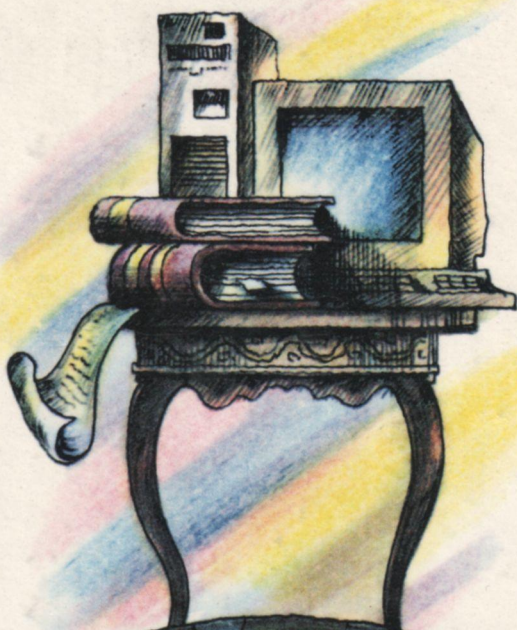


Л. КУЛИШ
Е. ДРУЯНОВА
М. ХАЧАТУРОВА

АНГЛИЙСКИЙ для общения



Л. КУЛИШ
Е. ДРУЯНОВА
М. ХАЧАТУРОВА

АНГЛИЙСКИЙ *для общения*

НАУКА,
ОБРАЗОВАНИЕ,
БИЗНЕС,
БЫТ



АСТАРТА

КИЕВ

1995

ББК 81.2 Англ.-923
1177

**L. Y. Kulish, E. A. Druyanova,
M. F. Khachaturova**

**Л. Ю. Кулиш, Е. А. Друянова,
М. Ф. Хачатурова**

**Английский для общения
(наука, образование, бизнес, быт)**

**English for Communication
(Science, Education, Business, Everyday Life)**

Книга имеет большой диапазон охвата речевых штампов и разговорных образцов микро- и макродиалогов в разных сферах общения: повседневного-бытового, научно-профессионального и профессионально-обиходного, включая общение в сфере бизнеса

Книга предназначена для широкого круга лиц, общающихся у нас или за рубежом с иностранцами, для преподавателей, переводчиков, ученых, бизнесменов и всех тех, кто хочет углубить свои знания в области разговорной английской речи разных стилей

ISBN 5-7707-7440-1

ПРЕДИСЛОВИЕ

Книга имеет широкий диапазон охвата речевых штампов и разговорных образцов микро- и макродиалогов в разных сферах общения: повседневно-бытового, научно-профессионального и профессионально-обиходного, включая общение в сфере бизнеса.

Пособие состоит из семи частей. В первую часть включены отобранные из оригинальных источников наиболее употребительные выражения общего характера, оформляющие высказывания в научно-профессиональной монологической и диалогической речи. Выражения этой части сгруппированы вокруг ключевых слов и расположены по принципу убывания частотности употребления.

Во второй части приведена оформительская лексика и фразеология для ведения лекций, практических занятий и конференций. Указанная лексика подобрана по тематическому принципу. Сюда входят штампы речи и средства межфразовой связи, употребляемые в докладах, во время дискуссий, при организации работы конференций, а также выражения, употребляемые для контакта с аудиторией во время чтения лекций и проведения практических занятий (при объяснении материала, контроле знаний, навыков и умений учащихся).

Третья часть представляет собой тематический словарь повседневного общения. В него входят необходимые для общения за границей слова и выражения по темам, связанным с общественным транспортом, питанием, покупками, деловыми контактами, телефонными переговорами и др. Как и в предыдущей части, материал дан параллельно на двух языках, что в значительной степени облегчает как первичное ознакомление с ним, так и его запоминание.

Четвертая часть состоит из трех разделов. Первый раздел четвертой части пособия включает разговорные формулы приветствия, прощания, благодарности, извинения, выражения желания, согласия, несогласия. Здесь же даны ситуации знакомства, представления, разговора о происхождении, национальности, языке, занятии, профессии собеседника, а также разговорные ситуации, связанные с пребыванием в незнакомом городе.

В указанные темы включены готовые штампы и фразы, микродиалоги, упражнения по развитию навыков устной диалогической речи, пословицы, поговорки, юмор. Для более легкого

запоминания диалогов-образцов к ним даны схемы-ключи с опорными буквенно-лексическими элементами.

Для снятия лексико-грамматических трудностей и лучшего закрепления материала с обеспечением самоконтроля все разговорные формулы снабжены параллельно переводом на русский язык. Слова и выражения в диалогах, которые могут оказаться неизвестными или представляют трудности в произношении, в частности имена собственные, вынесены в примечания после каждого параграфа.

Авторы стремились, чтобы подобранный и созданный материал не только отражал реалии английского языка, но и был, по возможности информативным. Так, например, в теме «Занятия профессией» учащиеся вспомнят, что гениальный композитор-романтик П. И. Чайковский приобрел сначала профессию юриста; А. П. Бородин, автор знаменитой оперы «Князь Игорь», был выдающимся химиком и называл себя «музыкантом по воскресеньям», а французский художник примитивист А. Руссо был таможенником и вошел поэтому в историю искусств, как «Руссо-таможенник». Тема «Время» включает интересный познавательный материал о древнем календаре, о происхождении названий месяцев и дней недели.

Второй раздел данной части дополняет и углубляет работу в основном той же тематики, которая предложена в первом разделе. В отличие от предыдущего раздела материал здесь подан на беспереводной основе, закрепляется в предлагаемых ситуациях повседневного общения. Материал включает некоторые тонкости этикета. В отдельных случаях указывается предпочтительность реплик, употребляемых в Англии, в Америке, предупреждаются возможные ошибки как в пользовании реалиями, характерными для разных англоязычных стран, так и в употреблении грамматических форм.

Третий раздел четвертой части построен на лексико-грамматическом материале американского варианта английского языка, дает образцы бесед в различных ситуациях, в которые попадает специалист с первых шагов пребывания за рубежом. Сюда входят: таможня, транспорт, включая прокат машин, посещение врача, театра, мест бытового обслуживания и др.

В пятой части подан языковой материал для деловых контактов как в устной, так и в письменной формах. Тут представлены образцы деловых писем, факсов, телефонных переговоров, образцы переписки в связи с организацией работы конференций и деловых встреч.

В шестой части представлены в основном макродиалоги на лексическом материале, необходимом руководителям и сотрудникам совместных предприятий в различных ситуациях делового общения. Диалоги отражают, например, собеседование при приеме на работу, обсуждение с подчиненными планов работы, оценка работы сотрудников, обсуждение жалоб, заявлений, проведение заседаний, встреч.

Для бесед по некоторым актуальным проблемам в седьмой

части представлены информационные материалы по злободневным вопросам современности. Они касаются различных сторон нашей жизни и вызовут желание побеседовать, по дискутировать по поднятым в них вопросам.

Книга предназначена для широкого круга лиц, общающихся у нас или за рубежом с иностранцами, для преподавателей, переводчиков, ученых, бизнесменов и всех тех, кто хочет углубить свои знания в области разговорной английской речи разных стилей.

*Наиболее
употребительные
выражения общего
характера,
оформляющие
высказывания в
научно-профес-
сиональной речи*

ЧАСТЬ I



Часть 1

**НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ
ВЫРАЖЕНИЯ ОБЩЕГО ХАРАКТЕРА,
ОФОРМЛЯЮЩИЕ ВЫСКАЗЫВАНИЯ
В НАУЧНО-ПРОФЕССИОНАЛЬНОЙ РЕЧИ**

**1. СЛОВА И ОБОРОТЫ РЕЧИ,
ВЫРАЖАЮЩИЕ ПРОЦЕСС ГОВОРЕНИЯ**

СПРАШИВАТЬ, ОТВЕЧАТЬ

Question *n*

- | | |
|--|---|
| 1. Вопросы есть? | 1. Any questions? |
| 2. Есть ли какие-либо вопросы к мистру Н.? | 2. Are there (have you) any questions for Mr. N.? |
| 3. У меня есть несколько вопросов. | 3. I have (have got) some (several) questions. |
| 4. Я бы хотел поднять вопрос о... | 4. I would like to raise a question about... |
| 5. Затронуто несколько очень важных вопросов. | 5. Several very important questions have been raised. |
| 6. Одним из вопросов, который я имею в виду, является... | 6. One of the questions which I have in mind is ... |
| 7. Я полагаю, у нас есть время для обсуждения нескольких вопросов. | 7. I think we have time for a few questions. |
| 8. Один только вопрос по поводу того, о чем упомянул мистер Л. | 8. Just a question along the lines that Mr. L. mentioned. |
| 9. Один только вопрос по данному докладу. | 9. Just one question on this paper. |
| 10. Мой второй вопрос относится к полученным Вами данным. | 10. My second question is related to your findings. |
| 11. Что касается вопроса мистера Н. ... | 11. As to the question of Mr. N. ... |
| 12. Возвращаясь к вопросу мистера Б. ... | 12. To come back to Mr. B.'s question... |
| 13. Что касается вопроса мистера К. ... | 13. In (with) regard to Mr. K.'s question... |

Question v

- | | |
|--|--|
| 1. Я бы хотел спросить, как долго (что)... | 1. I would question how long (what)... |
| 2. Я должен спросить... | 2. I should (must) question... |
| 3. Я не спрашиваю... | 3. I don't question... |

Ask v

- | | |
|--|--|
| 1. Я бы хотел спросить о (...ли профессор А.)... | 1. I should (would) like to ask about (whether Prof. A.)... |
| 2. Я хочу спросить... | 2. I want (am willing) to ask... |
| 3. Можно ли спросить...? | 3. May I ask...? |
| 4. Я задам вопрос в отношении... | 4. I will ask a question concerning... |
| 5. Вопрос, который я собираюсь все же задать... | 5. I am still going to ask a question again... |
| 6. Вопрос, который я хочу задать профессору С., касается того, что... | 6. The question I would like to ask Prof. S. has to do with the fact that... |
| 7. Я бы спросил... | 7. I should ask... |
| 8. Мы должны спросить почему (как)... | 8. What we must ask is why (how)... |
| 9. У меня есть несколько вопросов, которые я хотел бы задать профессору С. | 9. I have some questions I would like to ask Prof. S. |
| 10. Я спросил профессора Б. о (...ли)... | 10. I have asked Prof. B. about (whether)... |

Wonder v

- | | |
|---|---|
| 1. Интересно знать, ...ли... | 1. I wonder whether (if)... |
| 2. Интересно было бы узнать, ...ли (как)... | 2. One would wonder whether (how)... |
| 3. Меня всегда интересует (...ли)... | 3. I am always wondering about (whether)... |
| 4. Я хотел бы знать, профессор Ф., выскажете ли Вы свое мнение по поводу (расскажете ли Вы нам о, продемонстрируете ли Вы)... | 4. I wonder, Prof. F., whether you would give us your opinion about (tell us about, demonstrate)... |

Answer *n*

- | | |
|---|---|
| 1. В ответ на Ваш вопрос я хотел бы сказать, что... | 1. In answer to your question I would like to say that... |
| 2. Ответ может заключаться в... | 2. The answer may lie in... |
| 3. По пунктам Вашего выступления отвечаем: ... | 3. The answers to your points are: ... |
| 4. Трудно дать ответ на... | 4. It's difficult to give an answer to... |
| 5. Ответ отрицательный. | 5. The answer is "no". |

Answer *v*

- | | |
|---|--|
| 1. Ответит ли кто-либо на вопрос...? | 1. Would someone answer the question...? |
| 2. Я постараюсь ответить на Ваши вопросы. | 2. I will try to answer your questions. |
| 3. К сожалению, мы не можем ответить на Ваши вопросы о... | 3. I wish we could answer your questions about... |
| 4. Я не могу ответить на Ваши вопросы. | 4. I cannot (am unable to) answer your questions. |
| 5. Я бы ответил, что... | 5. I would answer that... |
| 6. Трудно ответить на вопрос... ли... | 6. It's difficult to answer the question whether (if)... |
| 7. Мистер А. ответил на один вопрос. | 7. Mr. A. answered at one point (item). |
| 8. Чтобы ответить на вопрос профессора М. ... | 8. To answer Prof. M.'s question... |

Reply *n*

В ответ на Ваш первый вопрос...	In reply to your first question...
---------------------------------	------------------------------------

Reply *v*

- | | |
|---|---|
| 1. Я отвечаю на вопрос (замечание, комментарии) профессора Б. ... | 1. I reply to Prof. B.'s question (remark, comments)... |
| 2. Я бы хотел ответить профессору К. по вопросу о... | 2. I would like to reply Prof. K. on the point about... |

Response *n*

В ответ на интересные замечания профессора Л. ... In response to Prof. L.'s interesting remarks...

ГОВОРИТЬ, СКАЗАТЬ, РАССКАЗЫВАТЬ

Say *v*

- | | |
|---|---|
| 1. Я бы хотел сказать, что... | 1. I would like to say that... |
| 2. Разрешите сказать пару слов о... | 2. I would like to say a couple of words about... |
| 3. Здесь можно сказать несколько слов о... | 3. A word may be said about... |
| 4. Я бы сказал, что... | 4. I would say that... |
| 5. Я хочу сказать, что... | 5. I want (am willing) to say that... |
| 6. Я бы сказал, что... | 6. I would say that... |
| 7. Я должен сказать, что... | 7. I must say that... |
| 8. Я не могу сказать, что... | 8. I cannot say that... |
| 9. Я могу лишь сказать, что... | 9. I can only say that... |
| 10. Скажем... | 10. Let us say... |
| 11. В отношении (относительно, что касается)... я могу только сказать, что... | 11. In (with) regard to... I can only say that... |
| 12. Я осмелюсь сказать, что... | 12. I would venture to say that... |
| 13. Много можно сказать о... | 13. There is much to say about... |
| 14. Многого еще не сказано о... | 14. We have not yet said much about... |
| 15. Интересно, скажет ли мистер Н. что-либо о... | 15. I wonder if Mr. N. would say anything about... |
| 16. В поддержку мистера Ф. хочу сказать, что... | 16. I want to encourage Mr. F. by saying that... |
| 17. Не касаясь вопроса о..., скажу лишь, что... | 17. I shall avoid the subject of... except to say that... |
| 18. В поддержку того, что..., скажу... | 18. In support of the fact that... I would say... |

Tell v

- | | |
|---|---|
| 1. Мистер Н., не будете ли Вы добры рассказать нам... | 1. Mr. N., would you tell us about... |
| 2. Профессор Б. расскажет нам о... | 2. Prof. B. is going to tell us about... |
| 3. Мы просили мистера Н. рассказать нам о... | 3. We have asked Mr. N. to tell us about... |
| 4. Мне говорили, что... | 4. I was told that... |
| 5. Нам говорили только о... | 5. We were told only about... |
| 6. Нам не говорили о... | 6. We were not told about... |
| 7. Откровенно говоря... | 7. To tell the truth... |
| 8. Я с удовольствием сообщу Вам... | 8. It is a pleasure for me to tell you... |

Speak v

- | | |
|---|---|
| 1. Доктор А. выступит по данному вопросу. | 1. Dr. A. will speak on this question. |
| 2. Говоря о... | 2. Speaking of... |
| 3. ...так сказать, я... | 3. ...so to speak, I... |
| 4. Было бы несколько нескромно подробно останавливаться на... | 4. It would be presumptuous to speak in detail about... |

Talk v

- | | |
|-------------------------------|------------------------------|
| 1. Я бы хотел поговорить о... | 1. I'd like to talk about... |
| 2. Я не говорю о... | 2. I don't talk about... |
| 3. Говоря о... | 3. Talking about... |

Comment n

КОММЕНТИРОВАТЬ

- | | |
|--|---|
| 1. Мистер Р., нет ли у Вас каких-либо замечаний по...? | 1. Mr. R., do you want to make any comments about...? |
| 2. Доктор Н., есть ли у Вас какие-либо замечания по поводу...? | 2. Dr. N., have you any comments about (on)...? |
| 3. Есть ли еще замечания? | 3. Any other comments? |

- | | |
|--|--|
| 4. Я бы хотел сделать краткие замечания о (по)... | 4. I would like to make brief comments about (on)... |
| 5. У меня есть несколько замечаний о... | 5. I have a few (several) comments about... |
| 6. Профессор Н. сделал несколько замечаний о... | 6. Prof. N. made some comments about... |
| 7. В отношении интересных комментариев доктора А. ... | 7. In reference (in regard, with regard) to Dr. A.'s interesting comments... |
| 8. Эти немногочисленные замечания подсказаны... | 8. These few comments are prompted by... |
| 9. Я хочу добавить к этому замечанию, что... | 9. I want to add to this comment that... |
| 10. Мне приятно слышать комментарии мистера Р. о... | 10. I am pleased to hear Mr. R.'s comments about (on)... |
| 11. Я бы хотел поблагодарить мистера Б. за его интересные комментарии. | 11. I would like to thank Mr. B. for his interesting comments. |
| 12. В заключение следует заметить, что... | 12. Comment should be made in conclusion that... |

Comment v

- | | |
|---|---|
| 1. Разрешите высказаться по поводу положений профессора Т.? | 1. May I comment on Prof. T.'s statements? |
| 2. Доктор Н., не прокомментируете ли Вы...? | 2. Dr. N., would you comment about (on)... |
| 3. Не хотели бы Вы прокомментировать...? | 3. Would you care to comment about...? |
| 4. Я бы хотел сделать замечания в отношении... | 4. I would like (wish) to comment on (upon)... |
| 5. Я могу лучше всего прокомментировать это положение, приведя два факта... | 5. I can best comment on this by stating two facts... |
| 6. Я действительно больше ничего не могу сказать... | 6. I really cannot comment any further... |

УПОМИНАТЬ, УКАЗЫВАТЬ, ПОДЧЕРКИВАТЬ

Mention *v*

- | | |
|--|--|
| 1. Я бы хотел упомянуть, что... | 1. I would like to mention that... |
| 2. Я бы упомянул, что... | 2. I should mention that... |
| 3. Как упоминалось... | 3. As mentioned... |
| 4. Как я уже упомянул... | 4. As I have already mentioned... |
| 5. Доктор К. упомянул, что... | 5. Dr. K. mentioned that... |
| 6. Вопрос, который затронул доктор К., ... | 6. The question that Dr. K. mentioned... |
| 7. Следует упомянуть... | 7. It should be mentioned... |

Point out *v*

- | | |
|-------------------------------------|--------------------------------------|
| 1. Я бы хотел указать на то, что... | 1. I would like to point out that... |
| 2. Я бы указал... | 2. I would point out... |
| 3. Я только кратко укажу... | 3. I will just briefly point out... |
| 4. Как Вы указали... | 4. As you have pointed out... |
| 5. Дискуссия показывает, что... | 5. The discussion points out that... |

Emphasize *v*

- | | |
|------------------------------|---------------------------------|
| 1. Я бы хотел подчеркнуть... | 1. I would like to emphasize... |
| 2. Я бы подчеркнул... | 2. I would emphasize that... |

Stress *v*

Я бы хотел подчеркнуть... I would like to stress...

