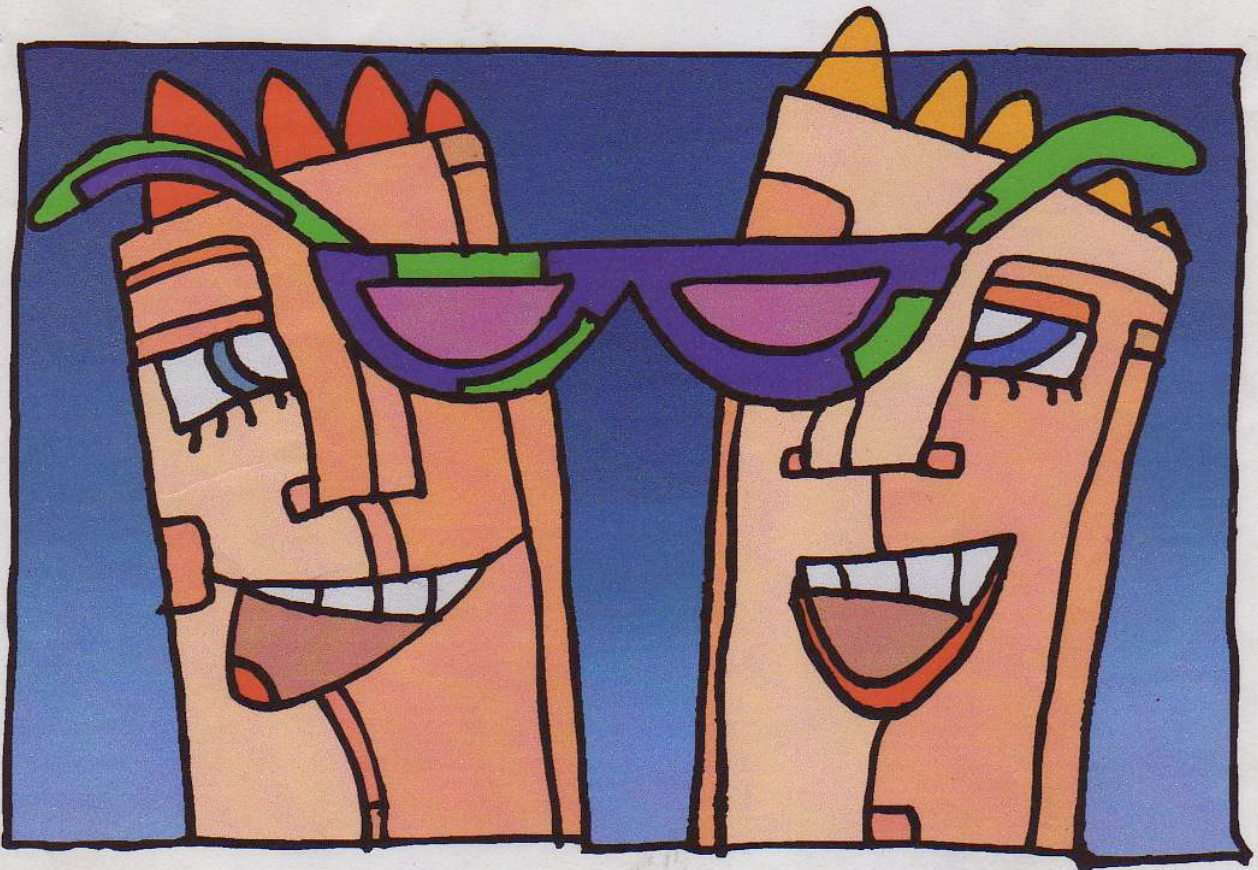


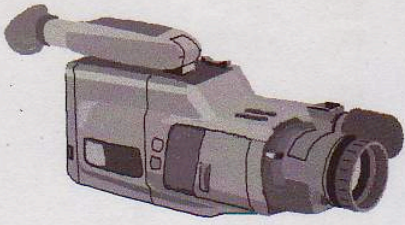
***Your Turn***

***at Talk***



*by*  
***Donald Glenn Carroll***





**Unit 1:**  
***Openings & Closings***



AP 1

Adjacency Pair

1PP: Greeting

2PP: Greeting



The greeting/greeting pair is the first step in starting a conversation. A poorly done greeting can get the whole conversation off on the wrong foot.

A: Hi↑  
B: Hi↓

A: Hello↑  
B: Hi↓

A: Hi↑  
B: Hello↓

A: Hello↑  
B: Hello↓

In face-to-face conversations, greetings might be done *non-verbally* ("without talking"):

A: Hi↑  
B: ((smiles and waves))

A: Hey!  
B: ((raises chin once))

A: ((makes eye contact and raises chin once)) Howz it going?  
B: ((returns chin rise))

Greetings are frequently combined with one of the following:

Howz it goin?	OK / Fine*
How are ya?	OK / Fine
Howya going? (Australian)	OK / Fine
What's up?	Nothin much*
What's happening?	Nothin much

When someone says "OK" or "Fine" they are just telling you that there isn't any particularly important news that they wish to tell you at this time (see "Telling News").

A: Howz it goin?  
B: Not so good.  
A: Oh? What's wrong?

A: Howz it goin?  
B: Great!  
A: Really? What's up?



Americans frequently do a greeting and a "how are you" *without* stopping to actually have a conversation. Many people from other countries find this strange and perhaps even rude!



AP 2

Adjacency Pair

1PP: Summons

2PP: Reply



A conversation often begins with a summons and reply sequence. In a face-to-face situation we first need to get the attention of the person we will talk to. On the telephone, it is the ringing of the telephone that gets their attention.

A: Jimmy!

B: ↑COMing

• ((phone rings))

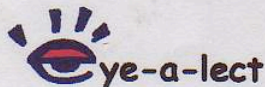
B: Hello:?

• ((phone rings))

B: National Electronics (please hold...)  
Hello:?

A: 'Scuse me

B: (Justa minute) Yes?



'Scuse me = Excuse me Justa minute = Just a ("Please wait a moment")



Ever wonder why you sometimes wait 2-3 rings to answer the phone even when you're right next to it? This tells the caller everything is normal. If you answer too quickly or too slowly, the caller may change the way he or she does the opening.

((1 ring))

A: Hello:?

B: Oh! Where you right by the phone?

A: Um, yeah...

((8 rings))

A: Hello:?

B: (Sorry to bother you) Did I wake you up?

A: What? (.) uh, no, no I was just...



Telephone openings vary slightly from culture to culture. English speakers usually just respond with "hello:?" and expect the caller to recognize their voice. In Japanese and Dutch telephone openings, on the other hand, people typically answer the phone by telling their name:

JAPANESE

((ring, ring))

A: moshi moshi Tanaka desu.  
("This is Tanaka")

DUTCH

((ring, ring))

A: met Catherine?  
("with Catherine")

English speakers also sometimes "self-identify": "Hello? Ms. Davis speaking."



# Telephone Openings/Closings — Friend to Friend



((The Opening - phone rings))

Aki: Hello:↑  
Ben: It's Ben.  
Aki: Oh! Hi↑  
Ben: Hi↓ How'z it goin'  
Aki: OK

---

((The Reason for the call))

Ben: (Hey), the reason I called is↑ [d'ya've a CD player?]

---

((The Conversation))

Aki: Yeah, Why?  
Ben: **Could I borrow it** [jus' until t'morrow?  
Aki: [Sure, no problem.  
Ben: Thanks a million! I'll come by to pick it up / right away.

---

((The Closing))

Aki: OK  
Ben: OK  
Aki: [Bye  
Ben: [Bye ((They hang up the phone — possibly at the same time))

**PRACTICE — STEP 1:** Write down 2 things you would like to borrow.

1. \_\_\_\_\_
2. \_\_\_\_\_

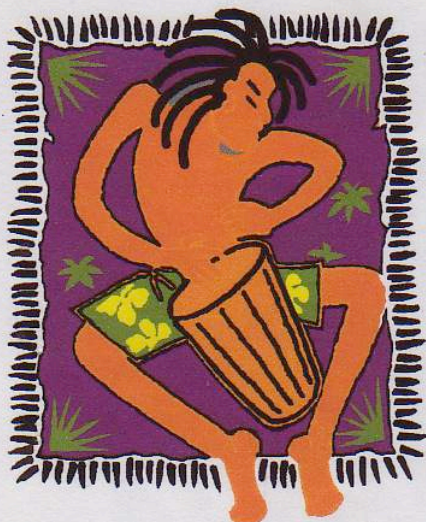


**PRACTICE — STEP 2:** Sit back-to-back with your conversation partner. Pretend you are calling on the phone to borrow the things you wrote down.



“Hello:↑” is NOT a greeting! It sounds different. This is just the normal way to answer the phone in English.





## Yabadiwaz...Cool!

English is often a very musical sounding language. There are two good reasons for this:

- 1) intonation
- 2) stress

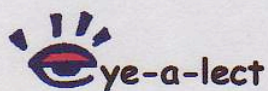
Intonation is like the tune or melody of a song. Stress is like the drum beat or rhythm. Here are a few of the basic English “drum patterns”: Go for it!

Thank you for the gift.  
Thank you very much.  
It was really neat.  
It was really great.  
Thank you very much.


Ya wanna go?  
Ya wanna stay?  
Maybe not?  
Maybe so.

No!  
No way!  
No way Jose!

Sure.  
Sure thing.  
Fer sure. No problem.



How'dya = How did you    Ih w'z = It was    Yabadiw'z = Yeah, but it was

 Learning to use the “eye-a-lect” chunks presented throughout “Your Turn at Talk” will help you speak faster and with more natural intonation and rhythm. For more on “eye-a-lect” see the “Eye-a-lect” glossary at the end of the book.



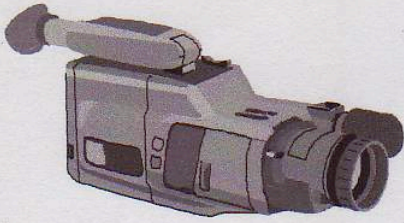
In pairs try repeating the mini-dialogue below. Work on keeping the intonation and the rhythm natural sounding.

A: How'dya like the **show**?  
B: Ih w'z really **good**.  
A: Yabadiw'z **long**.



**WARNING!** Speaking with relatively “flat” intonation and with a regular “beat” might cause English speakers to stereotype you as a boring and/or passive person.





## **Unit 2:**

**Invitation** →

**Accept/Reject**



AP 3

Adjacency Pair

1PP: Invite/offer

2PP: Accept (preferred)

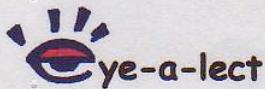
Wanna?

A: (D'ya) wanna go / with Noriko 'n me<sup>1</sup> / tuh the store?=  
B: =SURE! When?

A: (Wouldya) like tuh / go-du-a movie?=  
B: =Uh-HUH! Sounds good.

A: (D'ya) feel like / going out f'r lunch?=  
B: =Sure. Why not.

A: How 'bout s'm coffee?=<sup>2</sup>  
B: =Yeah. That'd be great



D'ya = Do you

Wouldya = Would you

How 'bout = How about

That'd = That would

go-du-a = go to a

wanna = want to

tuh = to

'n = and

s'm = some



PAIRWORK: Practice inviting your partner to do the following things. Your partner should accept your invitation immediately.



go dancing



go out tuh eat



get s'm coffee



listen tuh s'm music / go tuh a jazz club



see a movie / go see "The Titanic"



<sup>1</sup> Noriko 'n me = me 'n Noriko

me 'n my friends = my friends 'n me

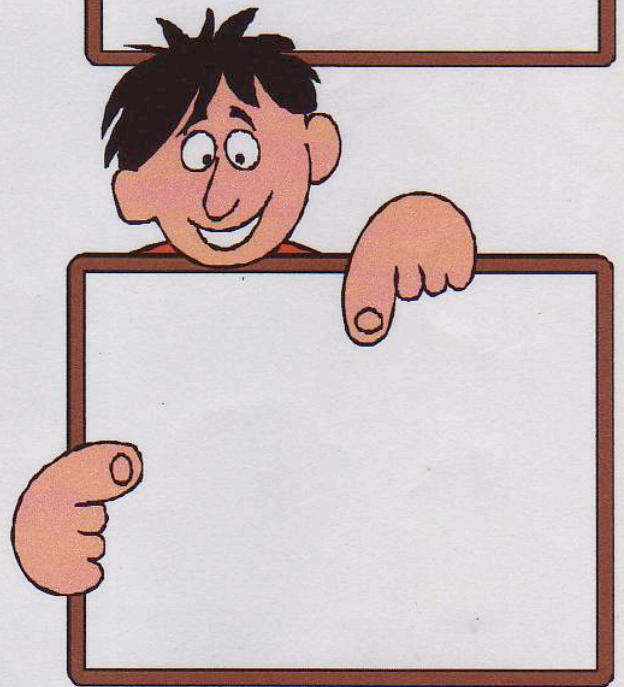
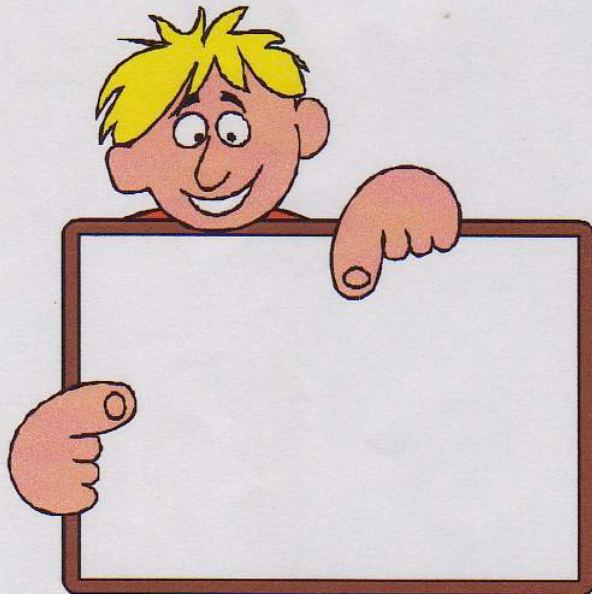
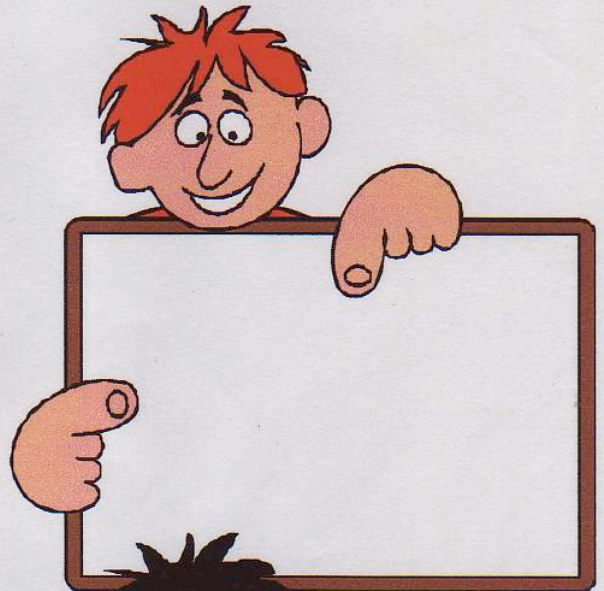
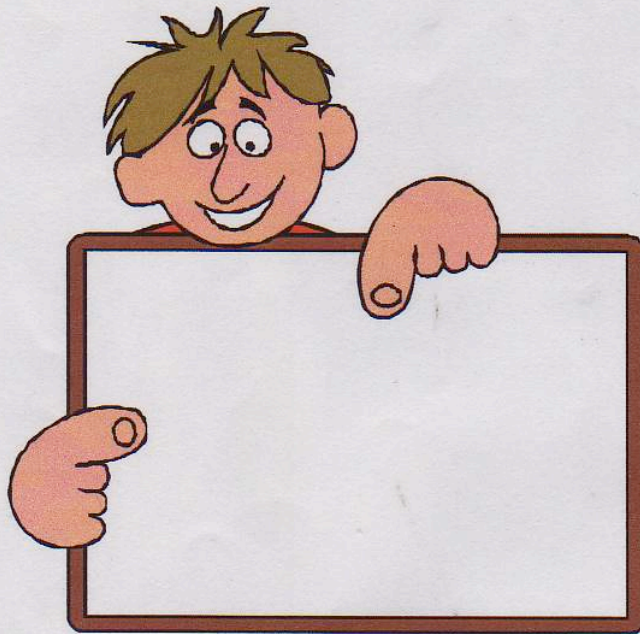
<sup>2</sup> This can also be a "request" as in:

A: "How 'bout some coffee?" B: "Black or with cream?"





Draw four activities that you would like to invite someone to do with you.



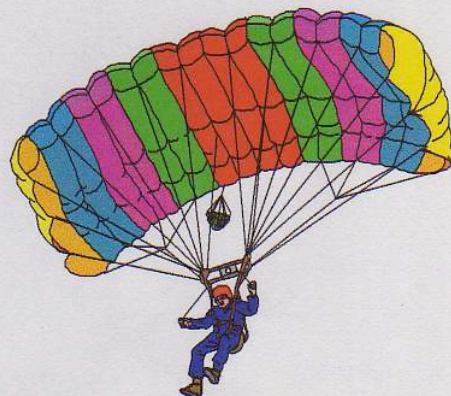
**GROUP WORK:** Walk around the class. Invite as many people as possible to do these activities with you.



*Ya wanna...*

*Wouldya like tuh...*

*D'ya feel like...(V+ing)*



- have a picnic on the beach?
- go **fer** a drive?
- go **da** Reoma World?
- take a drive through the mountains?
- go see the Mr. Children concert in Osaka?
- get **somp'n tuh** eat at MOS Burger?
- get **s'm** ice cream?
- go with me **t'** Australia this summer?
- take the dog **fer** a walk?
- go **du-a** movie Friday night?
- go jogging with me **'n s'm** friends?
- go **du-a** karaoke bar?
- play tennis **t'morrow** afternoon?
- take a trip **t'** Tokushima?
- try surfing? I **'ave** a friend who **cun** show us.
- play softball with the school team on Sunday?
- meet me **'n** my friend at the beach **fer** a picnic?
- hike up Mt. Ishizuchi next weekend?
- come **tuh** my birthday party?
- go window-shopping\* at Saty?
- take a ride on my motorcycle?
- go **fer** a walk somewhere?
- go backpacking around Nagano?
- come over **tuh** my house **fer** tea?
- go see the new James Bond movie?
- go **t'** Takamatsu **tuh** look for shoes?
- get **s'm** ramen, or **somp'm**?
- get **somp'm tuh** eat?
- go fishing at Manno Lake
- go **fer** a walk around town?
- go swimming after classes on Thursday?
- go with me **t'** my friend's house **fer** dinner?
- come over **tuh** eat Tuesday evening?
- have **s'm** cake?
- go **du-tha** bookstore?
- come over and **jus'** talk tonight?
- listen to **s'm** music at my place?
- practice talking English **t'gether**?
- sleep over at my house?
- take a trip **tuh** Spain this summer?
- check out the clothing sales in Takamatsu?
- go camping down by Kochi someplace?



AP 3

Adjacency Pair

1PP: Invite/offer

2PP: Reject (dispreferred)

Wanna?

When people refuse an invitation they usually do not just say “no”. Instead they use a number of “warnings” such as pauses, hesitations, delays, and excuses which tell their partner that they are planning to reject.

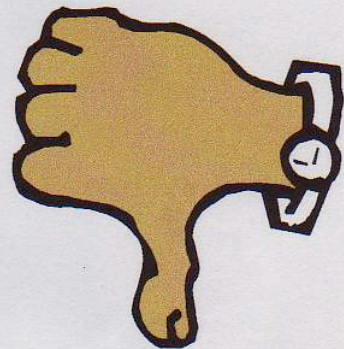
A: (Wouldya) like tuh come over tuh my house?

(...)

B: I'd like to but...um...I'm sorta busy

(.)

I hafta study fer an exam.



A: How 'bout goin' tuh:: movie on Saturday↓

(...)

B: um... I dunno... on Saturday↑...well...

A: (D'ya) wanna go with me tuh the store?

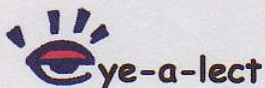
(...)

B: Um...tha' sounds fun but...well...I gotta work.

((dealing with rejection — closing))

A: Well...maybe some other time.

B: Yeah...maybe some other time.



Tha' = that  
gotta = (have) got to  
dunno = don't know

tuh = to  
sorta = sort of  
goin' = going

hafta = have to  
fer = for  
'at'ud = that would



Invite your partner to do the following things. Refuse in the manner demonstrated in the mini-dialogues above, i.e. include pauses, hesitations, delays and excuses.



When English speakers say things like “maybe some other time.” this is just a polite way of either rejecting or responding to a rejection. It *does not* usually mean, you really **WILL** get together some other time. In Japanese this sort of thing is sometimes called “tatamae”.



# Preferred vs. Dispreferred

## Dispreferred talk

When someone invites us to do something (“Wanna come to my house?”), we don’t just say “NO”. Let’s compare the language of the following *accepting turns* with the language of *refusing turns*.

### Accepting turns (Preferred)

- B: =SURE!  
 B: =Uh-HUH! Sounds good.  
 B: =Yeah. Why not.  
 B: ='at'ud be great

### Refusing turns (Dispreferred)

(0.3)  
 B: Um (.) tha' sounds fun but (.) well(.) I gotta work.

(0.6)  
 B: Well (.) I'd rilly like to but (.) um (.) I'm sorta busy (.)  
 I hafta study fer an exam (.) so um:: I guess not.

(0.4)  
 B: um:... I dunno... on Saturday<sup>↑</sup>...well...

(0.7)  
 B: Um::...Dancing?  
 A: **Mm-hm like maybe next weekend.**  
 (0.2)  
 Ahh (.) next weekend (.) well (.) um (.) sounds fun but (.)=  
 =um:: I'm sorta busy (.) I hafta s'm stuff tuh do.



Compare the preferred talk with the dispreferred talk. Then with your partner circle the answer to the following questions based on your observations:

- |  |           |              |
|--|-----------|--------------|
| 1. Which is longer or uses “more” language?                      | Preferred | Dispreferred |
| 2. Which often comes after a pause (“silence”)?                  | Preferred | Dispreferred |
| 3. Which one frequently uses “well”?                             | Preferred | Dispreferred |
| 4. Which one often includes “reasons” or “excuses”?              | Preferred | Dispreferred |
| 5. Which one sometimes repeats words?                            | Preferred | Dispreferred |
| 6. Which uses <i>softening</i> words like “sorta” and “I guess”? | Preferred | Dispreferred |
| 7. Which can include delaying words like “um” and “I dunno”?     | Preferred | Dispreferred |
| 8. Do speakers organize dispreferred talk in a special way?      | NO        | YES          |



How do you form “dispreferred” responses *in your language*? Do you also pause before responding? Do you use words like “well...”

- A: Wanna come over Saturday?  
 B: ((WHAT WOULD YOU SAY?))



PS 1

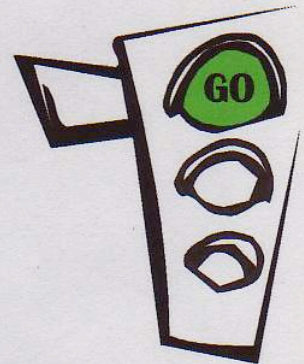
Pre-sequence

-2: Pre-invitation

-1: "Go ahead"

1PP: Invite

2pp: Accept



A pre-invitation checks whether or not an invitation is welcome. That is to say, it checks whether the person will probably say "yes" to the invitation.

A: Whaddaya doin' tonight?

B: Nothin' much

A: Feel like goin' out tuh eat?

B: Sure! Where?

A: Ya busy Friday ev'ning?

B: (No) no' rilly. Why?

A: Wouldya like tuh come to a party?

B: Yeah, tha' sounds great.

A: D'ya've a tennis raquet?

B: Uh-Huh. How come?

A: Wanna play sometime?

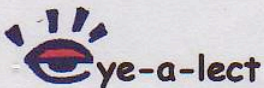
B: Yeah, sure. When?

A: D'ya like horror movies?

B: Sure!

A: There's a great one on TV next Friday, wanna come over?

B: Sure, why not.



Whaddaya = What are you  
ev'ning = evening

doin' = doing  
no' rilly = not really

nothin' = nothing  
D'ya've = Do you have a



Use pre-invitations before inviting ("wanna...", "wouldya like tuh...") your partner to do the following activities.

- have a picnic?
- go **du-a** movie?
- take a trip **t'** LA?
- go window-shopping?
- go **fer** a walk somewhere?
- go **fer** a drive?
- go jogging?
- play softball?
- go **fer** a walk?
- go swimming?
- get **somp'n tuh** eat?
- play tennis?
- come **tuh** my party?
- come over **tuh** my house?
- listen to **s'm** music?



PS 1

Pre-sequence

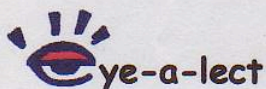
-2: Pre-invitation

-1: "Blocking" move



A "pre-invitation" checks if an invitation is, in fact, welcome. If the invitation is welcome, the person will typically respond with a "go ahead" move. On the other hand, if an invitation is not welcome, that person may respond with a "blocking" move.

- A: Whaddaya doin' t'night?  
B: I gotta a ton o' homework
- A: Ya busy on Sunday?  
B: I'm gonna be studying.
- A: Got anything planned f'r next Friday?  
B: Actually, I was gonna get some stuff done around the house.
- A: Have any plans f'r this ev'ning?  
B: I've gotta work. (I hafta work.)



I gotta = I've got to  
t'night = tonight

a ton o' = a ton of ("a lot")  
ya = you

gonna = going to  
f'r = for



Practice blocking the pre-invitations of your partner. You can use the following patterns:

- Speaker A: Ya busy...?  
Got anything planned for...?  
Have any plans for...?  
Whaddaya doing ["on Sunday", "at 3:00", "next Monday", etc.]  
Ya doin' anything...?

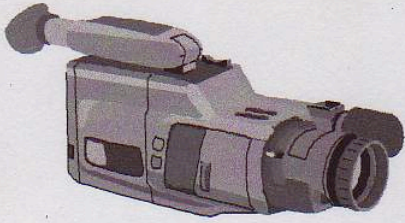
- Speakers B: I'm V+ing...  
I hafta V...  
I gotta V...  
I was going to V...

- ex. I'm working...  
ex. I hafta go to the library...  
ex. I gotta do some stuff...  
ex. I was going to study...



In all of these examples, speaker B is giving a strong warning that an invitation is unwelcome, in other words, that an invitation will be rejected. Generally, people work together in conversation to avoid rejecting invitations since rejecting an invitation can be embarrassing for both people.





**Unit 3:**

**Request** →

**Grant/Refuse**





So how can you respond to “blocking” moves? What can come next in the conversation? Here are several possibilities:

1. Go ahead with the invitation.
2. Mention your plans.
3. Change the topic.

**1. Go ahead with the invitation...**  
**...(but it MAY BE REJECTED!!!)**

A: Got anything planned for next Friday?  
B: Actually, I was gonna get some stuff done around the house.  
A: *Wanna go to the movies?*  
(...)  
B: *Um... well...I guess not.*

**2. Mention your plans...**  
**...(the other person MIGHT change his or her mind.)**

A: Whaddaya doin' tonight?  
B: I gotta a ton o' homework  
A: *mm. Noriko 'n me were thinkin o' goin' tuh the store?*  
B: *Really? Which store?*

**3. Change the topic...**  
**...(this could be less embarrassing for both of you!)**

A: Have any plans this ev'ning?  
B: I hafta work.  
A: *Oh. What time d'ya get off?*  
or  
A: *Oh! That reminds me...Junko went for a job interview the=  
=other day.*



Practice responding to blocking moves by either mentioning your plans or changing the topic.

**Mentioning plans:** Oh. I was thinking of V+ing... ex. ...of going to the movies.  
Oh. I was going to V... ex. ...to take a drive.  
Oh. I'm V+ing... ex. ...I'm playing volleyball...

**Changing the topic:** Oh. That reminds me...[tell news]  
Oh. By the way... [tell news]  
Oh. Thinking of [old topic]..., [related topic]



**AP 4**

**Adjacency Pair**

**1PP: Request**

**2PP: Grant (preferred)**



A request is when you ask someone to help you or to do something for you, for example if you want someone to lend you something.



**A:** *Couldya show me how tuh work this thing?*  
**B:** *SURE! No problem.*

**A:** *Wouldya mind handing<sup>1</sup> me that bowl?*  
**B:** *Nodadall. Here.*

**A:** *Can ya come by tomorrow [at six?*  
**B:** *[OK. Sure thing.*

**A:** *Couldya gimme that thing over there?*  
**B:** *This?*  
**A:** *Uh-HUH.*  
**B:** *Here(ya go).*



Notice that positive (“yes”) responses to requests are typically very short and simple and that there are no pauses. There might even be a small amount of “overlap”. Try making suitable requests for the following situations:

<i>SITUATION</i>	<i>WRITE YOUR REQUEST HERE!</i>
You bought a new camera but you can't figure out how it works. Ask someone to come over and show you how it works.	Couldya _____.
You need to type a paper for one of your classes but you don't have a word-processor. Ask someone to lend you theirs.	Wouldya _____.
You are going to move to a new apartment next Sunday. Ask someone to help you move.	Couldya _____.
You don't understand the assignment for a class. Ask the professor to explain it.	Wouldya mind _____.



<sup>1</sup> “Wouldya mind handing me...” is slightly more formal/polite than “Wouldya hand me...” Informal language is often used for small favors like “Can I borrow your pen.” For bigger favors, like “Would you mind if I borrowed your car tommorow.”, more formal language is common.



AP 4

Adjacency Pair

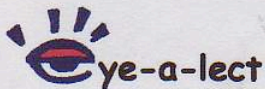
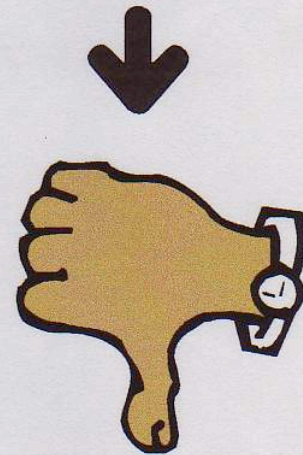
1PP: Request

2PP: Refuse (dispreferred)



It is embarrassing to refuse a request. For this reason, speakers frequently try to avoid refusing in a direct way

- A: I can' figure this out. Couldya explain=  
=how this thing works?  
(...)
- B: Now?
- A: Uh-HUH.
- B: ...Um...well... I'm kinda busy right now...
- A: Oh...well maybe later then...
- A: Wouldya mind lending me your camera?  
(...)
- B: ...er...my camera? um I dunno, I feel kinda funny... um...
- A: uh...Never mind, it's no big deal.
- A: Couldya help me with this?  
(...)
- B: Um...I'm afraid..well...I gotta lotta stuff I oughta get done.
- A: um..well don' worry 'bout it. I c'n ask someone else...



Nodadall = Not at all

I gotta lotta = I've got a lot of

'bout = about

c'n = can

gimme = give me

oughta = ought to

ih's = it's

can' = can't

lemme = let me

dunno = don't know

don' = don't



Instead of "saying no" directly, speakers prefer to warn their partners by responding with pauses (...), delays (e.g. "I dunno"), excuses (e.g. "I'm kinda busy..."), repetitions (e.g. "My camera?") and/or questioning sequences (e.g. "Now?")



Now walk around the class, open a conversation (do you re member how?) and using a pre-request try to find someone who is willing to help you. Some people will give you a "go ahead" but others will make a "blocking move".



PS 2

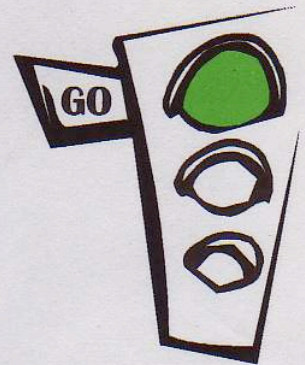
Pre-sequence

Pre-request

"Go ahead"

1PP: Request

2PP: Grant



Pre-requests are like pre-invitations. A pre-request checks to see if the other person will "probably" say yes to a request. If the other person gives a "go ahead" to the pre-request, he or she will probably say yes to the request.

A: Whaddaya gonna be doing Saturday morning?

B: Nothin' much

A: Couldya help me move to my new apartment.

B: Yeah. No problem.

A: You went to Tokyo last year, didn'tchu?

B: Uh-huh, why?

A: What w'z the name of the hotel you stayed at?

B: Uh...let's see, I think it w'z called the "Tokyo Business Hotel".

A: You know about {the internet}, don'tchu?

B: Yeah, I guess.

A: Couldya show me how duh use the internet? Sometime?

B: OK.

A: D'ya know how duh get to Marie's house?

B: Yeah, basically, I guess so.

A: Could I get'chu to gimme a ride over there this afternoon?

B: OK

A: You play the guitar, right?

B: Uh-huh.

A: Where can I get some guitar strings?

B: There's a shop by the train station.



Try making your own pre-requests in the following request sequences.

A: \_\_\_\_\_

B: \_\_\_\_\_

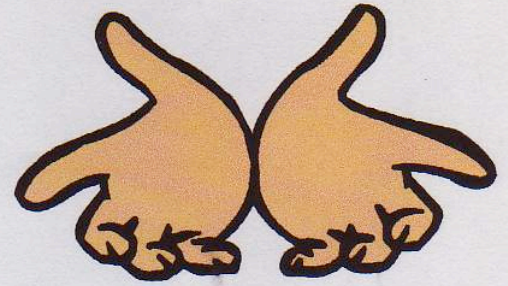
A: Could you show me how to use email?

A: \_\_\_\_\_

B: \_\_\_\_\_

A: Could you come by my office around 3:00?





Frequently after hearing a pre-request, the other person, instead of waiting for the request, will simply "go ahead" and offer to do or give the thing that he or she thinks was going to be requested.

A: D'ya'av a pen?

B: Here.

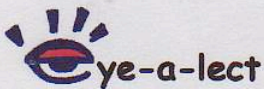
A: Thanks.

B: No problem

A: Ya busy after class?

B: You wan' me to help'ya with your homework?

A: That'd be great. Thanks.



gonna = going to  
s'pposed tuh = supposed to  
help'ya = help you

D'ya'av = Do you have  
don'tchu = don't you

wan' me = want me  
sorta = sort of

Look at each of the following mini-dialogues.

→ A: Do you have a pencil?  
B: Sure. Why?  
A: \_\_\_\_\_

- go ahead  
 blocking move  
 preemptive offer

→ A: Do you have a pencil?  
B: Sure. Here.  
A: \_\_\_\_\_

- go ahead  
 blocking move  
 preemptive offer

→ A: Do you have a pencil?  
B: Yeah but I only have one.  
A: \_\_\_\_\_

- go ahead  
 blocking move  
 preemptive offer

1) What kind of "move" does B do in response to A's pre-request?

2) How do you think A should respond to B's turn? Write the response in the space.

- Oh, never mind.
- Thanks.
- Can I borrow it for a minute?



## PS 2

## Pre-sequence

## Pre-request

## "Blocking move"



A pre-request checks to see if the other person will "probably" say yes to a request. If the other person responds to the pre-request with a "blocking move" It might be better to avoid, or at least postpone, making the request.

**A:** Whaddaya gonna be doing Saturday morning?

**B:** I've gotta work.

**A:** Oh.

**A:** Ya busy this afternoon?

**B:** Yeah sorta...I'm s'pposed tuh meet with my study group.

**A:** Oh. I was hoping you could help me with my car.

**A:** You know about {computers}, don'tchu?

**B:** Uh:: not very much.

**A:** Yeah but, you do have one at home, right?

**A:** D'ya know how duh get t' Maria's house?

**B:** Uh:: not rilly.

**A:** Oh. I was hoping you could gimme a ride.

**A:** You went to Tokyo last year, didn'tchu?

**B:** Yeah, but...

Blocking strategies: ("I'm a little busy...")

- |                       |                                  |
|-----------------------|----------------------------------|
| • I'm V+ing...        | ex. I'm working...               |
| • I hafta V...        | ex. I hafta go to the library... |
| • I gotta V...        | ex. I gotta do some stuff...     |
| • I was going to V... | ex. I was going to study...      |



In pairs, practice making pre-requests and then offering "Go aheads" or "blocking moves."



# What would you do?

1. You don't have a pen.

Ask for help: \_\_\_\_\_.

2. You forgot your dictionary at home.

Ask for help: \_\_\_\_\_.

3. You don't have enough money for lunch.

Ask for help: \_\_\_\_\_.

4. You lost your keys.

Ask for help: \_\_\_\_\_.

5. You don't know where the post office is.

Ask for help: \_\_\_\_\_.

6. You need to get to a party at your professor's house.

Ask for help: \_\_\_\_\_.

7. You want to bake a cake but you don't have any sugar.

Ask for help: \_\_\_\_\_.

8. You don't know how to work your new MD player.

Ask for help: \_\_\_\_\_.

9. Your computer isn't working properly.

Ask for help: \_\_\_\_\_.

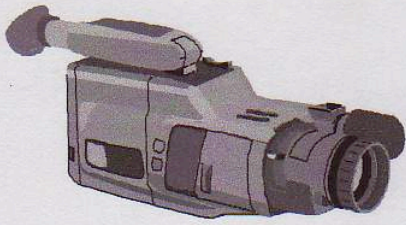
10. You can't understand the teacher's class assignment.

Ask for help: \_\_\_\_\_.

11. You need to move a large bookshelf but it is too heavy to lift by yourself.

Ask for help: \_\_\_\_\_.





**Unit 4:**

**Assessment →**

**Agree/Disagree**



AP 5

Adjacency Pair

1PP: Assess

2PP: Agree (preferred)

I totally agree!

In conversation we frequently say things like "The weather's fantastic." and "I hate tuna pizza." and "It was awful." That is to say, we make assessments. And when someone makes an assessment, one relevant next thing to do is agree by making a similar assessment (a "second" assessment). For example, if you say "I hate tuna pizza.", I could agree by saying "Yeah, it's really awful."

"Upgrades agreement" - This is one way to show strong agreement.

A: He seems like a nice guy.  
B: (Yeah) really nice.

A: ih w'z an interesting place.  
B: Very interesting!

A: He w'z rilly helpful.  
B: Extremely helpful.



COOL!  
WAY COOL, DUDE!!!

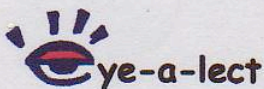
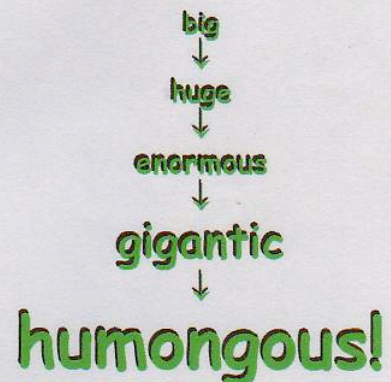
Another way to do an "upgrade" is to choose a "stronger" word.

A: The food w'z preddy good.  
B: (Yeah) ih w'z delicious.

A: Nice restaurant, wasn' it.  
B: (Uh huh) great.

A: She'z beautiful.  
B: (Oh) she'z gorgeous.

A: Tha' w'z a good movie.  
B: (Mm hmm) ih w'z fantastic.



wasn' = wasn't  
She'z = She was

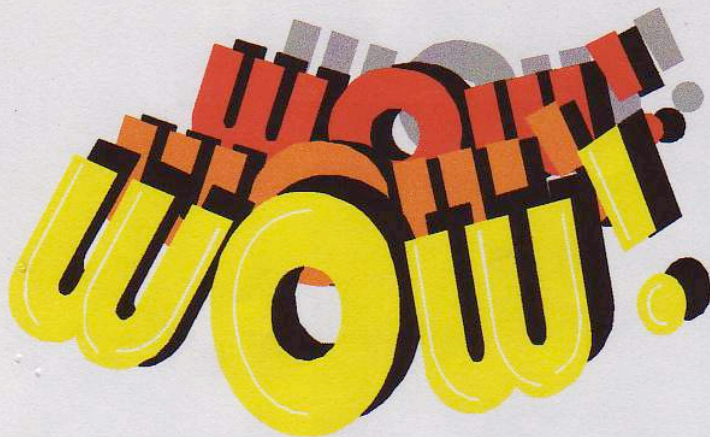
ih w'z = it was  
preddy = pretty

Tha' = That  
rilly = really



Students are often taught to "agree" by saying things like "I agree.", "I think so too", "That is right." But these are all much too formal for use in casual conversation. Instead you should just make a second "agreeing" comment.





## Share the experience!

English speakers love to say what they think about things around them. Commenting on “shared” experience is a great way to start a conversation or to keep it going.

1

ih's (it's)  
s/he's  
they're  
this is  
ih was  
s/he was  
they were  
tha' was

+

### ADJECTIVE

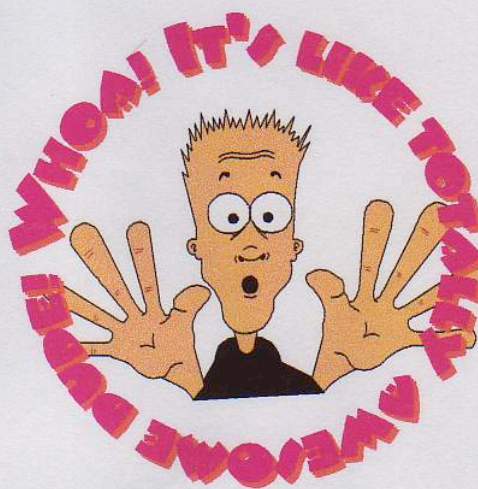
wonderful  
fantastic  
great  
cool  
nice  
awful  
terrible

A: He's great!

B: He sure is!

A: It's wonderful, isn't it.

B: Oh, it's really fantastic.



2

What a ..

nice  
great  
friendly  
awful  
easy

+

song!  
restaurant!  
person!  
movie!  
exam!

A: What a scary movie!

B: It really was, wasn't it.

A: What a wonderful party!

B: mmmm, really fantastic.

3

ih looks  
s/he looks  
they look  
this looks

(really)

wonderful  
fantastic  
strange  
terrible

A: It looks great!

B: Yeah really fantastic.



English speakers don't usually say things like “I'm happy” or “I'm sad.” Instead, they make impersonal comments like “This is great.” or “That's really sad.”



AP 5

Adjacency Pair

1PP: Assess

2PP: Disagree (dispreferred)

LIKE NO WAY, DUDE!  
 YEAH, WAY!!!

In most situations English speakers prefer not to disagree in a direct way. Instead they use tricks similar to the dispreferred warnings for rejecting offers/invitations and refusing requests. For example, they pause before responding, and frequently provide "weak agreement" before actually disagreeing.



A: He seems like a nice guy.

(...)

B: He's OK I guess but...

A: ih w'z an int'resting place.

(...)

B: Yeah, ih w'z nice but...

A: She w'z rilly helpful.

(...)

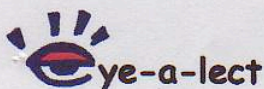
B: I guess so but...

"Downgrades" are the opposite of "upgrades". They show "weak agreement" which is not really agreement but rather a warning that disagreement is coming.

A: She's beautiful.  
 → B: Yeah she's a pretty [girl].  
 A: [Pretty? She's GORGEOUS.

B: The food was delicious.  
 → A: ih w'z OK.  
 B: ih was FANTASTIC!

A: Great restaurant, wazn' it?  
 (...)  
 → B: Mm::<sup>1</sup> ih w'z good but...(the prices seemed a little high and...)



int'resting = interesting    wazn'it = wasn't it    Mm:: = (weak) Mm hmm



<sup>1</sup> "Mm::" is basically a token used to acknowledge news. But it can often give the "feeling" that the receiver of the news isn't quite happy about it or disagrees with it.



## Weak Agreement: "Same Assessments"

Sometimes we agree in a *strong* way (for example by using "upgrades") and sometimes we agree in a *weak* way. "Same assessments" are weak forms of agreement. Sometimes they even come before disagreements.



A: Tha' w'z fun!  
B: Yeah ih was.

A: He'z a great guy.  
B: Yeah, 'e iz.

A: I really liked it.  
B: Me too

A: I didn't really like it.  
B: Me either.

A: I enjoyed it  
B: So did I

A: I didn't really enjoy it.  
B: Neither did I

A: That was a great restaurant!  
B: Yeah ih was (.) but the prices were kinda high and well...

# YEAH, BUT...

## Agreeing to Disagree!

As a way to soften their disagreement people often start by agreeing in a weak way (for example by using either "same evaluations" or "downgrades").

A: Ih w'z a good movie.  
B: Yeah, ih w'z but the special effects weren't very good.

A: I thought she seemed pretty nice.  
(.)  
B: Yeah me too but (.) um...I dunno...she's kinda serious, yiknow?

A: I don't really like that kind of thing.  
(...)  
B: Me either but (.) but well ih was sort of interesting, don'tcha think?

Other ways to agree prior to disagreeing:

Yeah, maybe but...  
Well, that might be true but ..

Sure, but...  
You might be right, on the other hand





## Talking about the movies:

A: Oh! Guess what↓

B: What↓

A: I wen' tuh see a movie the other day.

B: Really? Which one?

A:

(Write the title of a movie you saw recently.)

B:

Whadja think about... ...the story?

Didja like... ...the main actress?

How w'z/were... ...the main actor?

...the special effects?

...the photography?

A: (see vocabulary below)

ih w'z (1)\*\*

she w'z (2)

e w'z (3)

they were (4)

ih w'z (5)

C: Yeah, \_\_\_\_\_ w'z/were really \_\_\_\_\_.

B:

B: 1) Sounds like a good movie!

or

2) Doesn' sound like a very good movie.

A: Ih w'z 1) fantastic 2) awful.

C: Yeah ih w'z really 1) fantastic/exciting 2) awful/terrible

B: 1) I guess I should go see it then.

or

2) Well, I guess I won't bother to go see it.

((...New Topic or Closing))

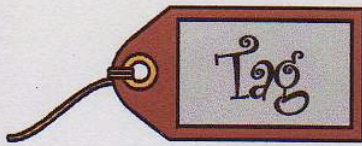


Now, try this with a *whole group of people*: one A, two or three B's and a few C's! Remember it's **YOUR TURN TO TALK!**

### VOCABULARY

1. interesting/boring/clever/scary/funny/well written/terrible/awful/etc.
2. fantastic/beautiful/good/wonderful/terrible/awful/etc.
3. handsome/fantastic/good/wonderful/awful/terrible/etc.
4. awesome/fantastic/weak/scary/realistic/poor quality/etc.
5. beautiful/impressive/artistic/bad/good/etc.





## questions (as invitations to agree)

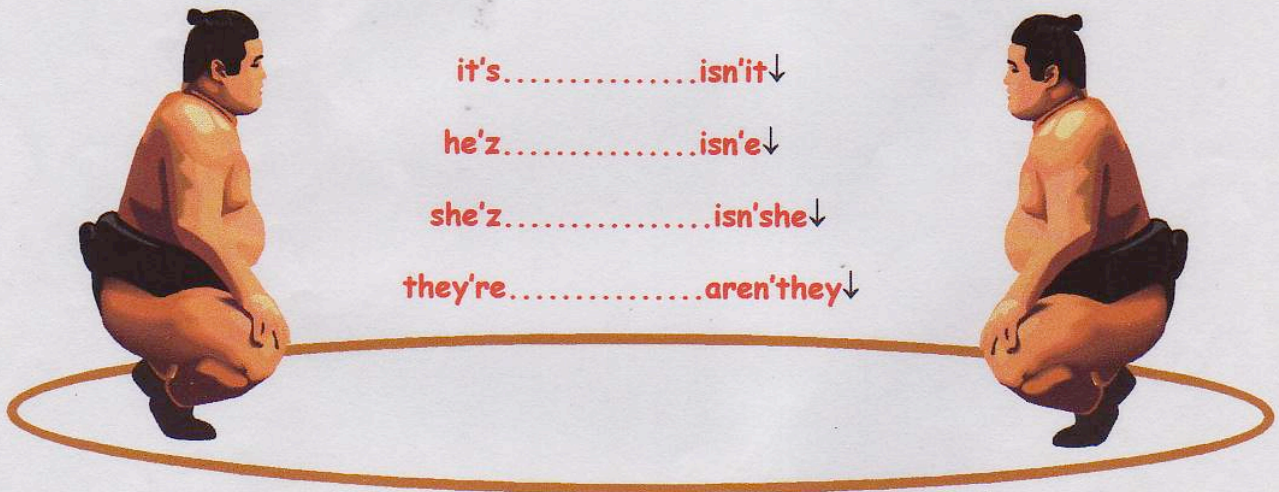
Assessment turns often include “tag questions”. These tags “invite” the next speaker to agree with the assessment. For example, I say “It’s great, isn’t it.” and you say “Yeah” or “Yeah, it’s fantastic.”  
*Assessments with tags are a great way to get other people involved in your conversation.*

A: **tsuh** beautiful day **izn' it** ↓.  
B: yeah it's just gorgeous.

A: **Tha' w'z** great **wazn'it** ↓.  
B: Absolutely fantastic.

A: **This is** rilly cool **izn'it** ↓.  
B: Yeah, very cool.

Now you could study a bunch of boring grammar rules  
**OR YOU COULD JUST LEARN TO USE TAGS THE EASY WAY: TAG FRAMES**



it's.....isn't it ↓  
he'z.....isn'e ↓  
she'z.....isn'she ↓  
they're.....aren't they ↓

ih w'z.....wazn'it  
he w'z.....wazn'e  
she w'z.....wazn'she  
they were.....weren't they



### NEGATIVE TAG-FRAMES

#### ON-GOING

it izn' very.....iz'it  
he'izn very.....iz'e  
she'izn very.....isshe  
they aren' very.....are they.

#### FINISHED

ih wazn' very.....waz'it  
he wazn' very.....waz'e  
she wazn' very.....wasshe  
they weren' very.....were they





## INTERACTION ANALYSIS

Read and listen to the following argument. A believes that people “learn to be funny” while B thinks that people “are born with a sense of humor”. Notice how they often begin by agreeing in weak ways before actually disagreeing.

- A: ((Being funny and telling jokes)) those things take working at.  
(2.0)
- B: hhhhh well, they [do, but
- A: [They aren't accidents,
- B: No, they take working at, But on the other hand some people are  
born with uhm (1.0) well a sense of humor, I think it's something  
you're born with.
- A: Yes. Or it's c- I have the- eh yes, I think a lotta people are, but  
then I think it can be developed, too.  
(1.0)
- B: Yeah, but...

1. How does B respond to A's opinion in line one (“...those things take working at.”)?

- B begins arguing immediately
- B laughs and changes the topic
- B doesn't say anything for 2 full seconds.

2. What is the meaning of the two second pause before B responds?

- B is carefully considering a response.
- B is warning A that she does not agree.
- B is waiting to see if A wants to say anything else.

3. How many warnings does A hear before she interrupts B (“They aren't accidents.”)?

- there are no warnings
- only one warning
- at least two warnings

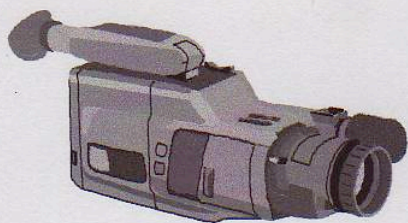
4. When B says “No” in the fourth line, is she agreeing or disagreeing?

- agreeing
- disagreeing

5. When A says “Yes” in the fifth line, is she agreeing or disagreeing?

- agreeing
- disagreeing





## ***Unit 5:***

# ***Telling News***



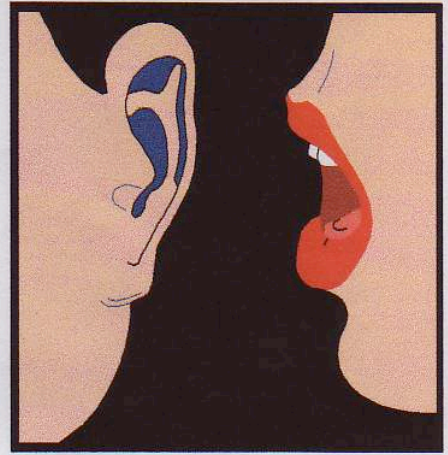
PS 3

Pre-sequence

Pre-announcement

"Go ahead"

Telling news



People often "announce" that they have news to tell by saying something like "Guess what." And as any kid old enough to talk can tell you, the response is "What."

A: Guess what↓

B: What↓

A: Yuko's getting married!

B: (Did)(ya) hear what happ'm'd yesterday?

A: No. What↓

B: Masato broke his arm playing Baseball.

A: Guess who called las' night.

B: Who↓ (or ↑)

A: Tha' new guy in class, yiknow, the CUTE one!

A: Y'know how many people passed?

B: (No) How many?

A: Only four!



With a partner practice telling the following pieces of news using "Guess what." and "Didya hear what happened?"

1. I gotta A on my exam.
2. I saw Makiko with some guy last night.
3. The party's been changed to Friday.



OK, now think of some "news" from your own life, or something you heard or read about. For example, maybe you went to a new store, or spoke to someone you don't usually speak to. News should be at least a little surprising.

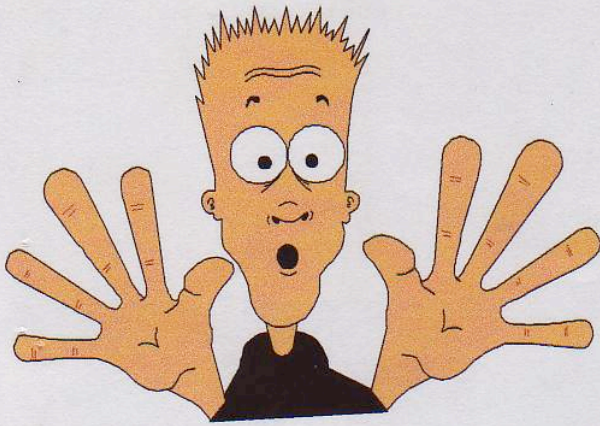
1a. \_\_\_\_\_

2a. \_\_\_\_\_

3a. \_\_\_\_\_

Now tell people in the class about YOUR NEWS!





## Responding to news

After someone tells us news we typically respond with “Oh↓”. This says we hear and understand the news. If we think the news is *good* we can add “Oh, that’s great!” or “That’s fantastic.” If we think it’s *bad* news we say things like “That’s terrible” or “Oh, that’s awful.”

### 1) B: Oh↓ + assessment

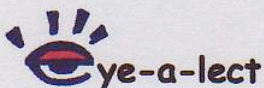
- A: Did you hear what happened yesterday?  
 B: No. What?  
 A: Masato broke his arm playing Baseball.  
 B: **Oh! that's terrible!**

### 2) B: Really↑ A: Yeah + more details

- A: Did you hear what happened yesterday?  
 B: No. What?  
 A: Masato broke his arm playing Baseball.  
 → B: **Really?**  
 → A: **Yeah. He broke it sliding into home.**



**That's..**  
 (+)  
 ...wonderfull!  
 ..great!  
 ...fantastic!  
 ...great news!  
 (-)  
 ...terrible!  
 ...awfull!  
 ...unfortunate!  
 ...too bad!



happ'm'd = happened    las' night = last night    yiknow = you know



Write down “more details” about the the news you told before:

Ex. “I bought a new pair of Levi’s” — “They only cost \$35”

- 1b. \_\_\_\_\_  
 2b. \_\_\_\_\_  
 3b. \_\_\_\_\_

- A: pre-announcement  
 B: response to pre-announcement  
 A: YOUR NEWS  
 B: **Oh + assessment**      OR

- B: **Really?**  
 A: **Yeah + more details**



If you respond with only “Oh.” or “Hmm” this might be interpreted as showing that you are *not interested* or are *unhappy* about the news. Similarly, silence (...) after a news-telling says there is a problem of some kind.



# NEWS FLASH!

## NO NEWS IS "GOOD" NEWS!

People often ask things like "What've you been up to?" and "How was...?" These questions are typical parts of a conversational opening — a way of introducing a topic.

- A: How was school/work/your day/the test/the interview, etc.?  
B: Good./OK./Fine./So-so.  
**((MEANING: NO NEWS TO TELL or NOT INTERESTED))**  
A: ...
- A: How was school/work/your day/the test/the interview, etc.?  
B: Fantastic!/Great!/Terrible!/Awful  
**((MEANING: WANTS TO TELL NEWS))**  
A: Really? (Tell me about it!/Whadapp'm'd?)

Here are some other ways to form pre-announcements.

- A: **Guess who** → **came to see me?**  
B: **Who?**  
A: My friend from high school.

- A: **Guess who** ← **I saw yesterday.**  
B: **Who?**  
A: The guy we meet at the party

- A: **Guess who** ← **my brother talked to yesterday.**  
B: **Who?**  
A: The guy we meet at the party

- A: **Guess when** {John's having his party}  
B: **When?**  
A: {Same day as MY party!}

- A: **Y'know how many** {people passed?}  
B: (No) **How many?**  
A: {Only four}

- A: **Didja hear how much** {it cost?}  
B: (No) **How much?**  
A: {almost \$6,000!}

### Practice Chants:

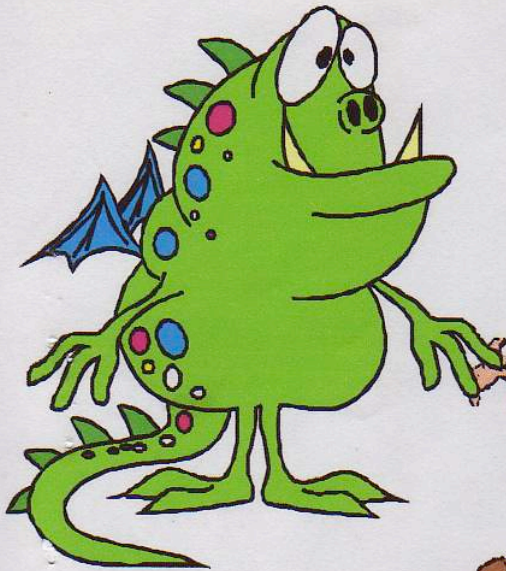
Guess **what** happened  
Guess **who** stopped by  
Guess **why** she didn't do it

**What**  
**Who**  
**Why**

Y'know **what** happened?  
Y'know **why** he left?  
Y'know **when** it starts?

(No), **what**  
(No), **why**  
(No), **when**





"A funny thing happened on the way to class..."

### Story Prefaces

People like to tell stories. But before they can tell a story in a conversation they first need to get "permission" to tell the story. One way people do this is to use what's called a "story preface". By accepting the preface, the listener agrees to play the role of "story recipient".



*Story preface*

*Story acceptance*

A: **Somp'm really strange happm'd yesterday.**

B: **Really? whadapp'm'd?**

A: **((tells story))**

A: **Man, this is just NOT my day!**

B: **Whadapp'm'd?**

A: **((tells troubles/story))**

A: **This really funny thing happm'd the other day.**

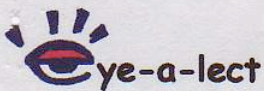
B: **Really?**

A: **Yeah. ((tells story))**

A: **Ya wanna hear whadapp'm'd to Rick Tuesday evening?**

B: **Sure.**

A: **((tells story))**



whadapp'm'd = What happened

happ'm'd = happened

somp'm = something

### STORY KEYS

Story prefaces often include a "key word" that tells the story recipient how to respond to the story. Is the story supposed to be "funny", "weird" or "sad"? Here are some typical key words:

sad    fantastic    wierd    strange interesting    unusual    terrible



The word "funny" can mean either "humorous" or "strange and unusual".





Conversation Analytic researchers often record their transcripts in what is called **eye dialect**. Basically this means trying to write English in a way that reflects the sounds of conversational English. In part this is done to capture the “flavor” of conversational language and in part because it may be that minor pronunciation differences play an interactional role. Unfortunately, there isn’t a single correct system so you will see several different spellings in different data excerpts. However, in general most of the differences can be explained in terms of the following two common linguistics phenomena.

- 1) **schwa reduction:** In English, vowels in unstressed syllables are reduced to / ə / as in the words “about” and “complicated”. In very rapid speech these vowels disappear entirely (‘bout, compl’cat’d)
- 2) **assimilation:** When sounds occur together in rapid speech they often blend together make the

### VOWEL REDUCTION

et	at
fer (f’r)	for
ken	can
sez	says
thet	that
b’cuz	because
c’mon	come on
c’n	can
cuz	cause
dz	does
j’st	just
ev’rything	everything
proibly	probably
proibly’ll	probably will
evrything’ll	everything will
‘bout	about
intuh	into
t’ask	to...
t’say	to...
t’that	to...
t’the	to...
t’use	to...
t’yah	to...
tsuh	it’s a
tuh	to
tuhgether	together
tuhnight	tonight
uhright	alright
w’d	would
w’z	was

### ASSIMILATION WITH “YOU”

b’tchu (butchu)	but you
d’ju	did you
d’yih	do you
d’you	do you
didja	did you
didje	did you
didju	did you
dju	did you
don’tchu	don’t you
getchu	get you
whaddaya	what do you
whaddiyih	what do you
whadiyih	what do you
whatchih	what are you
whatiya	what do you
wheredaya	where do you
wouldja	would you

### ASSIMILATION WITH “ME”

gimme	give me
lemme	let me

### ASSIMILATION WITH “HAVE”

coulda	could have
musta	must have
shoulda	should have

### ASSIMILATION WITH “TO”

gonna	going to
gotta	got to (= have to)
gunna	going to