

Chapter 9

Ways to Express Warning/Consideration/ Sympathy

Objectives

1. To know the **meaning** of warning, consideration and sympathy in English.
2. To be able to use many kinds of expressions of each type of speech act in **conversation**.

Students should know the expressions which are used to express **warning**, consideration, **and** sympathy. All of these aspects are important **in** daily conversation as most of them are **concerned** with the matter of politeness **and** good relationships among speakers and hearers.

A. Expressing warning

To give a warning is to give an **advance** notice of some **danger**, unpleasant **happening**, or to avoid such unpleasant events.

A1. Presentation

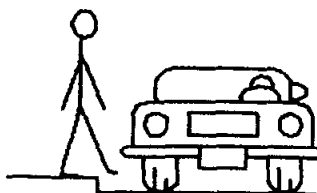
Mini-talk 1

Be careful!
The tree is falling down.



Mini-talk 2 :

Look out!



Mini-talk 3 :

Watch you step. It's slippery.

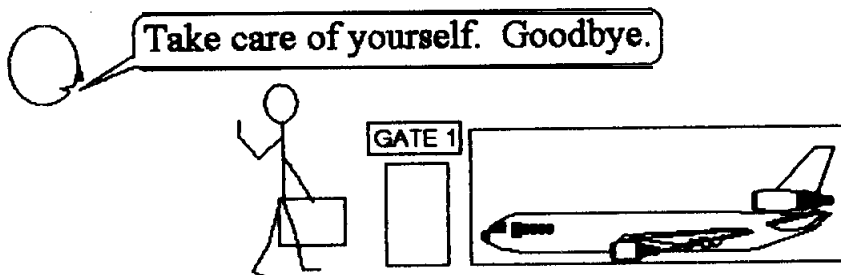


Mini-talk 4 :

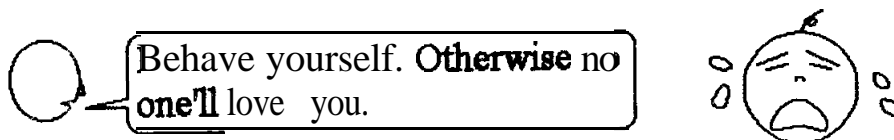
Don't work too hard. Take a break.



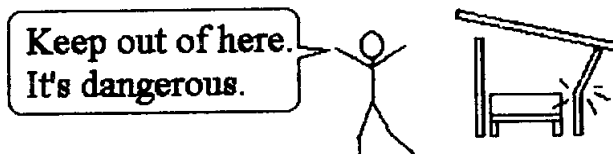
Mini-talk 5 :



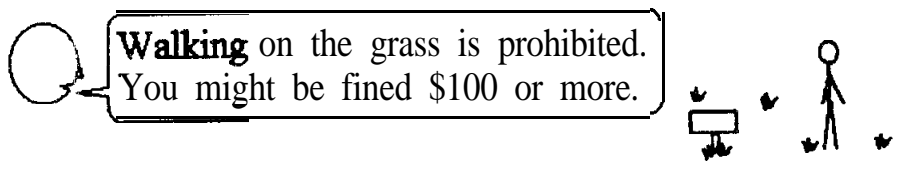
Mini-talk 6 :



Mini-talk 7 :



Mini-talk 8 :



AI.1 Key to your pronunciation

In an urgent situation, the warning must be given with a high-rising pitch.

³ _____ ⁴
Be careful!

³ _____ ⁴
Look out!

The punctuation used in the **written** form is the exclamation mark (!). However, in an **ordinary** warning, only a full stop is used **and** the pitch can be raised either at the beginning or the end.

Intonation pattern 3-3-4

Intonation pattern 2-3-4

³ Watch your step.

² Watch , & & . +

³ Don't work too hard.

² Don't work too / hard.

³ Take care of yourself.

² Take care of / yourself.

³ Behave yourself.

² Behave / yourself.

³ Keep out of here.

² Keep out of / here.

³ Walking on the grass is prohibited.

² Walking on the grass is / prohibited.

A1.2 Explanations

The **structure** of a **warning** is **similar** to a command. That is, **the** statement of a warning has no subject, but it is omitted as understood "you". Thus the above warnings have the following meanings.

