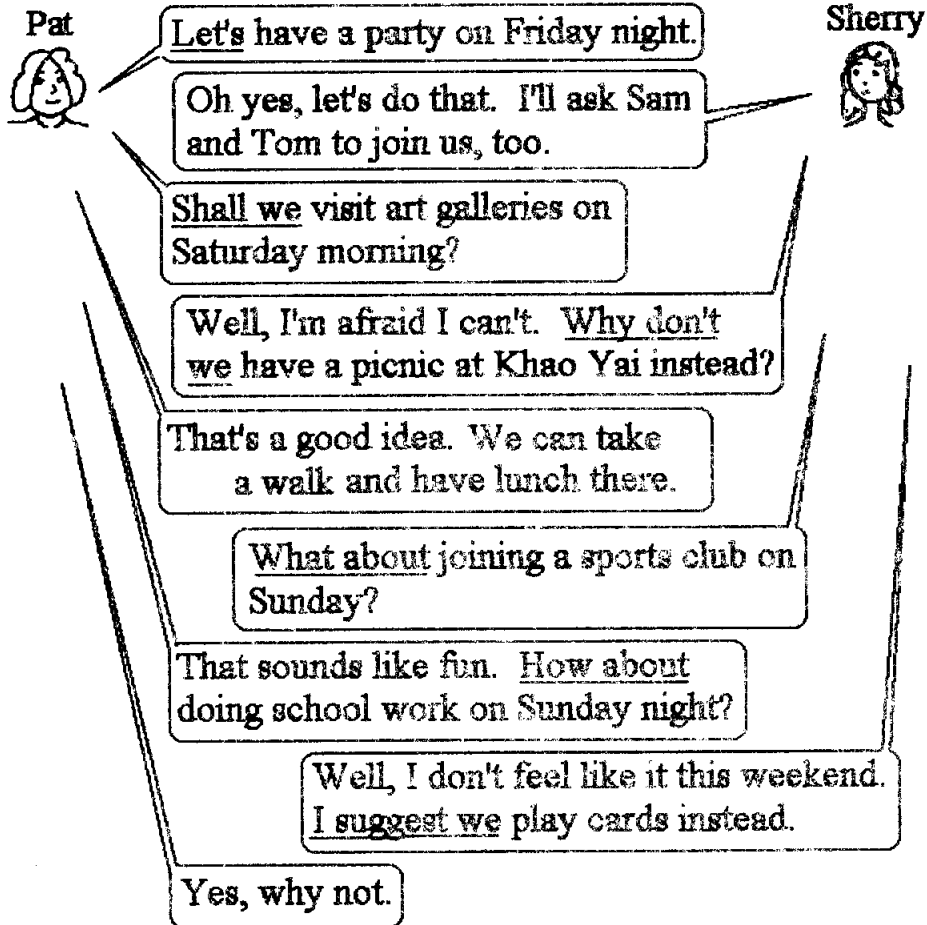
_____?

4. Have you ever thought of (go to the seaside)

_____?

B2. Presentation : A suggestion inclusive of speakers.

Pat and Sherry are having a long weekend, so they are making plans for it.



B2.1 Check your understanding

1. How many people will attend the party on Friday night?

2. Do they visit art galleries on Sunday morning? Why?