ДИСКУТИРОВАТЬ, ОБСУЖДАТЬ

Discuss *v*

- | | |
|---|---|
| 1. Будете ли Вы обсуждать вопрос (проблему, метод) ...? | 1. Will you discuss the question (problem, method) ...? |
| 2. При обсуждении... | 2. In discussing... |
| 3. Обсуждая... | 3. By (while) discussing... |

- | | |
|---|--|
| 4. Я бы начал с обсуждения... | 4. I would start out by discussing... |
| 5. Нам повезло, что доктора А., Р. и М. принимают участие в обсуждении данного случая (метода, проблемы). | 5. We are fortunate to have Drs. A., R. and M. to discuss this case (method, problem). |
| 6. Вопрос действительно сложный и очень часто является у нас предметом обсуждения. | 6. The question is indeed a complex one and a great deal is discussed among ourselves. |

Discussion *n*

- | | |
|---|--|
| 1. Эта дискуссия показывает, что... | 1. This discussion points out that... |
| 2. При обсуждении... | 2. In the discussion (of)... |
| 3. В свете данной дискуссии я бы сказал, что... | 3. In view of this discussion I should say that... |
| 4. Такие вопросы не подлежат обсуждению. | 4. Such questions are not open to discussion. |
| 5. Это вопрос, который подлежит обсуждению. | 5. This is a question to be open to discussion. |
| 6. Обсуждаемая проблема... | 6. The problem under discussion... |
| 7. Мистер Т. вынес на обсуждение вопрос, который... | 7. Mr. T. has brought to discussion a problem which... |
| 8. В заключение дискуссии... | 8. At the close of the discussion... |
| 9. Это обсуждение было чрезвычайно интересным. | 9. This discussion has been most interesting. |

Add *v*, etc.

- | | |
|--|--|
| 1. Доктор П., не хотите ли Вы дополнить...? | 1. Dr. P., would you like to add to...? |
| 2. Я бы хотел сказать несколько слов в дополнение к... | 2. I would like to add a few words to... |
| 3. Я бы хотел предостеречь... | 3. I would add a word of caution... |
| 4. Единственное, что я мог бы добавить к... | 4. The only thing that I might add to... |

- | | |
|--------------------------------|---------------------------|
| 5. Я мог бы все же добавить... | 5. I might add however... |
| 6. Несколько слов о... | 6. Just a word about... |

Summarize *v*, etc.

- | | |
|---|--|
| 1. Мы можем резюмировать... | 1. We can summarize... |
| 2. Я бы хотел подвести итог. | 2. I'd like to sum this up. |
| 3. В заключение, я бы хотел... | 3. In summary I would like to... |
| 4. Подводя итог... | 4. In reviewing... |
| 5. Итак, в общих чертах... | 5. Well, just in general terms, (it is)... |
| 6. Говоря об этом кратко (в двух словах)... | 6. To put (this) in a nutshell... |
| 7. Я бы хотел сделать несколько замечаний. | 7. I would like to make a few remarks. |
| 8. Мои замечания будут относиться к... | 8. My remarks will be dedicated to... |

2. СЛОВА И ОБОРОТЫ РЕЧИ, ВЫРАЖАЮЩИЕ ПРОЦЕСС МЫШЛЕНИЯ

ДУМАТЬ, ПОЛАГАТЬ, ИМЕТЬ МНЕНИЕ, ВПЕЧАТЛЕНИЕ

Think *v*

- | | |
|--|---|
| 1. Я полагаю, что... | 1. I think that... |
| 2. Я думаю, что это очень интересный случай. | 2. I think it is a very interesting case. |
| 3. Я полагаю, что эти данные... | 3. I think these findings are... |
| 4. Я думаю, что другим моментом (вопросом), о котором следует упомянуть, является... | 4. I think another point that should be mentioned is... |
| 5. Я склонен думать, что дело здесь в том, что... | 5. I rather think this is a matter of... |
| 6. Я все же считаю этот метод чрезвычайно важным. | 6. I do think this method is most important. |
| 7. Это зависит, я полагаю, от... | 7. It depends, I think, on... |

- | | |
|--|---|
| 8. Эта трудность возникает, я полагаю, из-за... | 8. This difficulty arises, I think, out of... |
| 9. Я полагаю, это играет важную роль, так как... | 9. It plays, I think, an important role because... |
| 10. Мне бы хотелось обсудить несколько вопросов, которые, я полагаю, представляют интерес. | 10. I would like to discuss several points which, I think, are of interest. |

Believe v

- | | |
|--|---|
| 1. Я полагаю, что это довольно интересная проблема. | 1. I believe it is rather an interesting problem. |
| 2. Я полагаю, что дискутируемый вопрос имеет большое значение для... | 2. I believe that the question under discussion is of great importance for... |
| 3. Я думаю, что этот пункт не стоит обсуждать. | 3. I do not believe (that) it is a point worth discussing. |
| 4. Я полагаю, что в данной статье, в первую очередь, речь идет о... | 4. I believe that this article first of all reads (runs) about... |

Feel v

- | | |
|---|---|
| 1. Я думаю, что этот случай следует лечить... | 1. I feel that this case should be treated by... |
| 2. Я не думаю, что исследования могли бы это подтвердить. | 2. I do not feel that tests might prove it. |
| 3. Это одна из причин, почему я считал бесцельным продолжать данное исследование. | 3. That is one of the reasons why I felt that to develop this test might be hopeless. |
| 4. Я не могу не чувствовать, что... | 4. I can't help but feel that... |
| 5. Я всегда чувствовал, что... | 5. I have always felt that... |
| 6. Я бы хотел спросить доктора Н., не полагает ли он, что... | 6. I would like to ask Dr. N. whether he felt that... |

Opinion *n*, etc.

- | | |
|--|--|
| 1. По моему мнению... | 1. In my opinion (to my mind, to my way of thinking)... |
| 2. По-моему... | 2. To me (for myself)... |
| 3. Мое личное мнение по поводу... | 3. My personal opinion as to... |
| 4. Мое личное мнение... | 4. My own judgement is... |
| 5. Я убежден, что... | 5. It is my belief that... |
| 6. Мое личное впечатление таково, что... | 6. My own impression is that (my own feeling is that)... |
| 7. Профессор Н. придерживается мнения, что... | 7. Prof. N. is of the opinion that... |
| 8. Не хотите ли Вы выразить свое мнение? | 8. Would you be willing to give your opinion? |
| 9. Я думаю, что общее мнение состоит в том, что... | 9. I think that the universal opinion is that... |

Seem *v*

- | | |
|---|--|
| 1. Мне кажется, что... | 1. It seems to me that... |
| 2. Итак, кажется, что... | 2. So it seems that... |
| 3. Все данные свидетельствуют о том, что... | 3. All of the evidence seems to me that... |

Consider *v*

- | | |
|----------------------------|-----------------------------|
| 1. Мы полагаем, что... | 1. We consider that... |
| 2. Я не считаю, что... | 2. I don't consider that... |
| 3. Мы могли бы полагать... | 3. We might consider... |
| 4. Будем считать, что... | 4. Let us consider that... |

Suppose *v*, etc.

- | | |
|---------------------------------------|--------------------------------------|
| 1. Я полагаю, что... | 1. I suppose that... |
| 2. Я бы полагал, что... | 2. I'd rather suppose that... |
| 3. Я полагаю (допускаю), что... | 3. I presume (assume) that... |
| 4. Я предполагаю (подозреваю), что... | 4. I suspect that... |
| 5. Возможно, что... | 5. It is conceivable that... |
| 6. Я бы осмелился предположить... | 6. I would venture the assumption... |

ЗНАТЬ, БЫТЬ УВЕРЕННЫМ, СОМНЕВАТЬСЯ

Know *v*

- | | |
|--|---------------------------------------|
| 1. Насколько мне известно... | 1. As far as I know... |
| 2. Как Вам известно... | 2. As you know... |
| 3. Я не знаю... ли... | 3. I don't know whether... |
| 4. Я не знаю о... | 4. I don't know of... |
| 5. Неизвестно... ли... | 5. It is not known whether... |
| 6. Вряд ли мы знаем... | 6. I doubt if we know... |
| 7. Боюсь, что я не знаю... | 7. I am afraid that I don't know... |
| 8. Хорошо известно, что... | 8. It is well known that... |
| 9. Я не знаю никакой весткой причины... | 9. I know of no valid reason... |
| 10. Мне известны (некоторые) данные (факты), свидетельствующие о том, что... | 10. I know of the evidence that... |
| 11. Было бы полезно знать... ли... | 11. It would be helpful to know if... |
| 12. Мне известно это из экспериментов. | 12. I know that from experiments. |
| 13. Поскольку это известно... | 13. Since it is known... |
| 14. Как можно знать...? | 14. How does one know...? |

Sure *a*

- | | |
|--|-------------------------------------|
| 1. Я вполне уверен, что... | 1. I am quite sure that... |
| 2. Я не вполне уверен, что... | 2. I am not quite sure that... |
| 3. Не сомневаюсь, многие из вас знают... | 3. As I am sure many of you know... |
| 4. Я не могу быть уверенным... | 4. I cannot be sure... |

Aware *a*

- | | |
|---|--|
| 1. Мы все знаем (сознаем)... | 1. We are all aware of... |
| 2. Мы, конечно, знаем... | 2. We are of course aware of... |
| 3. Мы должны отдавать себе отчет (знать)... | 3. We must be aware... (We ought to be aware...) |

Certain *a*

- | | |
|-------------------------------------|--|
| 1. Я вполне уверен, что... | 1. I am quite certain that... |
| 2. Я не совсем уверен в том, что... | 2. I am not completely certain that... |

Uncertain *a*

Я не уверен... I am uncertain...

Convinced *a*, confident *a*

- | | |
|---|--|
| 1. Я убежден в том, что... | 1. I am convinced that... |
| 2. Я в равной мере убежден в том, что... | 2. I am equally convinced of the fact that... |
| 3. Я не настолько убежден, как доктор Т., в том, что... | 3. I am not so convinced as Dr. T. was that... |
| 4. Я уверен, что... | 4. I am confident that... |

Familiar *a*, acquainted *a*

- | | |
|-------------------------------------|--|
| 1. Я не знаком с... | 1. I am not familiar with... |
| 2. Я знаком с работой... | 2. I am acquainted with the work of... |
| 3. Я не имею представления об этом. | 3. I have no idea regarding it. |

Doubt *n*, *v*

- | | |
|---------------------------------|--------------------------|
| 1. Я сомневаюсь, знаем ли мы... | 1. I doubt if we know... |
| 2. Я не сомневаюсь... | 2. I do not doubt... |
| 3. Нет сомнений. | 3. There is no doubt. |

Hesitation *n*

- | | |
|---------------------------------------|----------------------------------|
| 1. Я разделяю ваши сомнения. | 1. I share your hesitations. |
| 2. У меня нет сомнений в отношении... | 2. I have no hesitation about... |

ПОДДЕРЖИВАТЬ, ВЫРАЖАТЬ СОГЛАСИЕ, НЕСОГЛАСИЕ

Agree *v*

- | | |
|--|--|
| 1. Я согласен, что... | 1. I agree that... |
| 2. Я бы согласился с Вами в том, что... | 2. I would agree with you that... |
| 3. Я полностью согласен с утверждением профессора С. | 3. I agree entirely with what Prof. S. has stated. |
| 4. Я не могу согласиться с тем, что... | 4. I cannot agree that... |

Agreement *n*

- | | |
|-------------------------------------|------------------------------------|
| 1. Я полностью согласен с... | 1. I am in full agreement with... |
| 2. Мы должны прийти к соглашению... | 2. We must come to an agreement... |

Disagree *v*, etc.

- | | |
|---|--|
| 1. Я не согласен с утверждением, что... | 1. I disagree with the statement that... |
| 2. Я не согласен с доктором Н. | 2. I disagree with Dr. N. |
| 3. Я, конечно, не могу согласиться с... | 3. I surely cannot agree with... |
| 4. Я против данного предложения. | 4. I am against this proposal. |

Disagreement *n*

- | | |
|---------------------------|--|
| Я не совсем согласен с... | I must express some disagreement with... |
|---------------------------|--|

Support *v*, etc.

- | | |
|--|---|
| 1. Я полностью поддерживаю эту теорию. | 1. I fully support this theory. |
| 2. Я полностью поддерживаю диагноз, поставленный доктором Н. | 2. I fully support Dr. N. in his diagnosis. |
| 3. Мне бы хотелось поддержать... | 3. I would like to support... |

- | | |
|--|--|
| 4. В подтверждение того, что... | 4. In support of the fact that... |
| 5. Я бы хотел поддержать предложение профессора Н. | 5. I would like to second Prof. N.'s motion. |
| 6. Я бы не отстаивал... | 6. I would not advocate... |
| 7. Я категорически настаиваю на том, что... | 7. I maintain very firmly that... |

ПОНИМАТЬ, БЫТЬ ПРАВЫМ, ОШИБАТЬСЯ

Understand *v*

- | | |
|---|--------------------------------------|
| 1. Насколько я понимаю... | 1. As I understand... |
| 2. Я понимаю, что... | 2. I understand that... |
| 3. Я не могу понять... | 3. I cannot understand... |
| 4. Если я правильно понимаю Ваше замечание... | 4. If I understand your remark... |
| 5. Правильно ли я понимаю, что доктор Б. сказал...? | 5. Do I understand Dr. B. to say...? |

Realize *v*

- | | |
|------------------------------|-----------------------------|
| 1. Я понимаю, что... | 1. I realize that... |
| 2. Я не понимаю того, что... | 2. I do not realize that... |

See *v*, mistake *v*

- | | |
|---------------------------------|----------------------------|
| 1. Как Вы видите (понимаете)... | 1. As you see... |
| 2. Если я не ошибаюсь... | 2. If I am not mistaken... |

Right *a*, etc.

- | | |
|--|---|
| 1. Вы правы. | 1. You are right. |
| 2. Я бы хотел внести ясность по вопросу о... | 2. I would like to correct one misapprehension. |

ПОМНИТЬ, ИНТЕРЕСОВАТЬСЯ, ОБРАЩАТЬ ВНИМАНИЕ

Remember *v*, etc.

- | | |
|------------------------------|-------------------------------|
| 1. Я помню, что... | 1. I remember that... |
| 2. Если я правильно помню... | 2. If I remember correctly... |

- | | |
|---|-----------------------------------|
| 3. Если вспомнить ваши цифровые данные (рисунки)... | 3. If one recalls your figures... |
| 4. Мне это напомнило... | 4. It reminded me... |
| 5. Мне напомнили о тесте... | 5. I was reminded of a test... |
| 6. Следует помнить... | 6. It is to be kept in mind... |
| 7. Помня об этом... | 7. With this in mind... |

Interested *a*, etc.

- | | |
|------------------------------------|---|
| 1. Меня интересует Ваша концепция. | 1. I am interested in your conception. |
| 2. Мой интерес к этому вопросу... | 2. My interest in this problem... |
| 3. Интересно, что... | 3. It is of interest that.. (It is interesting that...) |
| 4. Интересно знать... ли... | 4. It is interesting to know whether... |

Attention *n*

- | | |
|---|--|
| 1. Я бы хотел обратить ваше внимание на... | 1. I would like to call your attention to... |
| 2. Я обращаю ваше внимание на то, что... | 2. I call your attention to the fact that... |
| 3. Я как раз хотел предложить вниманию аудитории... | 3. I just wanted to bring to the attention of the audience... |
| 4. Мы должны уделять намного больше внимания... | 4. We have to give a good deal more attention to... |
| 5. Я благодарен профессору М. за то, что обратил наше внимание на роль... | 5. I am grateful to Prof. M. for drawing our attention to the role of... |

НАБЛЮДАТЬ, ЗАМЕЧАТЬ

Observe *v*

Я наблюдал (отметил, заметил), что... I observed that...

Notice *v*, etc.

- | | |
|------------------------------------|---------------------------------|
| 1. Я заметил... | 1. I noticed... |
| 2. Вы заметили...? | 2. Have you noticed...? |
| 3. Я также отметил, что... | 3. I have also noted that.. |
| 4. Однако следует заметить, что... | 4. Of note, however, is that... |

3. СЛОВА И ОБОРОТЫ РЕЧИ, ВЫРАЖАЮЩИЕ ЧУВСТВА

ВЫРАЖАТЬ БЛАГОДАРНОСТЬ

Thank *v*, grateful *a*

- | | |
|---|---|
| 1. Я бы хотел поблагодарить мистера Н. за его полезные замечания. | 1. I would like to thank Mr N. for his helpful comments. |
| 2. Я чрезвычайно благодарен за квалифицированный совет в отношении... | 2. I am most grateful for expert advice on... |
| 3. Мы очень благодарны профессору Р. за то, что он пришел и принял участие в дискуссии. | 3. We are very grateful to Prof. R. for coming and sharing in this discussion. |
| 4. Большое спасибо, профессор Д., за очень обстоятельное обсуждение этого вопроса. | 4. Thank you very much, Prof. D., for a very complete discussion of this problem. |

ВЫРАЖАТЬ УДОВЛЕТВОРЕНИЕ, ВОСХИЩЕНИЕ

Glad *a*, etc.

- | | |
|--|--|
| 1. Я рад... | 1. I am glad to... |
| 2. Я рад, что... | 2. I am glad that... |
| 3. Мне приятно слышать комментарии доктора Р. по поводу... | 3. I am pleased to hear Dr. R.'s comments about... |
| 4. Я удовлетворен Вашим ответом. | 4. I am content with your answer. |
| 5. Я доволен, что... | 5. I am content that... |

Enjoy *v*, etc.

- | | |
|---|---|
| 1. Мне очень понравилось, как профессор А. описал... | 1. I enjoyed Prof. A.'s description of... |
| 2. Мы высоко ценим великолепное изложение материала профессором Н. | 2. We highly appreciate Prof. N.'s beautiful demonstration. |
| 3. На меня произвела впечатление работа мистера Н. | 3. I am impressed by (with) Mr. N.'s work. |
| 4. Нам повезло, что доктора Н. и А. принимают участие в обсуждении данной проблемы. | 4. We are fortunate to have Drs. N. and A. to discuss this problem. |
| 5. Я восхищен изложением этого вопроса профессором Н. | 5. I admire Prof. N.'s presentation of this point. |

ВЫРАЖАТЬ СОЖАЛЕНИЕ, УДИВЛЕНИЕ

Sorry *a*, etc.

- | | |
|-------------------------------------|------------------------------|
| 1. Мне жаль, что... | 1. I am sorry that... |
| 2. К сожалению, я должен сказать... | 2. I am sorry to say... |
| 3. Жаль, что... | 3. It is a pity that... |
| 4. К сожалению... | 4. It is unfortunate that... |

Surprise *v*

- | | |
|---|---|
| 1. Меня удивила интерпретация мистером Н... | 1. I was surprised at Mr. N.'s interpretation of... |
| 2. Удивительно то, что... | 2. It was surprising that... |
| 3. Удивительным кажется то, что... | 3. It seems to one surprising that... |

*Вводные
высказывания
для оформления
речи в лекциях,
докладах и
выступлениях*

ЧАСТЬ II



Часть II
ВВОДНЫЕ ВЫСКАЗЫВАНИЯ
ДЛЯ ОФОРМЛЕНИЯ РЕЧИ В ЛЕКЦИЯХ,
ДОКЛАДАХ И ВЫСТУПЛЕНИЯХ

1. ВЕДЕНИЕ ЛЕКЦИИ

В НАЧАЛЕ ЛЕКЦИИ

- | | |
|---|---|
| 1. Итак, начнем. | 1. Well, so we'll begin. |
| 2. Думаю, что можно начать нашу работу. | 2. I think it is possible to start our work. |
| 3. Начнем с... | 3. Let's start with... (Let's begin with...) |
| 4. Итак, на чем мы остановились в прошлый раз, мистер А.? | 4. Well, Mr. A., what did we stop on last time? (Well, Mr. A., where did we leave off last time?) |
| 5. Темой нашей лекции является... | 5. The subject of our lecture is... |
| 6. В нашей лекции будут рассмотрены следующие вопросы... | 6. The following questions (items) will be considered in our lecture... |
| 7. В данной лекции мы рассмотрим следующие вопросы... | 7. In this lecture we'll consider the following problems... |
| 8. Сегодня мы обсудим вопрос... | 8. The problem to be discussed today is... |
| 9. В этой лекции я собираюсь рассмотреть следующий вопрос. | 9. In this lecture (in the lecture presented) I'm going to deal with (to touch upon) the following problem. |
| 10. Давайте рассмотрим следующие вопросы. | 10. Let's consider the following questions. |
| 11. Я хотел бы обратить Ваше внимание на следующие вопросы. | 11. I'd like to fix (draw) your attention on (to) the following questions. |

- | | |
|--|---|
| 12. Прежде чем коснуться этого вопроса, я хотел бы немного осветить... | 12. Before taking up this problem I'd like to throw light on... |
|--|---|

ВО ВРЕМЯ ЧТЕНИЯ ЛЕКЦИИ

- | | |
|--|--|
| 1. Конспектируйте лекцию, пожалуйста. | 1. Take notes of the lecture, please. (Make notes of the lecture, please.) |
| 2. Обратите особое внимание на... | 2. Pay special attention to... |
| 3. Очевидно, Вам будет (очень) интересно узнать... | 3. Perhaps it must be of (great) interest for you to know... |
| 4. Коснемся теперь... | 4. Now let's touch upon (throw light on)... |
| 5. Итак, мы видим, что... | 5. Thus we see that... |
| 6. Допустим, что... | 6. Assume that... (Let's assume that...) |
| 7. Эти доводы привлекают внимание к... | 7. These assumptions call attention to... |
| 8. Можно допустить, что... | 8. It may be assumed that... |
| 9. Для того чтобы более глубоко рассмотреть... | 9. In order to go more thoroughly into... |
| 10. Итак, продолжим нашу работу (после звонка на второй час пары). | 10. Let's resume our work... |
| 11. Перейдем к... | 11. Let's switch over to (go down to, proceed to)... |
| 12. С одной стороны... | 12. On the one hand... |
| 13. С другой стороны... | 13. On the other hand... |
| 14. Можно с уверенностью сказать, что... | 14. It is safe to say that... |
| 15. Примите к сведению. (Обратите внимание на это.) | 15. Mind it, please! |
| 16. Обратите на этот вопрос особое внимание. | 16. Pay special attention to this question. |
| 17. Для того чтобы глубже изучить эту проблему (этот вопрос)... | 17. In order to go more thoroughly into this problem... |
| 18. Что касается... | 18. As (regards) to... |
| 19. Что касается этой (той) проблемы (вопроса)... | 19. As for this (that) problem... |
| 20. Это имеет значение (важно) для... | 20. It is essential for... |

- | | |
|---|---|
| 21. Это не имеет особого значения для... | 21. It is not essential for.. |
| 22. В дополнение к... | 22. In addition to... |
| 23. Я цитирую это. | 23. I am citing it. |
| 24. Как упоминалось (указывалось) выше... | 24. As mentioned (indicated) above... |
| 25. Здесь следовало бы упомянуть... | 25. It should be mentioned here... |
| 26. Здесь необходимо определить... | 26. It is necessary to determine here... |
| 27. Иначе говоря... | 27. In other words... |
| 28. Рассмотрим сейчас новый вопрос. | 28. Let's touch upon a new question. (Here is something new.) |
| 29. Все понятно? | 29. Is everything clear (understandable)? |
| 30. Вы поняли меня? | 30. Have you got (caught) me? |
| 31. Сделаем перерыв. | 31. Let's have a break now. |

В КОНЦЕ ЛЕКЦИИ

- | | |
|---|---|
| 1. Я думаю, на этом можно остановиться. | 1. I think it is possible to stop here. |
| 2. Это пока все. | 2. That is almost all for the present. |
| 3. Мы закончили рассмотрение этого вопроса. | 3. We are through with this problem. |
| 4. Это все, что касается данной проблемы. | 4. That's all as far as this problem is concerned. |
| 5. Итак, мы приходим к следующему выводу. | 5. Thus we come to the following conclusion. |
| 6. Мы ограничены во времени. | 6. We are pressed for time (short of time). |
| 7. Время истекло. | 7. Our time is up. |
| 8. Есть у Вас вопросы? | 8. Any questions? (Have you got any questions?) |
| 9. До понедельника. | 9. Till Monday. |
| 10. Здесь следует подчеркнуть... | 10. It should be stressed here... |
| 11. Важно заметить... | 11. It is necessary (essential) to note (to state)... |
| 12. Именно по этой причине... | 12. Just for this reason... |

- | | |
|--|---|
| 13. Все, о чем здесь говорилось, указывает на... | 13. All that has been said points to... |
| 14. Очевидно, несколько примеров могли бы быть здесь полезными (кстати). | 14. Perhaps some illustrations may be helpful here. |
| 15. Вот яркий пример... | 15. Here is an illustrative explanation of... |
| 16. Предыдущие исследования показывают... | 16. Previous investigations show... |
| 17. Точнее говоря... | 17. Strictly speaking (to be more precise)... |
| 18. С точки зрения... | 18. From the viewpoint (standpoint) of... |
| 19. Все вопросы после лекции. | 19. All questions after the lecture. |
| 20. Если у Вас возникнет вопрос, можете прервать меня. | 20. Whenever you want to ask a question, please interrupt me. |
| 21. Вы уловили мысль? | 21. Have you grasped (the idea)? |

2. ВЕДЕНИЕ ПРАКТИЧЕСКОГО ЗАНЯТИЯ

В НАЧАЛЕ ЗАНЯТИЯ

- | | |
|---|--|
| 1. Садитесь, пожалуйста! | 1. Sit down, please! (Take your seats, please!) |
| 2. Сделаем переключку. (Проверим, кто присутствует) | 2. Let us call the roll. |
| 3. Кто отсутствует сегодня? | 3. Who is absent today? |
| 4. Почему Вы отсутствовали в прошлый раз? | 4. Why were you absent last time? (What's your excuse for being absent last time?) |
| 5. Посещаемость в последнее время не очень хорошая. | 5. The attendance has not been good of late. |
| 6. Вы опоздали. Объясните причину. | 6. You are late. What's your excuse? |
| 7. Смочите, пожалуйста, тряпку. | 7. Wet the duster, please. |
| 8. Принесите мел, пожалуйста. | 8. Fetch some chalk, please. |

- | | |
|--|--|
| 9. Начнем работу. | 9. Let us begin to work.
Let's start working. |
| 10. Первое, что нам нужно
выяснить... | 10. The first thing we've
got to make clear is... |
| 11. Мы начнем занятие
(урок) с... | 11. We'll start our lesson
by (with) ... |
| 12. Сначала повторим пре-
дыдущий материал. | 12. First we shall review the
previous material. |

У ДОСКИ

- | | |
|--|--|
| 1. Идите к доске! | 1. Go to the blackboard!
(Come to the black-
board!) |
| 2. Напишите на доске дату. | 2. Mark the date on the
blackboard. |
| 3. Напишите это слово.
(Произнесите это слово
по буквам.) | 3. Spell this word: |
| 4. Как пишется это слово? | 4. How do we spell this
word? |
| 5. Вы написали слово не-
правильно. | 5. You have spelled this
word wrong. |
| 6. Пишите в левом (пра-
вом) углу. | 6. Write in the left-hand
(right-hand) corner. |
| 7. Пишите посередине дос-
ки. | 7. Write half way down
the board. |
| 8. Вам не хватит места для
перевода. | 8. You won't have enough
space for translation. |
| 9. Станьте в сторону, по-
жалуйста. | 9. Step aside, please. |
| 10. Вы плохо пишете. | 10. Spelling is your weak
point. |
| 11. Ваше письмо оставляет
желать лучшего. | 11. Your spelling is far from
being good. |
| 12. Вы не очень хорошо пи-
шете. (Ваше письмо не
на высоте.) | 12. Your spelling is not up
to the mark. |
| 13. Вы отстаете по письму. | 13. You lag behind in spell-
ing. |
| 14. Следуйте указаниям, ко-
торые даны в упражне-
нии 2. | 14. Follow the instruction
given in exercise 2. |

- | | |
|---|---|
| 1. Возьмите книги и откройте их на странице 25. | 1. Take your books and open them at page 25. |
| 2. Текст на странице 25. | 2. The text is on page 25. |
| 3. На чем мы остановились в прошлый раз? | 3. Where did we leave off last time? |
| 4. Внизу на странице 20. | 4. At the bottom of page 20. |
| 5. Мы начнем с первого параграфа на странице 21. | 5. We'll begin with the first paragraph on page 21. |
| 6. Мы начнем урок с тренировки в чтении. | 6. We shall start our class by practising reading drills. |
| 7. Мистер Н., начните читать. | 7. Mr. N., will you start reading, please? |
| 8. Продолжайте читать, начиная с того места, где мы остановились. | 8. Now, go on reading from where we left off. |
| 9. Читайте громче, пожалуйста! | 9. Read a bit louder, please! |
| 10. Читайте первый параграф вслух. | 10. Read the first paragraph aloud. |
| 11. Читайте снова, на этот раз немного быстрее. | 11. Read it again a bit faster this time. |
| 12. Вы слишком быстро читаете, читайте немного медленнее. | 12. You are going too fast, read more slowly. |
| 13. Мне трудно следить за Вами. | 13. I can't follow you. |
| 14. Это слово следует читать... | 14. The right way to read this word is... |
| 15. Читайте еще раз. | 15. Have another go. |
| 16. Следите, когда я читаю. | 16. Follow my reading. |
| 17. Достаточно, спасибо. | 17. Stop reading, thank you (That's enough. That will do. Thank you.) |
| 18. Закройте книги, пожалуйста. | 18. Shut your books, please. |
| 19. Пожалуйста, перескажите текст. | 19. Retell the text, please. (Would you mind retelling the text?) |
| 20. Перескажите кратко содержание. | 20. Give the contents in brief (in short, in a nutshell). |

- | | |
|--|---|
| 21. Перескажите рассказ (сюжет). | 21. Reproduce the story. |
| 22. Перескажите текст своими словами. | 22. Relate the text in your own words. |
| 23. Перескажите текст подробно. | 23. Tell the text close to the contents (word by word). |
| 24. Не вдавайтесь в подробности. | 24. Leave out details. |
| 25. Передайте основную идею рассказа. | 25. Give the main idea of the story. |
| 26. Повторите, пожалуйста. | 26. Say it again, please. |
| 27. Я не могу понять, о чем Вы говорите. | 27. I can't make out what you are talking about. |
| 28. Это не поддается никакой критике. | 28. It's beyond criticism. |
| 29. Говорите яснее. | 29. Make yourself more clear. |
| 30. Говорите разборчивее. | 30. Speak more distinctly. |
| 31. Выразите это более доходчиво. | 31. Put it into plain English. |
| 32. Придерживайтесь темы, пожалуйста. (Не ходите вокруг да около). | 32. Keep to the point, please. (Don't beat about the bush.) |
| 33. Подумайте и исправьте себя. | 33. Think a little and correct yourself. |
| 34. Задайте вопросы по тексту. | 34. Ask questions on (to) the text. |
| 35. Задайте вопросы друг другу. | 35. Put questions to each other. |
| 36. Найдите все незнакомые слова в словаре. | 36. Look up all the new (unknown) words in the dictionary. |

ЗАМЕЧАНИЯ НА ЗАНЯТИИ

- | | |
|--|--|
| 1. Я подожду, пока все успокоятся. | 1. I'll wait until I have everybody's attention. |
| 2. Последнее время вы относитесь безразлично к занятиям. | 2. Lately you have adopted a don't care attitude to your work (studies). |
| 3. Мне не нравится ваше безразличное отношение к своим обязанностям. | 3. I don't like your careless attitude towards your duties. |
| 4. Прошу соблюдать порядок! | 4. Order, ladies and gentlemen! |

- | | |
|--|--|
| 5. Вы сегодня на высоте. | 5. You are up to the mark today. |
| 6. Вы должны помогать тем, кто отстает. | 6. You must give help to those who lag behind. |
| 7. Не тратьте время напрасно. | 7. Make the most of your time. (Don't waste your time.) |
| 8. Возьмите себе за правило... | 8. Make it a rule... |
| 9. Безусловно. Нет сомнения, что... | 9. Self-understood. (It stands to reason. It goes without saying. No doubt about it. No hesitation.) |
| 10. Слушайте, пожалуйста, внимательно! | 10. Listen attentively, please! |
| 11. Запомните это, пожалуйста! | 11. Keep it in your memory, please! |
| 12. Избегайте употреблять эти слова (произносить это таким образом, делать это). | 12. Avoid using these words (pronouncing it like that, doing it). |
| 13. Говорите по очереди! | 13. Speak in turn! |
| 14. Оставайтесь после занятий. | 14. Stay after classes. |
| 15. Оставайтесь на консультацию. | 15. Stay for the consultation. |
| 16. Вы должны постараться догнать группу (класс). | 16. You must do your best to catch up with the rest of the group (class). |

В КОНЦЕ ЗАНЯТИЯ

- | | |
|--|--|
| 1. Запишите задание на следующий раз. | 1. Take down (write down) your homework. |
| 2. Ваше задание на дом... | 2. Your homework is... |
| 3. Для повторения читайте урок 12, упражнение 4. | 3. For review read lesson 12, exercise 4. |
| 4. Прежде чем делать упражнение, повторите... | 4. Before doing the exercise review... |
| 5. Звонок прозвенел. | 5. The bell has gone! (There is the bell!) |
| 6. На сегодня все. | 6. That will do for today. |
| 7. Проветрите комнату, пожалуйста. | 7. Air the room, please. |
| 8. Комнату нужно проветрить. | 8. The room needs airing. |

3. КОНТРОЛЬ ЗНАНИЙ

ПРОВЕРКА ЗАДАНИЙ НА ЗАНЯТИИ

- | | |
|--|---|
| 1. Вы можете пересказать урок? | 1. Can you say your lesson? |
| 2. Читайте упражнение по тетради. | 2. Read the exercise from your copy-book. |
| 3. Еще раз прочитайте. | 3. Have another go. |
| 4. Вы не совсем хорошо выполнили его. | 4. You have not done it quite correct. |
| 5. Я буду задавать вопросы всему классу. | 5. I'll ask the class as a whole. |
| 6. Вы делаете ошибки из-за Вашей невнимательности. | 6. All your mistakes come through carelessness. |
| 7. Вам не следует говорить необдуманно. | 7. You must not say the first thing which comes into your head. |
| 8. Вы почти ничего не знаете. | 8. You know next to nothing. |
| 9. Давайте повторим... | 9. Let's revise (repeat)... |
| 10. Я собираюсь проверить... | 10. I'm going to check... |
| 11. Я опрошу Вас по... | 11. I shall question you on... |
| 12. Я начну с контроля ваших знаний по... | 12. I'll start by testing your knowledge of... |
| 13. Я хотел бы проверить, как вы понимаете... | 13. I'd like to test the understanding of... |
| 14. Постарайтесь дать более полный ответ по... | 14. Try to give a fuller answer on... |
| 15. Достаточно. | 15. That will do. (That's enough. So much for you.) |
| 16. Правильно. | 16. Quite right! (That's right!) |
| 17. Вы делаете успехи в... | 17. You are making good progress in... |
| 18. Я сегодня доволен Вашим ответом (Ваши знаниями). | 18. I'm pleased with your answer (knowledge) today. |

ПРОВЕДЕНИЕ ПИСЬМЕННЫХ КОНТРОЛЬНЫХ РАБОТ

- | | |
|--|---|
| 1. Завтра у нас будет письменная контрольная работа (изложение). | 1. Tomorrow we'll have a written test (a classroom test, a reproduction). |
|--|---|

- | | |
|---|---|
| 2. Вы должны повторить все, что мы с вами учили | 2. You must revise everything we have done so far. |
| 3. Вам нужно повторить весь материал, который мы проходили в этом семестре. | 3. You must revise the whole term's work. |
| 4. Вы можете повторять весь материал либо по учебникам, либо по тетрадям. | 4. You may revise the material either from your textbooks or from your notes. |
| 5. Возьмите, пожалуйста, листы с контрольными заданиями, выполните все, что можете. | 5. Take the test papers and do as much as you can. |
| 6. Вам нужно дополнительное время, чтобы закончить работу? | 6. Do you need some extra time to finish? |
| 7. Сдайте ваши контрольные работы. | 7. Hand in your essay tests (test papers, reproductions). |
| 8. Я проверю ваши работы дома. | 8. I'll mark your tests at home. |
| 9. Вы делаете много ошибок в контрольных работах. | 9. You do poorly on tests. |

НА ЭКЗАМЕНЕ (ЗАЧЕТЕ)

- | | |
|---|---|
| 1. Возьмите экзаменационный билет, пожалуйста. | 1. Draw the examination card, please. |
| 2. Какой у вас номер билета? | 2. What is the number of your examination card? |
| 3. Вы готовы отвечать? | 3. Are you ready to answer? |
| 4. Начните с первого вопроса. | 4. Start with your first question. |
| 5. Вот, правильно! | 5. That's it! |
| 6. В какой-то степени правильно. | 6. To some extent you are right. |
| 7. Подумайте немного. | 7. Think a little. |
| 8. Не совсем правильно. | 8. Not quite right. |
| 9. Вы не поняли моего вопроса. Мне повторить его? | 9. You have not got my question. Shall I repeat it? |
| 10. К сожалению, у Вас не совсем ясное представление о... | 10. Unfortunately you have a vague idea of (about)... |

- | | |
|---|---|
| 11. Вы ничего не знаете о... | 11. You know nothing concerning... |
| 12. Ваш ответ мог бы быть намного лучше. | 12. Your answer leaves much to be desired. |
| 13. Вы опять не уверены в своем ответе. | 13. Again you are uncertain in your answer. |
| 14. Наконец вы правильно ответили. | 14. At last you have arrived at a correct answer. |
| 15. Я хотел бы задать Вам еще один вопрос. | 15. I should like to ask you another question. |
| 16. К сожалению, Вы не ответили на мой вопрос. | 16. Unfortunately you failed to answer my question. |
| 17. Будьте более внимательны. | 17. Be more attentive. |
| 18. Не спешите с ответом. Подумайте. | 18. Don't be in a hurry. Think a little. |
| 19. Не гадайте. | 19. Don't guess. |
| 20. Дайте более полный ответ. | 20. Give a fuller answer. |
| 21. Вот это правильно. | 21. That's right. |
| 22. Очень хорошо. Единственное, что меня беспокоит в отношении Вас... | 22. Very good. The only trouble with you is... |
| 23. У Вас много пробелов в знаниях. | 23. There are many gaps in your knowledge. |
| 24. У Вас отличные знания... | 24. You have excellent knowledge of... |
| 25. Вы заслуживаете хорошую оценку. | 25. You deserve a good mark. |
| 26. Я доволен Вашим ответом. | 26. I'm pleased with your answer. |

4. ОБСУЖДЕНИЕ ЛЕКЦИИ, ПРАКТИЧЕСКОГО ЗАНЯТИЯ

- | | |
|--|---|
| 1. Я хотел бы начать с... | 1. I would like to begin with... |
| 2. В первую очередь, я хотел бы остановиться на... | 2. Firstly let me dwell upon... |
| 3. Первое, что я хотел бы отметить... | 3. The first thing which I'd like to note is... |
| 4. Основное, с чего я хотел бы начать... | 4. The key thing I'd like to start with is... |

- | | |
|--|---|
| 5. Для начала я должен сказать... | 5. To begin with I must say... |
| 6. В первую очередь, я хотел бы привлечь Ваше внимание к... | 6. In the first place I'd like to draw your attention to... |
| 7. В общем лекция (урок) спланирована хорошо. | 7. Generally the lecture (lesson) was planned well. |
| 8. Методика подачи учебного материала была... | 8. The method of presentation of the material was... |
| 9. Лектор (в изложении материала) придерживался концепции... | 9. The lecturer shared the conception of... |
| 10. Что касается содержания лекции... | 10. As to the contents of the lecture... |
| 11. Необходимо сказать, что... | 11. It needs to be said that... |
| 12. Мало что можно сказать в пользу... | 12. I find little to say in favour of... |
| 13. В первую очередь разрешите мне указать на основные черты... | 13. In the first place let me point out the main features of... |
| 14. Что мне понравилось в Вашей лекции (уроке)... | 14. What pleased me in your lecture (lesson) is... |
| 15. То, что произвело на меня наибольшее впечатление, это... | 15. The thing that impressed me most of all is... |
| 16. Вам удалось... | 16. You managed to... |
| 17. Несмотря на то что... | 17. Despite the fact that... |
| 18. Нет сомнения, что... | 18. It's beyond doubt that... |
| 19. Я полностью согласен с... | 19. I fully agree with... |
| 20. Однако я не могу согласиться с утверждением мистера Н. о том, что... | 20. However I cannot agree with Mr. N. when he says that... |
| 21. Прежде всего необходимо указать на то, что... | 21. It is of primary importance to point out that... |
| 22. Касаясь проблемы о... | 22. Touching upon the problem of... |
| 23. Иначе говоря... | 23. In other words... |
| 24. Я считаю, что... | 24. I consider that... |

- | | |
|---|---|
| 25. Я хотел бы заметить, что... | 25. I would like to note that... |
| 26. Тем не менее у меня есть некоторое замечания в отношении... | 26. Nevertheless I have some remarks with regard to... |
| 27. Говоря о слабых местах (недостатках) лекции... | 27. Speaking about weaknesses of the lecture... |
| 28. Я хотел бы сделать несколько замечаний по поводу... | 28. I would like to make a few remarks with regard to... |
| 29. Вам не удалось... | 29. You failed to... |
| 30. Сначала несколько замечаний по... | 30. First some remarks on... |
| 31. Я сделаю несколько замечаний, касающихся (по проблеме)... | 31. I will make some remarks concerning (on the problem of)... |
| 32. Очевидно, будет спорным... | 32. Perhaps it will be polemic to... |
| 33. Несколько слов в отношении... | 33. A few words with regard to... |
| 34. Во многих случаях Вам следовало бы уделять больше внимания... | 34. In many instances you should have paid more attention to... |
| 35. Мне кажется, что некоторые положения лекции приводят нас к выводу, что... | 35. It seems that some items of the lecture lead us to the conclusion that... |
| 36. Я хотел бы добавить несколько слов по... | 36. I would like to add some items on... |
| 37. Я думаю, что необходимо... | 37. I think it is necessary that... |
| 38. Тот факт, что... | 38. The fact that... |
| 39. Методически было бы лучше, если бы Вы... | 39. It would be methodologically more advantageous if you... |
| 40. Особенно важно... | 40. It is especially significant to... |
| 41. В этом смысле я хотел бы подчеркнуть... | 41. In this sense I would like to emphasize... |
| 42. С моей точки зрения, Вам бы следовало... | 42. In my view you should... |
| 43. Наряду с... Вам следовало бы... | 43. Alongside... you should... |
| 44. Делая это, Вам следует принять во внимание... | 44. In doing this you should take into account... |

- | | |
|--|--|
| 45. Я хотел бы поднять несколько вопросов, касающихся... | 45. I would like to raise some questions related to... |
| 46. В целом лекция прочитана хорошо. | 46. All in all the lecture was well done. |
| 47. Она заслуживает похвалы. | 47. It deserves praise. |
| 48. В заключение я хотел бы еще раз подчеркнуть... | 48. In closing I'd like to stress once again... |
| 49. В конце мне хотелось бы сказать... | 49. Finally I'd like to say that... |
| 50. Ну, это, наверное, все, что касается... | 50. Well, that seems to be all concerning... |
| 51. Этим я заканчиваю свои критические замечания. | 51. That brings me to the end of my criticism. |
| 52. Спасибо за внимание. | 52. Thank you for attention. |

5. НА КОНФЕРЕНЦИИ, СИМПОЗИУМЕ, СОВЕЩАНИИ

ОРГАНИЗАЦИЯ РАБОТЫ КОНФЕРЕНЦИИ

- | | |
|---|---|
| 1. Конференция откроется в... | 1. The conference will open at... on... |
| 2. Конференция назначена на понедельник. | 2. The conference is scheduled for Monday. |
| 3. Конференция организована... | 3. The conference is organized by... |
| 4. Подготовка конференции проведена с предельной тщательностью. | 4. The preparations for the conference have been made with the utmost care. |
| 5. На конференции присутствует ... делегатов. | 5. The conference is attended by ... delegates. |
| 6. Наша организация гордится тем, что собрала вас здесь... | 6. Our organization is happy and proud to have brought you together here... |
| 7. Делегаты, принимающие участие в этой конференции, должны зарегистрироваться в... | 7. The delegates participating in the work of the conference should register themselves in... |
| 8. На конференции будут работать три секции. | 8. The conference will divide in three work sections. |

- | | |
|---|---|
| 9. Первая (вторая) секция будет заниматься... | 9. The first (second) section will deal with... |
| 10. Повестка и ход проведения конференции утверждены единогласно. | 10. The agenda and the rules of procedure are adopted unanimously. |
| 11. По предложению мистера А. мистер Н. избран председателем конференции. | 11. At the proposal of Mr. A. Mr. N. is elected President of the conference. |
| 12. Конференция будет работать под председательством мистера Н. | 12. The conference will work under the chairmanship of Mr. N. |
| 13. Профессор Б. и профессор С. избраны заместителями председателя конференции. | 13. Prof. B. and Prof. S. are elected vice-presidents of the conference. |
| 14. Необходимо создать комитет по выработке проекта резолюции. | 14. It's necessary to set up a Drafting Committee. |
| 15. Есть какие-нибудь предложения? | 15. Are there any recommendations? |
| 16. По предложению профессора Б. комитет по выработке проекта резолюции состоит из ... членов. | 16. At the recommendation of Prof. B. the Drafting Committee is composed of ... persons. |
| 17. Предложения будут разработаны комитетом по выработке проекта резолюции и рассмотрены участниками конференции. | 17. The recommendations will be drafted by the Drafting Committee and considered by the participants of the conference. |
| 18. Лично я приветствую это предложение. | 18. I personally welcome this recommendation. |
| 19. Дебаты будут проходить после... | 19. The debates will take place after... |
| 20. Созыв этой конференции вызван... | 20. The holding of this conference has been prompted by... |
| 21. Конференция созвана по инициативе... | 21. This conference is held on the initiative of... |
| 22. Делегации представляют... | 22. The delegations represent... |
| 23. Вступительное слово скажет... | 23. The introductory report will be presented by... |

- | | |
|---|--|
| 24. Основной доклад будет сделан... | 24. The main report will be presented by... |
| 25. Заключительный доклад будет сделан... | 25. The closing report will be given by... |
| 26. Председатель Ученого совета сделает доклад... | 26. The Chairman of the Scientific Council will give his report on... |
| 27. После его доклада сделает доклад профессор А. | 27. His report will be followed by Prof. A.'s report. |
| 28. Седующий доклад будет сделан... | 28. The report to follow will be given by... |
| 29. Он доложит о... | 29. He'll report on... |
| 30. Тема его доклада... | 30. The subject of his report is... |
| 31. Комментарии будут включены в заключительный доклад. | 31. The comments will be included in the final report. |
| 32. Много сделано... для обеспечения успешной работы конференции. | 32. Much has been done by... to ensure the success of this conference. |
| 33. Материалы (тезисы) конференции будут опубликованы. | 33. The results of the conference will appear in a book. |