(you) watch your step.

(you) don't work too hard.

(you) take care of yourself.

(you) behave yourself.

(you) keep out of here.

(you) walking on the grass is prohibited.

Sometimes, certain explanations is given after a warning. Notice the sentences below.

warnings	Explanations
Be careful! Watch your step. Behave yourself. Keep out of here. <u>Walking on the grass is prohibited.</u>	The tree is falling down. It's slippery. Otherwise no one'll will love you. It's dangerous. You might be fined \$100 or more.

A2. Practice : Listening / Speaking / Writing exercises.

AZ.1 What would you say if:

1. Your friend is about to step on a snake.

2. Your friend is walking on a newly waxed floor.

3. A naughty child wants to get near a hot stove.

4. You are taking a ride with your boy **friend** in a new sports car, suddenly there is a buffalo walking from the roadside into the road.

5. **In** front of your school is a beautiful rose garden. You don't want any students to pick the flowers.

6. You are seeing your friend off at the airport.

A22 *Listening and speaking exercises. Follow the following steps.*

1. Teacher pronounces the following warnings using the pattern 3-34, then the students imitate them
2. Teacher **pronounces** the following warnings using the pattern 2-34, then the students imitate them.
3. Teacher contrasts both types of pattern **and** let the students distinguish them and imitate them.
4. Teacher pronounces the warnings with 3-34, **and** students pronounce it with 2-34. If the teacher pronounce them with 2-3-4, they must pronounce them with 3-34.

Teacher should go through the list randomly.

List of warnings

Be careful!

Watch your step.

Don't work too hard.

Take care of yourself.

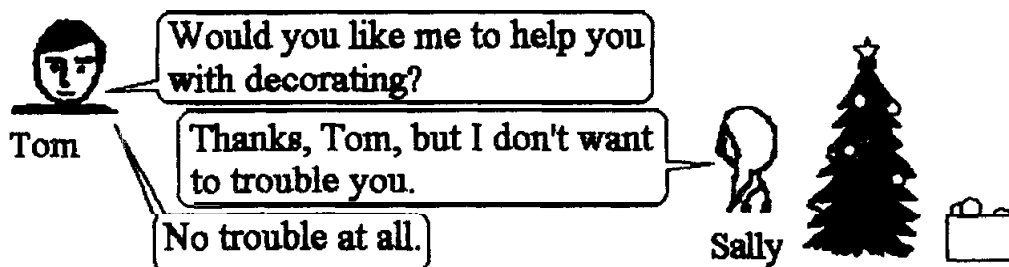
Keep out of here.

B. Expressing consideration

Consideration is a feeling of hesitating to ask for help or a feeling of being **afraid** of causing someone trouble or **beginning** to be worried. The patterns of expressing consideration can be found in the presentation.

B1. Presentation

Dialogue 1 :



B1.1 Check your understanding

1. What did Tom offer?

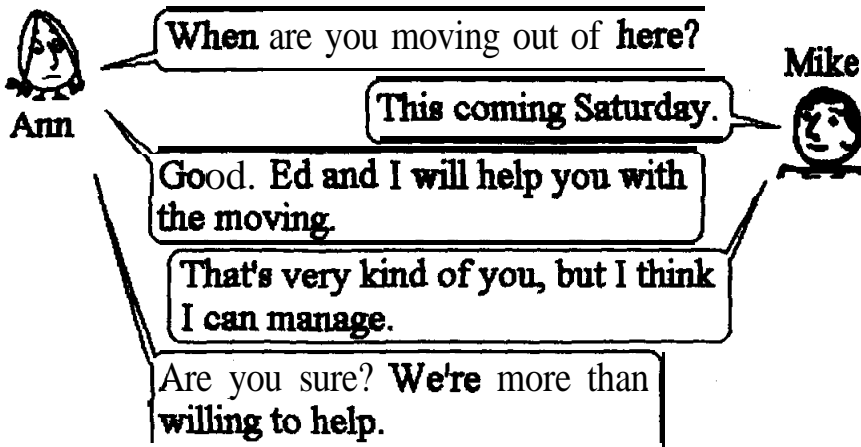
2. which phrase indicates “offer”?

3. Is Sally willing to get help from Tom?

4. Which part of the sentence indicates “consideration”?

5. What is the reply to consideration?

Dialogue 2 :



B1.2 Check your understanding

1. What is Mike's plan?

2. Which sentence indicates "offer"?

3. Does Mike accept the offer?

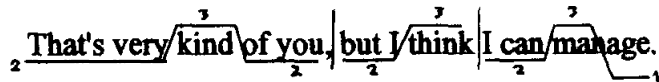
4. Which part of the sentence indicates "consideration"?

5. Which sentence indicates "insistence" to help?

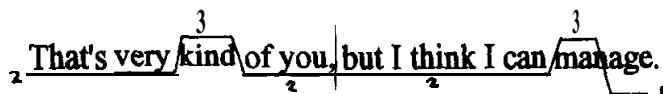
B1.3 Key to your pronunciation

Statements of consideration are **normally used** with compliment and **appreciation**; therefore, they are often conjoined **sentences**. The intonation

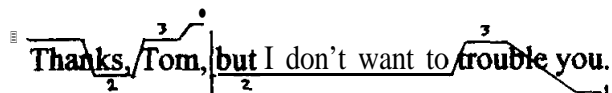
patterns are somewhat determined as a **pause-group**. Each **pause-group** receives one primary stress (Tone 3).


 The diagram shows the sentence "That's very kind of you, but I think I can manage." with three distinct intonation units. Each unit is marked with a '3' above a rising line and a '2' below a falling line. The units are: "That's very kind of you," "but I think," and "I can manage." The final unit ends with a '1' below a low, flat line.

The **above** sentence is spoken with 3 **pause-groups**. It can be spoken as 2 pause-groups as in the following. Notice the change in the intonation pattern.


 The diagram shows the same sentence as above, but with only two intonation units. The first unit is "That's very kind of you," and the second unit is "but I think I can manage." Both units have a '3' above a rising line and a '2' below a falling line. The sentence ends with a '1' below a low, flat line.

If the statement of **compliment** has a name of the addressee, then the addressee's name must be spoken with a rising tone, so the intonation pattern will be as below.


 The diagram shows the sentence "Thanks, Tom, but I don't want to trouble you." with three intonation units. The first unit is "Thanks," with a '3' above a rising line and a '2' below a falling line. The second unit is "Tom," with a '3' above a rising line and a '2' below a falling line. The third unit is "but I don't want to trouble you." with a '3' above a rising line and a '2' below a falling line. The sentence ends with a '1' below a low, flat line.

B1.4 Explanations

1. An act of consideration usually **comes after** the offer or help. Thus, it also goes together with a compliment or an appreciation. The person who makes an offer may simply **respond** to this consideration or may insist his offer. The sequence should be schematized as below.

speaker : **Proposal** of an offer or accomplishment of an offer.

Hearer: Compliment + but + **statement** of consideration.

Appreciation

Speaker : Reply to consideration

or

Insistence of offer.

Now **go** back to the previous dialogues and then analyze them, Discuss the sequence of acts with your **friends**.

2. **There are many statements** of **consideration** that students should know and **learn** to use in **conversation**. Notice the following **statements** of consideration with possible **replies** below.

Consideration

Possible replies

- | | |
|--|---|
| 1) I don't want to bother you | It's no bother at all . |
| 2) I don't want to impose on you. | You're not imposing at all, |
| 3) I don't want to inconvenience you | It's no inconvenience at all. |
| 4) I don't want you to be concerned . | Oh! It's my pleasure. |
| 5) I don't want you to worry. | I'm glad to be able to help you. |
| 6) Don't worry about me. | I'm more than willing to help. |

B2. Practice

B2.1 Speaking and writing practice : Supply the possible reply to the following statements.

1. I'm **afraid** I've **bothered** you a lot.
-

2. Sorry for having troubled you so much.

3. **Do** you **want** me to help you with the assignment?

4. You lost your dentures again mom.

5. Do you need any help?

6. Can I help you with anything?

7. Thanks for the offer. But I don't want to trouble you.

8. Thank you for the lecture notes. I really didn't want to bother you.

9. I was worried when I didn't see you at **home** by 6 o'clock.

10. Forgive me. I didn't mean **to** impose anything **on** you.

B2.2 Substitution Drills. Substitute the given words or phrases to the underlined words.

- | | |
|--|--------------------------|
| 1. Excuse me, am I <u>bothering</u> you? | Not at all. |
| troubling | It's all right |
| imposing on | Not at all. |
| disturbing | That's all right. |

2. I don't want to trouble you.

to **bother**

to disturb

to worry

3. I don't mean to worry you.

your mother.

your parents.

your brother.

B2.3 Sentence Practice. Right to left drills. Listen and repeat after the instructor.

1. I don't **want** to inconvenience you.

you.

to **inconvenience** you.

want to inconvenience you.

don't want to inconvenience you.

I **don't** want to inconvenience you.

2. That's very kind of you, but I think I can manage.

3. Thanks, but I don't want to trouble you.

4. I don't want to impose on you.

5. I'm afraid I've bothered you a lot.

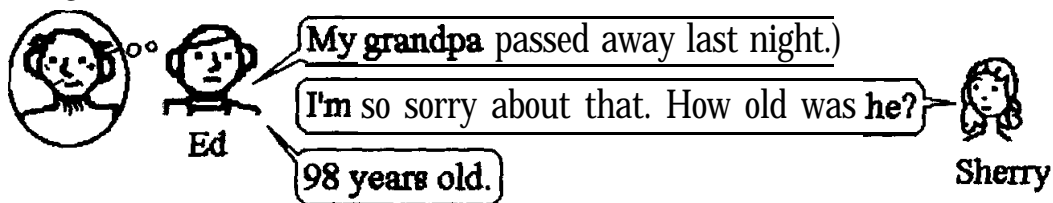
C. Expressing sympathy

Sympathy is a kind of feeling or understanding that we have for others, particularly for friends. **There** are two kinds, sympathy with regret and sympathy

with consolation. Students should learn how to use these expressions in daily conversation.

Cl. Presentation : **Sympathy with regret**

Dialogue 3 :



Cl.1 Check your *understanding*

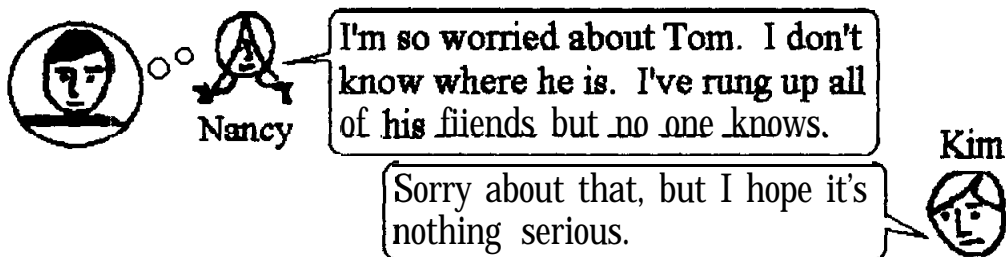
1. What was the bad news?

2. Who felt sorry for Ed?

3. What was a common question to be asked when you know that someone died?

4. How old was M's grandpa?

Dialogue 4 :



C1.2 Check your understanding

1. What causes Nancy to worry?

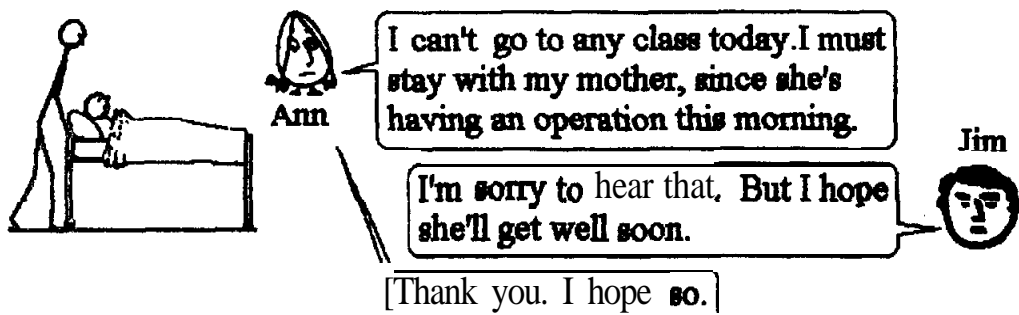
2. Can Nancy get in touch with Tom?

3. Did she call all of his friends?

4. Has she heard anything about Tom?

5. What did Kim say to her?

Dialogue 5 :



C1.3 Check your understanding

1. Who didn't attend class?

2. Why can't she?

3. What happens to her mother?

4. How does Jim feel?

5. What does Jii tell her?

Cl.4 **Key to your pronunciation**

Practice saying the following sentences showing sympathy with regret.

I'm ³so ²sorry about that. ₁

³Sorry about that, ₂ but I ³hope it's ²nothing ₁ serious.

³I'm ²sorry about that. ₂ But I ²hope she'll ³get ₂ well soon. ₁

Cl.5 **Explanation**

To show sympathy with regret, one might just say "I'm sorry." or he may say "I'm **sorry** about that.". The pronoun "that" refers to the topic being discussed. Sometimes, one might omit "I'm" and just say "**sorry** about that.". Moreover a statement of sympathy has been found to be with regret. Various forms of sympathy and regret are **summarized as** follows.

I'm sorry.

I'm sorry about that.

(I'm) **sorry** about + Noun

= (I'm) **sorry** about your **grandpa**.

I'm sorry that + Noun clause

= I'm sorry that your **grandpa** passed
away.

I'm sorry to hear that + Noun clause

= I'm sorry to hear that you mother has
been sick.

statement of sympathy +
statement of regret

= I'm sorry to hear that your mother has
been sick, but I hope it's nothing
serious.

= I'm sorry to hear **that** your mother has
been sick But I hope she'll get well
soon.

C2. Presentation : Sympathy with consolation

Dialogue 6 :



Kim

I'm sorry for being late. There was a leak in the radiator and the engine broke down. I had to pull in to a garage.

Nancy



It's all right. It wasn't your fault.

C2.1 *Check* your *understanding*.

1. Who came late?

2. Why did he come late?

3. What **caused** the engine break down?

4. What did he do with his car?

5. How did Nancy **feel**?

Dialogue 7 :



Bob

Have you got everything fixed for your trip?

Not quite. I have to confirm the hotel rooms in Seoul and Tokyo. Especially in Tokyo, it isn't easy at all to have a room reserved.



Ann

Take it easy. It'll be all right.

C2.2 *Check your understanding*

1. Who is planning to travel?

2. What is her destination?

3. Where will she stay?

4. Did she make any reservation for the room?

5. How does Bob feel?

C2.3 Key to your pronunciation

Statements of sympathy with **regret** has many **types** of a structural **patterns**. Some of them are similar to **warning**. "you" is omitted as understood. Consider some examples of **statements** of sympathy with consolation below.

$\overset{2}{\text{Take}} \overset{3}{\text{it/easy. It'll be all right.}}$
 $\overset{2}{\text{Don't worry. She'll be all right.}}$
 $\overset{2}{\text{It's all right. It wasn't your fault.}}$

C2.4 Explanations

Students should study the differences of the expression between sympathy with regret and sympathy with **consolation**. Both of them **are** summarized below.

Sympathy with regret	Sympathy with consolation
Sorry about that, but I hope it's nothing serious.	Take it easy. It'll be right.
I'm sorry to hear that, but I hope she'll get well soon.	It's all right. It wasn't you fault.
Possible replies	Possible replies
Thank you, I hope so.	That's very kind of you.
Thanks, I think so.	That's very kind of you to be concerned.

C3. Practice

C3.1 Speaking and writing exercises. What would you say if:

1. A friend of yours tells you **that** she failed EN 204.

2. You hear from your friend that she lost her beloved pet

3. You visit your friend who just had an operation.

4. One of your **friends** feels very upset about **her** students violating the law. He didn't **believe her** warning.

5. Your friend **owes** you **500 Baht** and she's still broke.

6. You meet your friend whose arm was broken.

7. A friend of yours tells you that a building in Egypt has collapsed and over a hundred people were killed.

8. Your **friend** tells you that she cannot attend the farewell party tonight because she'll have an exam tomorrow.

9. Your teacher tells you that she can not check your homework because of your **handwriting**.

10. You couldn't drive her to the airport because your **car** wouldn't start.

C3.2 Listening and speaking exercises.

C3.2.1 Substitution Drills. Substitute the **given** words or **phrases** to the **underlined** words.

1. I'm sorry to hear that.

so sorry

terribly sorry

awfully sorry

2. Sorry about that, but I hope it's nothing serious.

she'll get well soon.

she'll recover soon.

3. Don't worry; I'll take care of it.

it'll be **all** right.

it's not your fault.

take it easy.

C3.2.2 Sentence Practice. Right to left drills. Listen and repeat after the instructor.

1. **I'm** / sorry / to hear / that / your mother / **has been** sick.

has been sick.

your mother has **been** sick.

that your mother **has** been sick.

to hear that your mother has been sick.

sorry to hear that your mother has been sick.

I'm sorry to hear that your mother has been sick.

2. **I'm** / sorry / for being / late.

3. Sorry about that, / but I hope / it's / nothing / serious.

4. I've rung up / all his friends / but / no one / knows.

5. Don't / worry; / **it's** / not / your fault.

C3.2.3 Dictation. Listen to what your instructor says and then fill in the blanks.

1. Walking on the grass is _____

2. Would you like me to help you with _____ ?

3. I really don't want _____ on you.

4. I don't mean _____ on you,

5. **I** _____ all his friends but no one knows.

6. **I** _____ to hear that.

7. Have you got every-thing _____ for our trip?






8. It isn't easy at all to have a room reserved _____




9. It's all right. It wasn't your _____



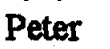
10. I hope it's _____ serious.




D. Application




D1. Supply the responses to the following contexts.


1.  I'm so **sorry** that I broke your ruler.
 Ed
Oh, that's all right. Don't worry about it. 
2.  I'm so **sorry** that I missed the party.
 Sam



3.  I'm terribly **sorry** that I hurt your feelings.
 Pat



4.  Thank you so much, but I don't **want** to impose on you.
 Peter



5.  That's very kind of you, but I think I can manage.
 Bob



6.  Sorry that I left without you yesterday.
 Sue



7.  Please don't worry about it.

Tom  _____


8.  Don't worry. I know you didn't mean it.

Mary _____ 


D2. Complete the dialogues below with the given words and phrases.



Dialogue 8 :

won't be / don't think / wants me / 're having / can / because

 We _____ a farewell party tonight. _____ you come?

Bob

 I _____ I can make it _____ Mrs. Johnson _____ to be her baby sitter.

Sally

Oh! I'm sorry that you _____ able to come.

Dialogue 9 :

so much / go to / at there / to help / something / to impose on
/ many things / an appointment / so busy



I'm _____ today. I've got _____
to do, going to the bank, then to the
post-office, a lecture at eleven,
_____ with the dean _____.



Can I do _____ for you?

Thank you _____. I don't want
_____ on you but just _____
the post-office for me, will you?

Not at all. I'm glad to be
able _____ you.

Dialogue 10 :

**anyway / to be concerned / Please / a good care of / Don't /
 tomorrow / your health / look after / eating / warm**

Mrs. Smith Are you going camping _____?

Tom Yes, mom. I'll be away for a week. _____ I don't **want** you _____ too much.

Mrs. Smith [I'm only concerned about _____.]

Tom _____ **don't** worry. I'll _____ myself the very best.

Mrs. Smith Take _____ yourself. _____ stay up late. Wash your hands before _____. Keep _____ at night.

Tom **Mother!**

D3. State the functions of the following statements.

Function

- | | |
|---|-----------------------------------|
| 1. Not at all. I'm glad to be able to help you. | Reply to a consideration
_____ |
| 2. I don't think I can make it. | _____ |
| 3. I don't want you to be concerned. | _____ |
| 4. Take a good care of yourself. | _____ |
| 5. Can I do something for you? | _____ |
| 6. I don't want to impose on you. | _____ |
| 7. Can you come? | _____ |

8. I'm sorry that I won't be able to come.

9. Don't stay up late.

10. Go to the post office for me, will you?
