

## 4.6

The first two examples will provide an opportunity for discussing the difference between 'real' enquiries and 'social' ones. The doctor may need to 'find out' in order to know whether to continue the same treatment. If, however, the friend had used a similar proclaiming tone, the implication might have been something like 'Your state of health is a matter of concern to me. I don't know whether you are fit enough to ...' While this could sometimes be interpreted as sympathetic concern, there are circumstances in which it would be a discouraging thing to say. Using a 'making sure' enquiry treats the other person's state of health as something far less likely to be a problem: it is therefore the natural choice when it is not intended as a 'real' enquiry.

## 4.7

While 'making sure' enquiries often sound more friendly than 'finding out' enquiries, there are some occasions when it is better not to suggest that you have made an assumption about the answer already. Enquiries beginning with 'perhaps' or 'I wonder' avoid doing this.

## ANSWERS

- 3 // ↘ well i'm RAther BUsy // ↗ just at PREsent // ↘ perHAps you wouldn't mind WAiting for a few minutes //
- 4 // ↗ aCCORding to the INdicator board // ↗ the NEXT train to YORK // ↘ has been CANcelled // ↘ but NO one seems to know WHY // ↘ i WONder whether YOU can tell me //

## 4.8

In this task the focus is upon the reply rather than the enquiry. The essential point is that when you provide the information you are asked for you generally use a proclaiming tone; but if you respond without giving that information you use a referring tone. This is often a conversational device for stopping short of giving the information you think the asker wants. There may be various reasons for side-stepping the issue: you may simply not know the answer, or you may have your own reasons for not wanting to give it. By saying:

// ↗ well it COULD be //

the customer really says what the assistant could be expected to know already: if the assistant hadn't thought it *could be* a recent publication she would scarcely have asked!

## ANSWERS

3 // ✓ i THINK so // ✓ the PROBLEM IS // ✗ i'm NOT quite SURE //

4 // ✓ well it's ONE way at the MOment // ✗ because they're doing a LOt of SEwer work //

5 // ✓ NOT REAlly // ✗ NO //

6 // ✓ well he USed to // ✗ but it's ALL CHANGED // ↗ NOW //

## 4.9

It is better if students do not look back at Unit 2 but rely upon their memories here. The need to either find out or make sure will then depend genuinely upon whether they think they can remember the location of each place or not.

## Listening to sounds

## 4.10 AND 4.11

Some students have difficulty with consonant sounds that come at the end of a tone unit. This task follows our usual practice of concentrating upon those which are also part of a prominent syllable. The activity of sorting the sounds concerned into the three main types is intended to help students discover whether their problems are restricted to one (or two) of these. Final plosives are, for instance, difficult for some learners.

The sound /ŋ/ may require some attention.