ОТКРЫТИЕ КОНФЕРЕНЦИИ

- | | |
|--|--|
| 1. Мне выпала большая честь (приятно) открыть эту конференцию. | 1. It is a great honour for me to open this conference. (It gives me the utmost pleasure to open this conference.) |
| 2. Я приветствую открытие конференции. | 2. I extend greetings on the opening of the conference. |
| 3. Мне особенно приятно приветствовать вас здесь. | 3. It gives me the great pleasure to welcome you here. |
| 4. Для меня большая честь приветствовать вас здесь. | 4. It is a special honour for me to welcome you here. |
| 5. Хочу передать приветствия от... | 5. I extend greetings from... |
| 6. Хочу пожелать конференции плодотворной (успешной) работы. | 6. I extend best wishes for a productive conference. |

- | | |
|---|---|
| <p>7. Мне приятно, что вы являетесь хозяевами конференции.</p> <p>8. Надеюсь, что все вы будете чувствовать себя хорошо в нашем обществе.</p> <p>9. Считаю для себя высокой честью приветствовать участников конференции.</p> <p>10. Я считаю большой честью принимать участие в работе этой конференции.</p> <p>11. Я уверен, что выражаю чувства всех присутствующих, говоря о необходимости отдать дань хозяевам за щедрое гостеприимство.</p> <p>12. Я испытываю радость от возможности принять здесь участие в работе.</p> <p>13. Выражаю благодарность за приглашение принять участие в работе конференции.</p> <p>14. Выражаю благодарность за оказанную честь председательствовать на этой конференции.</p> <p>15. Мне бы особенно хотелось поблагодарить...</p> <p>16. Спасибо за сотрудничество...</p> <p>17. Я хотел бы выразить определенные пожелания, касающиеся...</p> <p>18. От имени всей нашей делегации я выражаю сердечные пожелания...</p> | <p>7. I'm delighted that you are the hosts of this conference.</p> <p>8. I hope each of you will feel at home in our community.</p> <p>9. I consider it a high honour to welcome representatives of this conference.</p> <p>10. I consider it a high honour to participate in the work of this conference.</p> <p>11. I'm sure I'm expressing the feelings of all of you in paying due tribute to the generous hospitality of the hosts.</p> <p>12. It is a joy for me to be able to work here.</p> <p>13. Please know of my personal thanks for being invited to participate in the work of this conference.</p> <p>14. Please know of my personal thanks for having the honour to act as a chairman of this conference.</p> <p>15. I should like to thank particularly...</p> <p>16. Thank you for your collaboration in...</p> <p>17. I'd like to express certain wishes concerning...</p> <p>18. I express my heartfelt (cordial) wishes on behalf of our delegation...</p> |
|---|---|

- | | |
|---|--|
| 19. Я возлагаю большие надежды на ход и результаты работы конференции. | 19. I'm looking forward with the greatest optimism to the proceedings and results of the conference. |
| 20. После этих замечаний перейду к основным вопросам. | 20. With these remarks I'll proceed to the ground problems. |
| 21. Поступило предложение, чтобы конференция сосредоточила внимание на следующих целях... | 21. It is suggested that the meeting should focus on the following objectives... |
| 22. Я убежден, что тема конференции будет представлять большой интерес для... | 22. I'm convinced that the subject of this conference will be of great interest for... |
| 23. Что касается темы конференции... | 23. As for the theme of the conference... |
| 24. Спасибо за внимание. | 24. Thank you for (kind) attention. |

ОФОРМИТЕЛЬСКАЯ ФРАЗЕОЛОГИЯ ДОКЛАДОВ И ВЫСТУПЛЕНИЙ

а) выражения, вводящие высказывание

- | | |
|---|---|
| 1. В этом докладе мне бы хотелось поднять несколько вопросов, касающихся... | 1. In this paper I would like to raise some questions related to... |
| 2. Я хотел бы начать свой доклад с... | 2. I should like to begin my report with... |
| 3. Сначала несколько вводных замечаний о... | 3. First some introductory remarks as to... |
| 4. Хотелось бы сделать несколько уточнений по... | 4. I would like to make some explanatory remarks on... |
| 5. Имея в виду основные направления... | 5. Bearing in mind the main directions... |
| 6. Я хотел бы указать... | 6. I should like to indicate... |
| 7. Я хотел бы только упомянуть... | 7. I would like to mention only... |

- | | |
|---|---|
| 8. Но прежде, чем это сделать, хотелось бы обрисовать в общих чертах... | 8. But before doing this I'd like to outline... |
| 9. Я обязан заметить... | 9. I'm indebted to mention... |
| 10. Лично я считаю необходимым подчеркнуть, что... | 10. Personally I find it necessary to emphasize that... |
| 11. Нет необходимости перечислять все... | 11. There is no need to enumerate all... |
| 12. Мы не хотим сказать этим, что... | 12. This is not to say that... |
| 13. На основании этих размышлений мы можем... | 13. On the basis of these considerations we may... |
| 14. Неверно утверждать, что... | 14. It is incorrect to state that... |
| 15. Этот доклад посвящен... | 15. This report centers about (deals with, devotes considerable more attention to, is oriented forward to)... |
| 16. Мне бы хотелось подчеркнуть, что... | 16. I should like to emphasize that... |
| 17. В этой связи особенно важно коснуться... | 17. In this connection particular importance should be attached to... |
| 18. В этой связи особое внимание следует уделить... | 18. In this connection specific emphasis has to be put on... |
| 19. Я бы просто сказал в этой связи... | 19. I would merely say in this connection... |
| 20. Это наводит на мысль, что... | 20. This gives rise to the view that... |
| 21. В отличие от вышеупомянутой точки зрения... | 21. As distinguished from beforementioned view... |
| 22. С учетом вышеупомянутой проблемы... | 22. With regard to the problem mentioned... |
| 23. Это доказано... | 23. This is proved by... |
| 24. Утверждают, что... | 24. It is (has been) asserted that... |
| 25. В таком контексте... | 25. Within such a context... |
| 26. Чтобы выразить это яснее... | 26. To make it more clear... |

- | | |
|--|---|
| 27. Необходимо заметить... | 27. It must be clearly noticed... |
| 28. Это может быть легко понятно, если... | 28. This can easily be understood if... |
| 29. Нам хорошо известно, что... | 29. We well know that... |
| 30. Можно было бы ожидать, что... | 30. It could be expected that... |
| 31. Если такое толкование считается правильным... | 31. If this interpretation tends to be correct... |
| 32. Здесь необходимо подчеркнуть... | 32. It must be stressed here... |
| 33. Касаясь проблемы... | 33. Touching on the problem of... |
| 34. Правда также то, что... | 34. It is also true that... |
| 35. Именно по этой причине... | 35. It is for this reason that... |
| 36. Это кажется недостижимым. | 36. This seems to be beyond reach. |
| 37. Здесь я имею в виду... | 37. I have in mind here... |
| 38. Я хотел бы рассмотреть... | 38. I would like to deal with... |
| 39. Этот пример ясно показывает, что... | 39. This example clearly shows... |
| 40. Выдвинутые выше принципы полностью соответствуют... | 40. The principles stated above fully correspond to... |
| 41. Все это создает широкий спектр... | 41. All this provides a broad spectrum of... |
| 42. Резюме может быть изложено в двух замечаниях общего характера. | 42. The resume can be stated in two general observations... |
| 43. Эти наблюдения имеют важное значение в... | 43. These observations are of great significance in... |
| 44. Можно подтвердить это, показав, что... | 44. It may be confirmed by indicating that... |
| 45. Мы можем исходить из того факта, что... | 45. We may proceed from the fact that... |
| 46. Нет необходимости подводить итог... | 46. There is no need to summarize... |
| 47. Итак, я смею сделать вывод... | 47. Thus I dare to conclude... |
| 48. Основной вопрос, который еще не решен... | 48. The main question not yet solved is... |

- | | |
|--|---|
| 49. Наконец, мне бы хотелось сказать, что... | 49. Lastly I'd like to say that... |
| 50. Я бы хотел привлечь Ваше внимание к... | 50. I'd like to draw your attention to... |
| 51. Очевидно важно сделать вывод... | 51. It may be important to conclude... |

б) связующая и обобщающая фразеология

- | | |
|--|---|
| 1. В общем... | 1. In general... |
| 2. В общем, мне кажется, что... | 2. Generally speaking it seems to me... |
| 3. В дополнение к... | 3. In addition to... |
| 4. Общепринято, что... | 4. It is the general idea that... |
| 5. Что касается... | 5. With regard to (as to)... |
| 6. Поэтому кажется... | 6. It appears therefore... |
| 7. Ожидают... | 7. It is expected... |
| 8. Вне сомнения... | 8. It is beyond doubt... |
| 9. Несомненно то, что...
(Это факт, что...) | 9. It is a fact that... |
| 10. Поэтому необходимо... | 10. It is therefore necessary to... |
| 11. Желательно... | 11. It is desirable to... |
| 12. Еще более важно... | 12. It is furthermore important to... |
| 13. Естественно, важно... | 13. It is naturally of importance... |
| 14. Это доказывает, что... | 14. It proves that... |
| 15. В этом случае... | 15. In this case... |
| 16. Нет нужды говорить... | 16. Needless to say... |
| 17. Допустив, что... | 17. Assuming that... |
| 18. Допустим, что... | 18. Let's assume that... |
| 19. Отсюда следует, что... | 19. It follows that... |
| 20. Как утверждалось раньше... | 20. As previously stated... |
| 21. Если это так... | 21. If this is so... |
| 22. Независимо от этого... | 22. Apart from this... |
| 23. Ясно однако, что... | 23. It is clear, however, that... |
| 24. Легко понять... | 24. It is easy to understand... |
| 25. Непонятно... | 25. It's not clear... (It is not understandable...) |
| 26. По крайней мере для ориентации необходимо... | 26. At least for orientation it is necessary to... |

- | | |
|---|--|
| 27. Одним словом говоря... | 27. In a word... |
| 28. Другими словами говоря... | 28. In other words... |
| 29. В какой-то мере... | 29. To some extent... |
| 30. В определенной мере... | 30. To a certain extent... |
| 31. Как результат... | 31. As a result of... |
| 32. Нет причины для... | 32. There is no reason for... |
| 33. Более того... | 33. What is more... |
| 34. Совершенно вероятно, что... | 34. It is quite probable that... |
| 35. По всей вероятности... | 35. In all probability... |
| 36. Насколько это касается данной проблемы... | 36. As far as this problem is concerned... |
| 37. Следует запомнить, что... | 37. It should be remembered that... |
| 38. Необходимо напомнить, что... | 38. It is necessary to remind... |
| 39. С точки зрения... | 39. From the point of view of... |
| 40. Судя по... | 40. Judging by (from)... |
| 41. Я верю, что... | 41. I believe that... |
| 42. Я считаю, что... | 42. I consider that... |
| 43. Наоборот... | 43. On the contrary (vice versa)... |
| 44. Особенно важно... | 44. It is especially significant... |
| 45. Именно по этой причине... | 45. It is for this reason that... |
| 46. Нам хорошо известно... | 46. We well know that... |
| 47. Можно ожидать... | 47. It can be expected... |
| 48. Следует подчеркнуть... | 48. It must be stressed... |
| 49. Касаясь этой проблемы... | 49. Touching upon this problem... |
| 50. Что касается этого вопроса... | 50. As to this question... |
| 51. Если эта интерпретация правильна... | 51. If this interpretation is correct... |
| 52. Что касается этой проблемы... | 52. As far as this problem is concerned... |
| 53. Примечательно то, что... | 53. And it is remarkable... |
| 54. Поэтому резонно... | 54. Therefore it is reasonable... |
| 55. Достаточно упомянуть... | 55. It is enough to mention... |
| 56. Остается фактом то, что... | 56. The fact remains that... |

- | | |
|--|--|
| 57. Чтобы получить более глубокое представление о... | 57. To gain a deeper insight into... |
| 58. Принимая во внимание... | 58. Taking into account... |
| 59. С этой (моей) точки зрения... | 59. From this (my) viewpoint... |
| 60. Нет сомнения, что... | 60. It goes without saying... (No doubt that...) |
| 61. Несмотря на тот факт, что... | 61. Despite the fact that... |
| 62. Именно в этой связи... | 62. It is in this connection that... |
| 63. В связи с... | 63. In connection with... |
| 64. По этой причине... | 64. For this reason... |
| 65. Вот почему необходимо... | 65. That is why it is imperative to... |
| 66. Не менее важно... | 66. Of no less importance... |
| 67. Несмотря на многие попытки... | 67. Despite the many attempts to... |
| 68. Для того, чтобы пристальнее взглянуть на эту проблему... | 68. In order to bring this problem nearer to... |
| 69. Особенно существенно... | 69. It is especially essential to... |
| 70. В этом смысле... | 70. In this sense... |
| 71. В том же смысле... | 71. In the same sense... |
| 72. Тот факт, что... | 72. The fact that... |
| 73. По всей вероятности... | 73. In all probability... |
| 74. Очевидно, что... | 74. It is evident that... |
| 75. Важно заметить, что... | 75. It is of importance to note... |
| 76. Во-первых (во-вторых)... | 76. First (secondly)... |
| 77. Наконец... | 77. Finally... |
| 78. На первом (втором) месте... | 78. In the first (second) place... |
| 79. Заметьте, что... | 79. Note that... |
| 80. Основной вопрос, который еще не решен... | 80. The main question not yet solved... |
| 81. Осмелюсь сделать вывод... | 81. I dare to conclude... |
| 82. Прежде всего... | 82. Above all... |
| 83. Так (таким образом)... | 83. Thus... |
| 84. Кроме того (к тому же)... | 84. Furthermore... |
| 85. Поэтому... | 85. Therefore... |

- | | |
|-----------------------|----------------------------------|
| 86. Более того... | 86. Moreover (over and above)... |
| 87. Однако... | 87. However... |
| 88. Хотя... | 88. Though... |
| 89. Существенно... | 89. Essentially... |
| 90. Тем не менее... | 90. Nevertheless... |
| 91. По сравнению с... | 91. Compared with... |
| 92. Следовательно... | 92. Hence... |
| 93. Ввиду этого... | 93. On this account... |
| 94. Вот почему... | 94. That is why... |
| 95. В целом... | 95. On the whole... |

ВО ВРЕМЯ ДИСКУССИИ

- | | |
|---|--|
| 1. Эта тема конференции вызвала живую дискуссию. | 1. It is due to the subject of the conference which has produced a lively discussion (has prompted a discussion). |
| 2. Дискуссия была живая и плодотворная. | 2. The discussion was lively and fruitful. |
| 3. Тема дискуссии... (Дискуссия будет развиваться в русле проблем... Дискуссия посвящена проблеме... Эта дискуссия будет посвящена проблеме...) | 3. The topic of the discussion is... (The discussion will be developed on the problems of... The discussion deals with the problem of... The problem of... will be dealt with in this discussion.) |
| 4. По вопросу ... имела место длительная дискуссия. | 4. Lengthy discussion was held concerning... |
| 5. Дискуссия будет проведена после докладов. | 5. The reports will be followed by a discussion. |
| 6. Основное внимание дискуссии будет обращено на... | 6. The main weight of the discussion will fall upon... |
| 7. В дискуссии были подняты следующие вопросы... | 7. The following points were raised in the discussion... |
| 8. Во время дискуссии было достигнуто согласие в том, что... | 8. During the discussion it was agreed that... |

- | | |
|--|--|
| 9. В результате дискуссии... | 9. As a result of the discussion... |
| 10. Было выражено согласие по... | 10. Agreements were expressed on... |
| 11. Были различные мнения по поводу... | 11. There were differences of opinion with regard to... |
| 12. Основной темой напряженных дебатов были вопросы, касающиеся... | 12. Questions as to... became the object of an intensive debate. |
| 13. Один из основных вопросов, который обсуждался... | 13. One of the principal issues discussed was... |
| 14. Живые дебаты прошли по вопросу... | 14. Lively debates took place about... |
| 15. Результаты дебатов показывают... | 15. The results of our debates show... |
| 16. Из выступлений ясно, что... | 16. It emerges clearly from your debates that... |
| 17. Состоялся обмен мнениями в отношении... | 17. Ideas were exchanged as to... |
| 18. Было замечено, что... | 18. It was observed that... |
| 19. Было отмечено, что... | 19. It was noted that... |
| 20. Несколько участников указали, что... | 20. Several participants pointed out that... |
| 21. Было также указано, что... | 21. It was also pointed out that... |
| 22. Как указывалось... | 22. As pointed out by... |
| 23. Были выражены мнения в отношении... | 23. Opinions regarding... were expressed. |
| 24. Было уделено внимание рассмотрению... | 24. Consideration was given to... |
| 25. Во время дискуссии подчеркивалось, что... | 25. It was stressed in the discussion that... |
| 26. Было подчеркнуто, что... | 26. It was underlined (emphasized, stated)... |
| 27. Неоднократно подчеркивалось, что... | 27. It was repeatedly stressed that... |
| 28. Профессор Н. в его интересном докладе указал... | 28. Prof. N. in his interesting paper pointed out... |
| 29. Участники дискуссии подчеркивали... | 29. Those taking part in the discussion emphasized... |

- | | |
|---|--|
| 30. Была выражена также точка зрения, что... | 30. The view was also expressed that.. |
| 31. Была выражена договоренность по... | 31. Agreements were expressed on... |
| 32. Расхождение мнений было в основном по... | 32. The differences of opinion centred mainly on... |
| 33. Во время дискуссии была принята точка зрения, что... | 33. The view was taken during the discussion that... |
| 34. Некоторые тезисы, касающиеся..., вызвали оживленную дискуссию по... | 34. Some theses concerning... triggered off a lively discussion on... |
| 35. Противоположные точки зрения были выражены в связи с мнениями, касающимися... | 35. Controversial stand-points were expressed in connection with opinions regarding... |
| 36. Разные оценки были даны... | 36. Different assessments were made of... |
| 37. Противники этой точки зрения защищали свою позицию, показывая... | 37. The opponents of this opinion defended their position by showing... |
| 38. Различные мнения были выражены по вопросам... | 38. Differing opinions were voiced regarding the questions... |
| 39. Несколько участников выразили свое убеждение, что... | 39. Several participants expressed conviction that... |
| 40. Во многих случаях участники выразили противоположные точки зрения по... | 40. In many instances participants expressed contrary views on... |
| 41. Как указывалось в докладах и выступлениях на симпозиуме... | 41. As it was pointed out in theses and papers read at the symposium... |
| 42. Наиболее противоречивые мнения были выражены по вопросу... | 42. The most outstanding differences of opinion concern... |
| 43. Вопрос, который следует рассмотреть более подробно, ... | 43. A question still to be examined in detail is... |
| 44. Я поддерживаю точку зрения... | 44. I support the view of.. |

- | | |
|--|---|
| 45. По моему мнению, доклад был очень хорошим по форме. | 45. In my opinion the report was extremely well-worded. |
| 46. Это приводится для того, чтобы показать, что... | 46. This goes to show that... |
| 47. Имея это в виду... | 47. With this in mind... |
| 48. Среди участников дискуссии были... | 48. Among those who took part in the discussion were... |
| 49. В результате дискуссии, которую вы провели... | 49. As a result of the discussion you have held... |
| 50. И что примечательно, ваша дискуссия показала, что... | 50. And it is remarkable that your discussion has shown... |
| 51. Более того, ваша дискуссия показывает, что... | 51. Moreover your discussion shows... |
| 52. Я глубоко убежден, что... | 52. I'm deeply convinced that... |
| 53. Общие вопросы вызвали много комментариев. | 53. The general considerations provide a rich harvest of comments. |
| 54. Основной вывод из прошедшей дискуссии может быть сформулирован в таких предложениях... | 54. The main conclusion to be drawn from the discussions presented can be summarized in the following propositions... |
| 55. Я, естественно, приветствую эти предложения. | 55. I naturally welcome these recommendations. |

ЗАКРЫТИЕ КОНФЕРЕНЦИИ

- | | |
|--|---|
| 1. Заккрытие конференции назначено на... | 1. The close of the conference is scheduled for... |
| 2. Сегодня мы закрываем конференцию... | 2. Today sees the close of the conference... |
| 3. Сейчас, когда наша работа подходит к концу, очень кстати... | 3. Now that our work is drawing at a close it is only fitting that... |
| 4. Я могу сказать, что эта конференция — выдающееся событие. | 4. I may say that this conference is an outstanding event. |
| 5. Я хотел бы сделать вывод об общем значении конференции | 5. I should like to bring out the general significance of this conference |

- | | |
|--|--|
| <p>6. Я хотел бы выразить свое удовлетворение работой конференции, достигнутыми прекрасными результатами, атмосферой сердечности и взаимопонимания, господствующей на конференции.</p> <p>7. Не мне говорить, что каждый из нас вынес для себя из этой встречи.</p> <p>8. Я убежден, что обмен мнениями по различным вопросам несомненно подскажет нам...</p> <p>9. Все участники пришли к выводу о том, что...</p> <p>10. Представленные доклады были хорошо подготовлены и написаны хорошим языком.</p> <p>11. Конференция показала, что...</p> <p>12. Отсюда нам следует сделать вывод...</p> <p>13. Наконец, я хотел бы...</p> <p>14. В более общем смысле я в долгу перед...</p> <p>15. Разрешите мне, наконец, леди и джентльмены, предложить...</p> <p>16. Из настоящей встречи Вы можете сами судить...</p> <p>17. То, что эта конференция была успешной, мы, в первую очередь, обязаны тому, что...</p> <p>18. Я убежден, что обмен мнениями и опытом, который имел здесь место, явится стимулом для...</p> | <p>6. I should express my satisfaction at the work of the conference, the excellent results achieved, the atmosphere of cordiality and mutual understanding throughout the work of the conference.</p> <p>7. It is not for me to pre-judge what each of us may have derived from this meeting.</p> <p>8. It is my belief that exchanges of views will no doubt prompt us...</p> <p>9. All participants agreed on...</p> <p>10. The papers presented were well prepared and well-worded.</p> <p>11. The conference has shown that...</p> <p>12. From this we have to conclude...</p> <p>13. Lastly I'd like to...</p> <p>14. In a more general way I'm indebted to...</p> <p>15. Permit me finally, ladies and gentlemen, to offer...</p> <p>16. You can judge for yourself from your present meeting...</p> <p>17. That this conference was successful is due foremost to the fact that...</p> <p>18. It is my belief that exchanges of views and comparison of experience which have taken place here have a stimulating effect on...</p> |
|--|--|

- | | |
|---|--|
| 19. Эта конференция показала, что... | 19. This conference has shown that... |
| 20. Что касается рекомендации, я могу только сказать, что... | 20. With regard to the recommendation I can only say that... |
| 21. Я хотел бы сейчас коротко указать, что... | 21. I should now like to indicate briefly... |
| 22. В этой связи конференция была очень важной. | 22. The conference was of great significance in this connection. |
| 23. Особая ценность этой конференции заключается в том, что... | 23. Special value attached to this conference has been justified by... |
| 24. Результаты и атмосфера конференции чувствуются в нашей ежедневной работе. | 24. The results and spirit of this conference make themselves felt in our daily work. |
| 25. В этом заключается настоящая проверка результатов работы, которую мы провели во время... | 25. Here lies the real test of the success of the work we have done during... |
| 26. Своими достижениями конференция обязана, в первую очередь, Вам, мистер Н., как председателю конференции, организаторам конференции. | 26. The achievements of the conference are due primarily to you, Mr. N., the President of Conference, the representatives of the host country. |
| 27. Я хотел бы выразить благодарность... | 27. I'd like to express gratitude to... |
| 28. В заключение мне бы хотелось поблагодарить всех за участие в работе этой конференции. | 28. In closing I should like to thank all of you for your participation in this conference. |
| 29. Главы делегаций присоединяются в выражении благодарности... | 29. The heads of the delegations join me in the expression of gratitude to... |
| 30. От имени всех присутствующих и от себя лично выражаю благодарность мистеру Н. за проведенную работу... | 30. On behalf of all, as well as my own, I thank you, Mr. N., for the work you have done... |
| 31. Я благодарен Вам за неустанную заботу... | 31. Thank you for your unremitting concern... |

32. Спасибо за ценные указания в нашей работе.
33. Нам следует поблагодарить секретариат и весь штат, обслуживавший конференцию.
34. Я хотел бы выразить благодарность обозревателям, которые с большим вниманием следили за дебатами.
35. Спасибо леди и джентльменам, которые работали в переводческих кабинетах и канцеляриях переводчиков, и внесли немалый вклад, чтобы мы понимали друг друга.
36. Моя благодарность представителям прессы и службы информации, радио и телевидения.
37. Разрешите мне, наконец, от всего сердца поблагодарить...
38. А сейчас все, что мне осталось сказать...
39. Сейчас необходимо утвердить общие резолюции.
40. Что касается рекомендаций, я хочу лишь сказать...
41. На этом объявляю закрытие конференции.
42. Счастливого возвращения домой!
32. Thank you for the valuable directives you gave to our work.
33. We have to thank the secretaries and the whole staff of the conference.
34. I should like to express my thanks to the observers who followed the debates with great interest.
35. I thank the ladies and gentlemen in the interpreters' booths and the translators' offices who made no small contribution to our understanding.
36. My thanks go to the representatives of the press and information services, the radio and television.
37. Permit me finally to offer my heartfelt thanks to...
38. And now all that remains for me to say...
39. Now it's necessary to approve the general considerations and recommendations.
40. With regard to the recommendations I care only say...
41. The conference is here closed.
42. I wish you a happy journey home!

*Тематический
словарь
повседневного
общения*

ЧАСТЬ III



Часть III
ТЕМАТИЧЕСКИЙ СЛОВАРЬ
ПОВСЕДНЕВНОГО ОБЩЕНИЯ

TOPICAL VOCABULARY OF EVERYDAY
COMMUNICATION

1. ТЕЛЕФОН

соединять
Соедините меня, пожалуйста, с этим номером.
звонить
телефонная книга
Где телефон?
У вас есть телефонная книга?
По автомату?
Сообщите мне потом, пожалуйста, сколько будет стоить разговор.
домашний телефон
служебный телефон
местный звонок
междугородний звонок
Алло, соедините меня, пожалуйста, с телефонистом международной линии, чтобы позвонить в Москву.
Будьте любезны, примите заказ на разговор с Римом.
Номер телефона—752-4448, добавочный 396.
Могла бы я поговорить с господином Вудом?
Говорите, пожалуйста.
Госпожа Янг дома?
Телефон не отвечает.
Подойдите к телефону, пожалуйста.

1. TELEPHONE

to connect
Could you connect me with this number?
to call/to phone
telephone directory/book
Where is the telephone?
Do you have a telephone directory?
Direct?
Will you tell me the cost of the call afterwards?

home phone
office phone
local call
long distance call
Hello, would you connect me with the overseas operator for Moscow?

Would you please book me a call to Rome? The phone number is 752-4448, extension 396.
Could I speak to Mr. Wood?

Speaking.
Is Mrs. Young there?
There is no answer.
Please, answer the phone.

Вы ошиблись номером.

Можно попросить Джона к телефону.

Его сейчас нет на месте. А когда он вернется?

Пожалуйста, позвоните попозже.

Будьте любезны, передайте ему, что звонил Гарри.

Попросите, пожалуйста, чтобы она мне позвонила.

Нельзя ли передать ей несколько слов?

Вам звонят.

Занято.

Телефон испорчен.

Это господин Шэлл?

Да. Простите, а с кем я говорю?

Это госпожа Грант.

Не вешайте трубку, пожалуйста.

Нас разъединили.

Вас просят к телефону.

Вы хотите что-нибудь передать? У него все еще занято.

Вы меня соединили?

Говорите.

Я хотел бы установить телефон в моей квартире.

Сколько будет стоить...?

Сколько времени займет установка телефона?

You've got the wrong number.

May I speak to John?

He's out at the moment.

When will he be back?

Would you try again later, please?

Will you tell him I called.

My name is Harry.

Would you ask her to call me back?

Would you take a message for her, please?

There is a telephone call for you.

The line is busy.

The phone is out of order.

Is that Mr. Shell?

Yes. May I ask who's speaking?

This is Mrs. Grant.

Hold the line, please.

We were disconnected.

You are wanted on the phone.

May I take the message?

He is still on the phone.

Am I through?

Go ahead.

I'd like to have a phone installed in my flat.

What's the charge for...?

How long will it take to install a phone?

2. В ГОСТЯХ (ДЕЛОВОЕ ПОСЕЩЕНИЕ)

посетитель/гость

хозяин

хозяйка

гостеприимство

2. ON A VISIT (BUSINESS VISIT)

caller/visitor/guest

host

hostess

hospitality

наносить визит
заходить к кому-либо

заходить за кем-либо
приглашать

Мы с женой хотим пригласить вас пообедать с нами.
Я хочу пригласить вас на обед.

Вы могли бы пообедать с нами сегодня вечером?
У нас в пятницу гости. Я надеюсь, вы сможете прийти.

Заходите, пожалуйста.
Что вы будете пить?

Угощайтесь.
Еще немного, пожалуйста.
Спасибо, больше не могу.

Как называется это блюдо?
Это очень вкусно.

Приходите, пожалуйста, завтра вечером на коктейль.
У нас будут гости. Вы придете?

Замечательно! Приду с удовольствием!

В какое время мне прийти?
Снимите пальто, пожалуйста.

Вы курите?
Извините за беспорядок.

Можно мне прийти с другом?

В следующий раз вы должны прийти к нам.

Становится поздно. Мне пора идти домой.

Пожалуй, нам пора.

Мне пора уходить.

Большое спасибо за приятный вечер.

to visit/to pay a visit
to call on/to stop by/to drop in

to call for/to pick up smb.
to invite

My wife and I would like you to have dinner with us.
I'd like to invite you to dinner.

Could you come to dinner tonight?

We are giving a party on Friday. I hope you can come.

Come in, please.

What would you like to drink?

Help yourself/Enjoy yourself.
A little more, please.

Thank you. I'm afraid I'm full.

What is this dish called?

It is delicious.

Can you come for a drink tomorrow evening?

We're having a few people in. Can you come?

Great! I'd love to.

What time shall I come?

Please, take off your coat.

Do you smoke?

Excuse the appearance of the place.

May I bring a friend?

Next time you must come to our place.

It's getting late. I must be going home now.

I'm afraid we've got to go.

I must be leaving now.

Thank you very much for a lovely evening.

Спасибо за прием. Было замечательно.
Передайте сердечный привет вашей матери.
Передайте привет вашей дочери.
Хотите сигарету?
Будьте добры, у Вас не найдётся чем прикурить?
Хотите чего-нибудь выпить?

Вы не заняты сегодня вечером?
Хотите, пойдём с вами куда-нибудь в субботу вечером?
Я знаю хороший китайский ресторан.
Не хотите ли пойти потанцевать?
Спасибо, с удовольствием.
Можно вас проводить (отвезти) домой?

Спасибо, это был чудесный вечер.
Очень жаль, но у меня нет времени.
Боюсь, что отнял у вас слишком много времени.
Он вышел.
Ее нет дома.
Когда он вернется?
Он будет через час.
Позвоните позже, пожалуйста.
Я хотел бы вас кое о чем спросить.
Не могли бы вы уделить мне несколько минут?
Я иду к вам.
Я хотел бы поговорить с вами сейчас.
В какое время вам удобнее, чтобы я пришел?

Простите, я опоздал.

Thank you for asking us.
It was great.
Best regards to your mother.

Give my love to your daughter.
Would you like a cigarette?
Have you got a light, please?

Can I get you something to drink?
Are you free this evening?

Would you like to go out with me Saturday night?
I know a good chinese restaurant.
Would you like to go dancing?
I'd love to, thank you.
May I take (see) you home?

Thank you, it was a wonderful evening.
I'm sorry but I'm pressed for time.
I'm afraid I've taken up too much of your time.
He is out.
She is not at home.
When will he be back?
He will be back in an hour.
Call later, please.

There is something I want to ask you.
Do you have a free moment to see me?
I'm on my way to your place.
I'd like to talk to you right now.
When is the most convenient time for me to come and see you?
I'm sorry, I'm late/Sorry for being late.

Пойдемте, пожалуйста.
Сюда, пожалуйста.
Жаль, что меня не было,
когда вы звонили.

Come along, please
This way, please.
I'm sorry, I was out when
you called.

3. ОБЩЕСТВЕННЫЙ ТРАНСПОРТ

переулок
тротуар
перекресток, переход

пешеход
трамвай
метро
вход
выход
конечная остановка
остановка автобуса
ехать на/до...
идти пешком
большое/небольшое движе-
ние
пересаживаться
светофор
повернуть налево/направо
заблудиться
Я заблудился. Не покаже-
те ли мне дорогу к ...?
Как мне доехать до ...?
Какой автобус идет до мет-
ро?
Садитесь на (автобус) но-
мер ...
Поезжайте до...
Затем переседайте на трам-
вай.
Где мне сесть на трамвай,
идуший до ...?
На каком автобусе я могу
доехать до ...?
Где остановка автобуса?
Где конечная остановка?

3. PUBLIC TRANSPORT

side street
sidewalk/pavement
crosswalk/crossing/inter-
section
pedestrian
streetcar/tram
subway
entrance
exit
terminal/last stop
bus stop
to go to ...
to walk
heavy/light traffic

to transfer/to change
traffic light
to turn (to the) left/right
to lose the way
I'm lost Could you show me
the way to ...?
How can I get to ...?
Which bus goes to the sub-
way?
Take (bus) No ...

Go as far as...
Then change to the streetcar.

Where can I get the street-
car to ...?
What bus do I take for ...?

Where is the bus stop?
Where is the terminal/last
stop?

Как часто идут автобусы
в центр?

Когда идет первый/послед-
ний/следующий автобус?

Мне нужно делать пересад-
ку?

Вы мне скажете, когда вы-
ходить?

Сколько мне ехать?

Этот трамвай идет до пля-
жа?

Сколько стоит проезд?

Вы не смогли бы разменять
мне доллар?

Где мне выйти, чтобы ...?

Вам выходить на следую-
щей остановке.

Это место занято?

Какая следующая остано-
вка?

Разрешите пройти.

Вы выходите на следующей
остановке?

Это далеко?

Нет, это близко.

Когда начинается автобус-
ное движение?

Я могу дойти туда пешком?

Как ближе всего дойти (до-
ехать) до ...?

Мне идти прямо?

Пройдете прямо два квар-
тала, а затем повернете
направо.

Я правильно иду к ...?

Я пытаюсь найти вот этот
адрес.

До ... всего лишь пять
минут ходьбы

Это там

Это на углу.

Это в этом направлении.

How often do the buses run
downtown?

When is the first/last/next
bus?

Do I have to transfer?

Will you tell me when to
get off?

How long does the journey
take?

Does this streetcar go to the
beach?

How much is the fare?

Can you give me change for
a dollar?

What is the right stop for ...?

You must get off at the next
stop.

Is that seat taken?

What is the next stop?

Excuse me, please.

Are you getting off at the
next stop?

Is it far?

No, it's near.

When do the buses start
running?

Can I walk there?

Which is the shortest way
to ...?

Should I go straight ahead?

Go straight for two blocks
and then turn to the right.

Is this the right way to ...?/
Am I going the right way
to ...?

I'm trying to find this
address.

It's only five minutes' walk
to ...

It is over there.

It is at the corner

It is in this direction

Это на другой стороне улицы.

Это налево.

Это направо.

Это прямо.

Покажите мне, пожалуйста, на карте, где я нахожусь. Как называется эта улица?

Мы пойдем или поедем автобусом?

Пожалуйста, остановите здесь — я хочу выйти.

Я хочу вызвать такси.

Вызовите мне такси, пожалуйста.

Вы свободны?

Куда вы хотите ехать (идти)?/Куда ехать?

По этому адресу, пожалуйста.

Мне надо в аэропорт.

Вы знаете, где это?

Поспешите, пожалуйста.

Я спешу, нельзя ли ехать побыстрее?

Поезжайте помедленнее, пожалуйста.

Остановите здесь, пожалуйста.

Здесь нельзя останавливаться.

Подождите меня, пожалуйста.

Отвезите меня, пожалуйста, в больницу.

Сколько на счетчике?

Сколько стоит проезд в такси за одну милю?

Сколько я вам должен?

Скажите, пожалуйста, где здесь метро?

Где мне сделать пересадку?

It is on the other side of the street.

It is to the left.

It is to the right.

It is straight ahead.

Can you show me on this map where I am?

What is the name of this street?

Shall we walk or go by bus?

Please, stop here — I want to get off.

I want to call a cab (a taxi).

Would you call a cab for me, please?

Are you free?

Where do you want to go?/Where to?

To this address, please.

I want to go to the airport.

Do you know where it is?

Please, hurry.

I'm in a hurry. Could you go faster?

Go slower, please.

Please, stop here.

No parking here.

Please, wait for me.

Please, take me to the hospital.

What does the meter say?

How much is it per mile?

How much do I owe you?

Where is the subway, please?

Where do I change for . . . ?

4. В МАГАЗИНЕ

а) Продукты питания

мясо
говядина
свинина
телятина
курица/цыпленок
утка
индейка
печень
рыба
треска
морской окунь
лосось
сельдь
молоко
масло
сметана
творог
сыр
кефир
хлеб
рогалики
булочки
конфеты
печенье
колбаса
вареная колбаса
сухая колбаса
ливерная колбаса
ветчина
сосиски

котлета
овощи
лук
зеленый лук
капуста
морковь
цветная капуста
свекла
петрушка
сельдерей
чеснок

4. IN THE SHOP

a) Food

meat
beef
pork
veal
hen/chicken
duckling
turkey
liver
fish
cod
ocean perch
salmon
herring
milk
butter
sour cream
cream cheese/cottage cheese
cheese
yogurt
bread
buns
rolls
candies
cookies
sausage
luncheon meat
salami
liver sausage
ham
wieners/frankfurters/hot
dogs
hamburger
vegetables
onions
green onions/scallions
cabbage
carrots
cauliflower
beets
parsley
celery
garlic

кабачки	squash
баклажаны	eggplants
укроп	dill
помидоры	tomatoes
огурцы	cucumbers
редиска	radish(es)
фрукты	fruit
яблоко	apple
груша	pear
виноград	grapes
персик	peach
абрикос	apricot
слива	plum
апельсин	orange
грейпфрут	grapefruit
клубника	strawberries
вишня	cherry
малина	raspberry
ананас	pineapple
банан	banana
сок	juice
клюква	cranberry
мука	flour
манная крупа	cream of wheat
макароны	macaroni
спагетти	spaghetti
вермишель	vermicelli
рис	rice
дрожжи	baking powder/yeast
сода	baking soda
чай	tea
кофе	coffee
зеленый горошек	sweet peas
томатная паста	tomato paste
соль	salt
сахар	sugar
растительное масло	vegetable oil
оливковое масло	olive oil
подсолнечное масло	sunflower oil
булочная	bakery
гастроном	delicatessen/food store
бакалея	grocery (store)
молочная	dairy (shop)
винный магазин	liquor store
кондитерская	pastry shop

овощной магазин
аптека/магазин, где можно
купить косметику и т. д.

б) Вещи

универсам
женская одежда

детская одежда

меха
платье
юбка
блузка
жакет, куртка
халат
купальный халат
брюки
джинсы
трусы
комбинация
пижама
бюстгальтер
ситец
хлопок
шелк
шерсть
кожа
туфли
сапоги
сандалии
кроссовки
комнатные туфли
пальто
мужская одежда
костюм
галстук
пиджак
рубашка
жилет
носки
одеяло
простыня
подушка

fruit store
pharmacy/drugstore

б) Things

department store
women's clothing/women's
wear
children's clothing/children's
wear
furs
dress
skirt
blouse
jacket
dressing gown/house gown
bathrobe
pants/slacks
jeans
panties
slip
pajamas
brassiere/bra
cotton
linen
silk
wool
leather
shoes
boots
sandals
sneakers
slippers
coat/overcoat
men's wear
suit
tie
jacket
shirt
vest
socks
blanket
sheet
pillow

наволочка	pillow-case
мебель	furniture
стол	table
стул	chair
столовый гарнитур	dining set
кровать	bed
матрац	mattress
письменный стол	desk
лампа	lamp
настольная лампа	reading lamp/table lamp
книжная полка	bookshelf
книжный шкаф	bookcase
тумбочка/шкаф для белья	dresser/chest/bureau
диван-кровать	sofa-bed
диван	sofa/coach
цена	price
распродажа	sale/clearance sale
на распродаже	on sale
канцелярские товары	stationery
книжный магазин	bookstore/bookshop
хозяйственный магазин	hardware store
комиссионный магазин	secondhand shop/thrift shop
Какой это размер?	What size is it?
Мой размер ...	My size is ...
Что бы вы хотели?	What would you like?
Я бы хотела примерить это.	I want to try it on.
Можно это примерить?	May I try it on?
Это прекрасно на вас сидит	That fits you perfectly
Это платье мне мало/велико/слишком тесно/слишком широко.	This dress is too small/large/tight/loose for me.
Покажите мне другое, пожалуйста	Show me another one, please/
Я не знаю американских размеров	Could I see another one?
Нельзя ли снять с меня мерку?	I am not familiar with american sizes.
Где примерочная?	Would you please measure me?
Хорошо сидит?	Where is the fitting/dressing room?
Очень хорошо сидит.	Does it fit?
Это слишком коротко/длинно.	It fits very well
Я хотел бы купить туфли.	It's too short/long.
Эти туфли мне слишком	I'd like a pair of shoes.
	These shoes are too narrow/

узкие/широкие/великие/малы.
Есть ли у вас туфли на номер больше/меньше?

Мне нужно что-нибудь вроде этого.

Это как раз то, что я хочу.
Это не совсем то, что я хочу.

Пожалуйста, слушаю вас.
Я просто смотрю, спасибо.
Что бы вы хотели?

цвет/размер/качество/количество

Мне нужно что-нибудь в тон к этому.

Нет, мне это не нравится.
Я это возьму.

Сколько это стоит?
Сколько стоит ярд?

Вы не ошиблись в счете?

Вы принимаете кредитные карточки?

Я хотел бы расплатиться наличными.

Будьте любезны, дайте мне чек, пожалуйста.

Что-нибудь еще?

Я хотел бы купить безделушки. Где отдел подарков?

Спасибо, это все.
Нельзя ли это обменять?

Я хотел бы вернуть это.
Я хотел бы получить деньги назад. Вот чек.

Дайте мне, пожалуйста ...
щетку для волос
расческу
бигуди
шпильки
щеточку для ногтей

wide/large/small.
Do you have a larger/smaller size?

I want something like this.

That's just what I want.
It's not quite what I want.

Can I help you?
I'm just looking, thank you.
What would you like?
color/style/quality/quantity

I want something to match this.

No, I don't care for it.
I'll take it.

How much is it?
How much is that by the yard?

I think there's an error in the bill.

Do you accept credit cards?

I'd like to pay cash.

May I have a receipt, please?

Anything else?/Something else?

I'm looking for some knick-knaks. Where is your gift department?

Thank you, that's all.
Can you exchange this, please?

I'd like to return this.
I'd like a refund. Here is the receipt.

I'd like a ...
hairbrush
comb
curlers
pins
nail brush

крем/крем для лица

мыло

духи

губную помаду

шампунь

зубную щетку

зубную пасту

полотенце

туалетную бумагу

одеколон

штопор

посуду

серебро (ножи, вилки,
ложки)

рюмки, стаканы

консервный нож

чашки

кружки

тарелки

блюда

вилки

ножи

ложки

чайные ложки

У вас есть батарейка для
этого?

Мне нужна вилка для
электробритвы

часы

утюг

чайник

миксер

cream/face cream/
moisturezer

soap

perfume

lipstick

shampoo

toothbrush

toothpaste

towel

toilet paper

toilet water/cologne

corkscrew

dishes/china/tableware

silverware (knives, forks,
spoons)

glassware

can opener/tin opener

cups

mugs

plates

saucers

forks

knives

spoons

teaspoons

Have you got a battery for
this?

I want a plug for the razor

clock

iron

teakettle/teapot

blender

5. Ресторан

кафе (самообслуживание)

ресторан

буфет, закусочная

бар

жареные цыплята

мясная котлета с булкой

мясная котлета с булкой,
сыром и овощами

5. Restaurant

cafeteria

restaurant

snack bar

bar

fried chickens

hamburger

cheeseburger

рыба жареная с булкой и овощами	fishburger
молочный коктейль	milkshake
клубничный — » —	strawberry-shake
шоколадный — » —	chocolate-shake
мороженое	ice cream
сосиска с булочкой	hot dog
меню	menu
закуска	appetizer
легкая закуска	snack
мясные блюда	meat and poultry dishes
бифштекс	steak
с кровью/средне прожаренный/хорошо прожаренный	rare/medium/well done
бефстроганов	beef stroganoff
биточки	meatballs
говядина	beef
баранина	lamb
свинина	pork
яичница	scrambled eggs/fried eggs
десерт	dessert/after
напитки	drinks
крепкие напитки	hard drinks
безалкогольные напитки	soft drinks
сухое вино	dry wine
красное вино	red wine
белое вино	white wine
коньяк	cognac
виски с содовой	whiskey and soda
виски со льда	whiskey on the rocks
чистое виски	neat/straight whiskey
водка	vodka
брэнди	brandy
джин	gin
джин с тоником	gin and tonic
портвейн	port
ром	rum
ликер	liqueur
херес	cherry
вермут	vermouth
прохладительные напитки	beverages/cold drinks
лимонад	lemonade
сок	juice
минеральная вода	mineral water

газированная вода	soda
крем-сода	cream soda
клубничная вода	strawberry soda
малиновая вода	raspberry soda
имбирная вода	ginger ale
суп	soup
бульон	broth
гороховый суп/гороховый суп-пюре	pea soup/split-pea soup
фасолевый суп/суп из темной фасоли	bean soup/navy bean soup
овощной суп	vegetable soup
суп с лапшой	noodle soup
суп из брокколи	broccoli soup
куриный суп	chicken soup
картофельный суп	potato soup
гарнир	garnish
жареная картошка	french fries/french fried potatoes
артишоки	artishokes
баклажаны	eggplant
брюссельская капуста	brussels sprouts
фасоль	beans
зеленый горошек	sweet peas/peas
капуста	cabbage
салат	lettuce
салат из овощей	salad/mixed green salad
соус (заправлять салат)	dressing/salad dressing
перец	pepper
горчица	mustard
уксус	vinegar
хрен	horseradish
клецки из теста	dumplings
подливка	gravy
яйца вкрутую	hard-boiled eggs
яйца всмятку	soft-boiled eggs
омлет	omelet
телятина	veal
индейка	turkey
гусь	goose
утка	duck
кролик	rabbit
отбивная котлета	chop
печенка	liver
почки	kidneys

ростбиф	roast beef
сосиски	frankfurters/franks/wieners
рыбные блюда	fish and seafood
краб	crab
омар	lobster
камбала	flounder
окунь	perch
осетр	sturgeon
палтус	halibut
лосось	salmon
судак	pike perch
щука	pike
форель	trout
устрицы	oysters
вареное	boiled
жареное	roast/fried
печеное	baked
жареное на вертеле	grilled/broiled
тушеное	stewed
фаршированное	stuffed
паровое	steamed
копченое	smoked
апельсиновая вода	orange soda
пиво	beer
светлое/темное пиво	light/dark beer
кофе	coffee
чай	tea
Простите, не скажете ли, где здесь можно перекусить?	Excuse me, could you tell me where we can find a snack bar over here?
Где здесь поблизости ресторан?	Where is the nearest restaurant?
Это китайский ресторан?	Is that a chinese restaurant?
Я не люблю мексиканскую кухню. Она слишком острая.	I don't like mexican food. It's too spicy for me.
Индийская кухня тоже острая?	Is indian food also hot?
Где здесь японский ресторан?	Where is a japanese restaurant?
Я предпочитаю итальянскую или французскую кухню.	I prefer italian or french food.
Какой ресторан вы можете порекомендовать?	Which restaurant would you recommend?

Добрый вечер. У вас есть
столик на троих?
Здесь свободно?
Можно сесть там/у окна/
в углу/снаружи?

Я заказывал столик. Меня
зовут Бад Ривз.

Принесите, пожалуйста, бу-
тылку вина/стакан воды/
закуску.

Я хочу заказать столик на
завтра.

Стол заказан.

Я ужасно голоден.

Что-то мне совсем не хочет-
ся есть.

Примите, пожалуйста, за-
каз.

Что-нибудь легкое, пожа-
луйста.

Что это за блюдо?

Из какой рыбы это приго-
товлено?

Что вы посоветуете?

Какие у вас фирменные
блюда?

У вас есть ...?

Принесите мне, пожалуйста,
две порции ...

Передайте, пожалуйста, пе-
рец.

Можно еще?

Я очень наелся. Больше ни-
чего, спасибо.

Я не люблю острой пищи.
Счет, пожалуйста.

Было очень вкусно.

Мясо пережарено/недожа-
рено.

Рыба сырая.

Это слишком жесткое.

Good evening. Do you have
a table for three?

Is this seat/table available?

Could I have a table over
there/by the window/in the
corner/outside?

I have reserved a table. My
name is Bud Reeves.

Could we have a bottle of
wine/a glass of water/an
appetizer?

I'd like to reserve a table for
tomorrow.

Reserved.

I could eat a horse.

I don't feel like eating any-
thing./I'm not hungry at all.

Take our order, please.

Something light, please.

What is this dish?

What kind of fish is it made
with?

What do you recommend?

What are your house special-
ties?

Do you have ...?

Could you please bring two
helpings of ...?

Please, pass the pepper.

Some more, please?

I am full. Nothing more,
thanks.

I don't like spicy food.

May I have the bill, please?

It was delicious.

The meat is overdone/under-
done.

The fish is undercooked/
almost raw.

This is too tough.

6. ПОГОДА

Какая сегодня погода?

Сегодня ветрено/туманно/
дождливо/солнечно/жарко/
прохладно.

Какая стоит скверная пого-
да!

Какая стоит прекрасная пого-
да!

Погода пасмурная.

Сегодня довольно холодно/
жарко.

Сегодня хорошая/солнеч-
ная погода.

Погода хорошая/плохая.

Какая великолепная погода!

Как отвратительны эти дожд-
ливые дни!

Вы хорошо загорели.

Становится жарко.

Идет снег.

Скользко.

Я мерзну.

Становится морозно.

Таает.

Идет моросящий дождь.

Идет ливень.

Дождь льет как из ведра.

6. WEATHER

What is the weather like
today?

It's windy/foggy/rainy/sun-
ny/hot/cool today.

What nasty weather we are
having!

What lovely weather we are
having!

It is overcast.

It's rather cold/warm today.

It's fair/sunny today.

The weather is fine/bad.

What gorgeous weather!

How disgusting all these
rainy days are!

You've got a good tan.

It's getting hot.

It's snowing.

It's slippery.

I am freezing.

It's getting frosty.

It's thawing.

It's a drizzling rain.

It's a shower.

It's raining cats and dogs.

7. ДАТА

Какое сегодня число?

Сегодня двадцать четвер-
тое сентября.

Какой день недели сегодня?

Сегодня среда.

Какого числа это будет?

Первого мая.

7. DATE

What is the date today?

Today is the twenty fourth
of September.

What day of the week is it
today?

Today is Wednesday.

What date will it be on?

On the first of May.

8. ВРЕМЕНА ГОДА

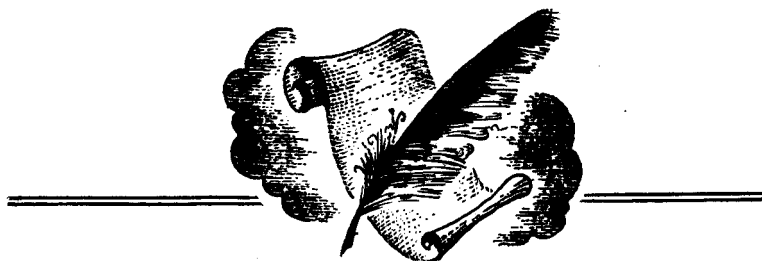
осень/осенью
зима/зимой
весна/весной
лето/летом
прошлой осенью
следующей весной
этим летом
в этом месяце
в следующем месяце
через месяц
на прошлой неделе
на этой неделе
каждую неделю
тотчас же

9. SEASONS OF THE YEAR

autumn (англ.)/fall/in fall
(амер.)
winter/in winter
spring/in spring
summer/in summer
last fall
next spring
this summer
this month
next month
in a month
last week
this week
every week
at once



ЧАСТЬ IV



Часть IV
ДИАЛОГИЧЕСКАЯ РЕЧЬ ПОВСЕДНЕВНОГО
ОБЩЕНИЯ
DIALOGIC SPEECH OF EVERYDAY
COMMUNICATION

1. РАЗГОВОРНЫЕ ФОРМУЛЫ
CONVERSATIONAL FORMULAS

1. GREETINGS. POSSIBLE
ANSWERS TO GREETINGS.

1. ПРИВЕТСТВИЯ. ВОЗМОЖ-
НЫЕ ОТВЕТЫ НА ПРИВЕТ-
СТВИЯ.

Greeting people in England is not so simple as it may seem. How do you do? [A formal greeting].*
Hello! Hi! [To a friend].**
Здравствуйте. (Официальное приветствие).
Здравствуй. Привет (К другу).

Greetings, according to the time of the day.

Good morning!	Доброе утро!
Good afternoon!	Добрый день!
Good evening!	Добрый вечер!
Good night!	Спокойной ночи!
What luck running into you!	Как здорово, что встретил тебя.
What a lucky chance to meet you!	Какая счастливая встреча.
Very glad to see you again, Mr N.	Очень рад снова вас видеть, мистер Н.
I have not seen you for ages.	Целую вечность не видел тебя (вас).

* The expected answer to these greetings is also: "How do you do?" When you do not want to sound too familiar "How do you do, sir?" Used by men to each other (especially by a junior to a senior), but not by a woman to a man.

When you are introduced to a person you always say: "How do you do?"

** There are many ways of saying "hello" in English. "Hello" — with the appropriate intonation can be used — to attract attention speaking over the phone, calling to a friend, expressing surprise, etc.

The word "hello" has different spelling: "hallo", "hullo", and "hello"

How are you?	Как поживаете?
How goes it?	Как дела?
How are things?	
How's all the family? (How are all at home)?	Как поживают ваши домашние?
What's the news?	Что нового?
The news is interesting.	Интересные новости.
Bad news has wings.	Плохие вести не лежат на месте.
No news is good news.	Нет новостей — это хорошие вести.
How's life?	Как жизнь? (Как поживаете?)
How's your health?	Как ваше здоровье?
Thank you, very well (fine).	Спасибо, хорошо (прекрасно).
Thanks, not bad (could be better), (could be worse).	Спасибо, неплохо (бывает лучше), (бывает хуже).
Couldn't be worse.	Хуже не бывает.
Thank you, not so well.	Спасибо не очень хорошо.
I am unwell.	Я нездоров.
So-so (from fair to middling).	Так себе (средне, сносно).
None too bright.	Неважно.
Bright. Great.	Блеск. Прекрасно.
Lively.	Весело.
Never better.	Как никогда.
I am quite well, thank you. (Thank you, I am quite well)	Я здоров, благодарю вас.
Thank you, all are well.	
Quite well, thanks. (Very well, thank you. Quite well.	Спасибо, все здоровы.
I am all right, thank you).	Благодарю вас, очень хорошо.

Dialogues.

Ex. 1. Reproduce the following dialogues.

Dialogue 1.

Mr A. How do you do, Mr Brown?
 Mr B. How do you do, Mr West?
 Mr A. How's health, now?
 Mr B. Thank you, much better.

Dialogue 2.

Bob. Morning, Tom.

Tom. Hello, old man.

B. How are you?

T. Thanks, very well. Let's go to the concert to-night.

B. With pleasure.

Dialogue 3.

Fred. Good morning, Ann! What luck running into you!

Ann. Oh, I have not seen you for ages. How are you getting on?

Fred. Thank you, bright.

Dialogue 4.

A. Very glad to see you again! How's all your family?

B. Thank you, all are well. And how are you?

A. None too bright, could be better.

B. It's a pity. Let's hope for the best.

Dialogue 5.

Mr N. Oh, what a lucky chance! Don't you recognize me?

Mr M. Mister N., if I am not mistaken.

Mr N. No other.¹

Note:

1. No other — Не кто иной как я.

Ex. 2. Supply missing remarks to the dialogues.

1. A. ...

B. I'm all right, thank you

A. What's the news?

B.

2. A. Well, Bob, it's good to see you again.

B.

A.

B. Nicely, thank you.

3. A.

B. Is that you, Ann?

A.

B. I am pleased to have met you.

Ex. 3. Memorize the following rhyme.

Good morning, good morning
good morning to you!
Good morning, good morning
I'm glad to see you.

2. SENDING COMPLIMENTS.

Remember me to your wife.

Certainly.

(Give) my best regards
(respects) to your mother
(father).

With pleasure.

My compliments to your
brother.

(Give) my love to your sis-
ter.*

I will, by all means.

3. SAYING GOOD-BYE.

Good-bye!

Good-bye and good luck!

Bye-bye (So long!) **

Good-bye for the time being.

See you later (soon).

See you tomorrow.

See you on Sunday (Mon-
day)

Cheerio **

2. ПЕРЕДАТЬ ПРИВЕТ.

Передайте привет вашей
жене.

Конечно.

Передайте сердечный при-
вет вашей матери (отцу).

С удовольствием.

Привет брату.

Передай привет своей сест-
ре.

Обязательно передам.

3. ПРОЩАТЬСЯ.

До свидания! Прощай(те).

Счастливо.

Всего, пока.

Пока.

До скорого.

До завтра.

До воскресенья (понедель-
ника).

Всего хорошего. (Пока).

Dialogues.

Ex. 1. Reproduce the following dialogues with your fellow-students.

Dialogue 1.

Allan.¹ I've come to say good-bye.

Bob. When are you off?²

* Used by the persons on friendly and intimate terms alone

** Very colloquial.

- A. I'm flying home on Sunday
 B. Good-bye then, and all the very best.³ My compliments to your family.
 A. Cheerio. Say good-bye to the rest of the family for me, won't you?

Dialogue 2.

- A. I've just called on⁴ to say good-bye.
 B. What time are you leaving?
 A. I'm going to try to get away by ten.
 B. Good-bye then, and remember me to your parents. Good-bye. See you next year.

Notes:

1. Al(1)an [ælən] — Аллан
2. to be off — уезжать
3. all the (very) best — всего (самого) лучшего.
4. to call on — заходить.

Ex. 2. Memorize a playful good-bye.

- See you later, alligator,
 — For a while,
 your crocodile.

Ex. 3. Supply missing remarks to the dialogues.

1. A.
 B. So long! Remember me to your father.
 A. I must be off now. I must be going.
 B. ...
2. A. Good-bye and good luck.
 B.
 A.
 B. I will, by all means.

Ex. 4. Compose some dialogues of your own.

4. ACQUAINTANCE.
INTRODUCING PEOPLE.*
POSSIBLE ANSWERS.

Let me introduce you to my friend (sister).

Let me introduce captain Kozachenko to you.

Let me introduce myself.

My name is M.

I want to introduce you.

Allow me to introduce you to my wife.

Permit me to introduce my husband to you.

This is my son John (my girlfriend Jane).

May I introduce Mr. Brown to you?

Meet Mr. Boyko.**

I'd like you to meet my sister, Ann.

(I'm) pleased to meet, you Tom.**

The pleasure is mine.

I don't think you have met Daniel Jones, have you?

(I'm) (very) pleased to meet you.***

I am (very/so) glad to have met you.****

So am I. (Likewise).

It's mutual.

I am happy to make your acquaintance (to meet you).

I am delighted (charmed) to have made your acquaintance.

4. ЗНАКОМСТВО.
ПРЕДСТАВЛЕНИЕ.
ВОЗМОЖНЫЕ ОТВЕТЫ.

Разрешите мне представить вас моему другу (моей сестре).

Разрешите представить вам капитана Козаченко.

Позвольте представиться.

Моя фамилия М.

Я хочу представить вас.

Разрешите мне представить вас моей жене.

Позвольте мне представить вам моего мужа.

(Это) мой сын Джон (моя подруга Джейн).

Разрешите представить (вам) мистера Брауна.

Познакомьтесь с г. Бойко.

Я бы хотел, чтобы вы познакомились с моей сестрой, Энн.

Рад с вами познакомиться, Том.

Это я рад.

Я не думаю, что вы знакомы с Даниэлом Джонсом.

(Мне) (очень) приятно познакомиться с вами.

Я (очень/так) рад, что познакомился с вами.

Я тоже.

Взаимно.

Я счастлив, что познакомился с вами.

Я в восторге, что познакомился с вами.

* A man is introduced to a woman, unless he is much older and more senior. Young men are introduced to older men and young women to older women.

** Less formal.

*** While being introduced

**** After being introduced when parting.

I've been looking forward to make your acquaintance, Mr D. Я с нетерпением ожидал знакомства с вами, мистер Д.

Dialogues.

Ex. 1. Reproduce the following dialogues with your fellow-students

Dialogue 1.

George. My sister Ann.
Nick. Pleased to meet you, Miss Ann.
Ann. So am I.

Dialogue 2.

Mr M. Mrs K., may I introduce my friend, Mr N. to you?
Mrs K. How do you do, Mr N.? Glad to meet you.
Mr N. How do you do, Mrs K.? I'm pleased to make your acquaintance. I have so often heard about you from my friend Mike.

Dialogue 3.

Mr N. Mrs Smith, I'd like to introduce my friend from Greece, Milos.
Mrs S. How do you do?
Milos. How do you do?
Mrs S. What are your first impressions of England?
Milos. I like England, but it's much colder here than it is at home.
Mrs S. Never mind; you'll feel all right here in a week or two.

Dialogue 4.

N. Mother, this is Joe's brother, Davy.
M. How do you do?
D. How do you do?
M. How do you like London?
D. It's quite different from what I expected.
M. Don't worry, you'll soon get used to it.

Dialogue 5.

Arthur.¹ Soames, you haven't met Joe, have you?

Soames.¹ No.

A. Joe Lampton, Soames Hardy.

S. How d'you do?

Joe.¹ How d'you do? Glad to.

S. Likewise.

Dialogue 6.

Mrs² Grey Meet Mr Punch, Mrs Spitfire.

Mrs Spitfire. How d'you do?

Mr P. How d'you do? Delighted to meet you.

Mrs S. It's mutual.

Ex. 2. Supply missing remarks to the dialogues.

1. A. My friend, Mr K.

B.

K. How do you do?

B.

K. The pleasure is mine.

2. A. May I introduce my girl-friend Mary to you?

B. Pleased to meet you, Miss² Mary. It seems to me that I've seen you somewhere before.

M.

B. That's right. That concert is not to be forgotten

A.

Ex. 3. Compose dialogues of your own using phrases from the lists and the above-given dialogues. Reproduce them.

Notes:

1. Arthur [a:θə] — Артур; Soames [soums] — Соумс; Joe [dʒoɪ] — умен. от Joseph [dʒouzɪf].

2. Miss — мисс, девушка, незамужняя женщина.

Mrs (сокp. от mistress) — миссис, госпожа; хозяйка, учительница;

5. A PERSON: NAME AND AGE.

What is your name? (How do they call you?)

Who are you?

What are you?

My name is...

I am called...

What is your patronymic?

What is your family name (surname)?

How do you spell your name?

Is Tom Brown any relation to you?

You may call me by my first name.

My name is Edward. Ned for short.

My maiden name is...

What's his nickname?

How old are you? (What is your age?)

I am nineteen (years old)

I am about twenty.

I am not twenty yet (I am under twenty).

I am over twenty.

I will never see twenty again.

When were you born?

I was born on the 15th of May 1968.

She is a marriageable girl.

They are all teen-agers.

He is my senior (junior) by a year.

They are all younger (older) than I (me).

My sister is elder than me.

They are of the same age.

5. ЧЕЛОВЕК: ИМЯ

И ВОЗРАСТ

Как вас зовут (Ваше имя)?

Кто вы?

Кто вы? (по профессии)

Меня зовут...

Как ваше отчество?

Как ваша фамилия?

Как пишется ваше имя?

Вы родственник Тома Брауна?

Вы меня можете называть по имени.

Мое имя Эдвард, а уменьшительное Нед.

Моя девичья фамилия...

Какое у него прозвище?

Сколько вам лет?

Мне девятнадцать.

Мне около двадцати.

Мне еще нет двадцати.

Мне за двадцать.

Мне перевалило за двадцать.

Когда вы родились?

Я родился 15 мая 1968.

Ее возраст позволяет ей вступить в брак.

Все они подростки.

Он старше (моложе) меня на один год.

Они все моложе (старше) меня.

Моя сестра старше меня.

Они одного возраста.

Dialogues.

- Ex. 1. a) Reproduce the dialogue with your fellow-student.
b) Ask the same in another way.*

Sasha. What is your name?

Oksana. My name is Oksana.

S. What is your surname?

O. My surname is Lysenko.

S. How old are you?

O. I am nineteen.

- Ex. 2. Act as interpreters. One of you translates from Russian into English, another — from English into Russian.*

Dialogue 1.

Mr X. Как ваше имя?

Mr S. My first name is Alexander.

Mr X. Как ваша фамилия?

Mr S. My family name (surname) is Smith.

Mr X. Когда вы родились?

Mr S. I was born on the 17th of April 1935.

Dialogue 2.

Mr X. What is your name and patronymic?

Mr S. Мое имя и отчество Александр Иванович.

Mr X. What is your surname?

Mr S. Моя фамилия Смирнов.

Mr X. How old are you?

Mr S. Мне около тридцати.

- Ex. 3. a) Reproduce the following dialogues with your fellow-students. b) Compose some dialogues of your own taking the dialogues given below as models.*

Dialogue 1.

A. Who are you?

B. I'm Jim Brown.

A. Who is that man?

B. It's Mr Robert Hall. (He's Robert Hall.)

A. Who is that girl standing at the grandpiano?

B. It's Irina Shesterenko.

- B. And who is that young man standing with a violin in his hand?
 A. It's Viktor Kuznetsov, my brother.

Dialogue 2.

- A. Who are you? What is your name?
 B. My name is Alec D. Spencer.
 A. Say it again, please. Rather spell it.
 B. S-p-e-n-c-e-r!
 A. Good. What does the letter D stand for?
 B. The "D" stands for "Douglas".
 A. Are you any relation to Jane Spencer?
 B. