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 it easy.
Mini-talk 5:

Take care of yourself. Goodbye.

Mini-talk 6:

Behave yourself. Otherwise no one will love you.

Mini-talk 7:

Keep out of here. It's dangerous.

Mini-talk 8:

Walking on the grass is prohibited. You might be fined $100 or more.

A1.1 Key to your pronunciation

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

3 Be careful!

3 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**

```
3. Watch your step.
3. Don't work too hard.
3. Take care of yourself.
3. Walking on the grass is prohibited.
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**Intonation pattern 2-3-4**

```
3. Watch & & .
3. Don't work too hard.
3. Take care of yourself.
3. 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.

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

**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:

Tom: Would you like me to help you with decorating?
Sally: Thanks, Tom, but I don't want to trouble you.
Tom: No trouble at all.

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:

Ann: When are you moving out of here?
Mike: This coming Saturday.
Ann: Good. Ed and I will help you with the moving.
Mike: That's very kind of you, but I think I can manage.
Ann: Are you sure? We're more than willing to help.

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).

\[
\text{That's very kind of you, but I think I can manage.}
\]

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.

\[
\text{That's very kind of you, but I think I can manage.}
\]

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.

\[
\text{Thanks, Tom, but I don’t want to trouble you.}
\]

**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.

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Possible replies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I don’t want to bother you</td>
<td>It’s no bother at all.</td>
</tr>
<tr>
<td>2) I don’t want to impose on you.</td>
<td>You’re not imposing at all,</td>
</tr>
<tr>
<td>3) I don’t want to <strong>inconvenience</strong> you</td>
<td><strong>It’s no inconvenience</strong> at all.</td>
</tr>
<tr>
<td>4) I don’t want you to <strong>be concerned</strong>.</td>
<td>Oh! <strong>It’s</strong> my pleasure.</td>
</tr>
<tr>
<td>5) I don’t want you to worry.</td>
<td>I’m glad to be able to help you.</td>
</tr>
<tr>
<td>6) Don’t worry about me.</td>
<td><strong>I’m</strong> more than willing to help.</td>
</tr>
</tbody>
</table>

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. Sony 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 nodes. 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 **bothering** you? Not at all.
   
   troubling  
   
   imposing **on**  
   
   disturbing  
   
   It’s all right
   
   Not at all.
   
   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.
   
   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:**

My grandpa passed away last night.)

I'm so sorry about that. How old was he?

98 years old.

Sherry

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:**

I'm so worried about Tom. I don't know where he is. I've rung up all of his friends but no one knows.

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

Kim
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:

I can't go to any class today. I must stay with my mother, since she's having an operation this morning.

Jim

I'm sorry to hear that, But I hope she'll get well soon.

Ann

[Thank you. I hope so.]

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?

**C1.4 Key to your pronunciation**

Practice saying the following sentences showing sympathy with regret.

- I'm so sorry about that.
- Sorry about that, but I hope it's nothing serious.
- I'm sorry about that. But I hope she'll get well soon.

**C1.5 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 that + Noun clause

I'm sorry to hear that + Noun clause

statement of sympathy + statement of regret

= (I'm) sorry about your grandpa.

= I'm sorry that your grandpa passed away.

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

= 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:

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.

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:**

**Ann:** Have you got everything fixed for your trip?

**Bob:** 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.

- Take it easy. It'll be all right.
- Don't worry. She'll be all right.
- 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.

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

   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. Ed: I'm so sorry that I broke your ruler.
   You: Oh, that's all right. Don't worry about it.

2. Sam: I'm so sorry that I missed the party.
   You: ____________________________

3. Pat: I'm terribly sorry that I hurt your feelings.
   You: ____________________________

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

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

6. Sue: Sorry that I left without you yesterday.
   You: ____________________________
7. **Tom**

> Please don't worry about it.

**You**

8. **Mary**

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

**You**

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

**Dialogue 8:**

- We ______ a farewell party tonight. ______ you come?

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

- Oh! I'm sorry that you ______ able to come.
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:**

Mrs. Smith: Are you going camping?

Tom: Yes, mom. I'll be away for a week.

I don't want you too much.

I'm only concerned about ________

Don't worry. I'll myself the very best.

Take ________ yourself. ________ stay up late. Wash your hands before ________. Keep ________ at night.

Mother!

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**D3. State** the functions of the following statements.

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

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?

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**Function**  
Reply to a consideration
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?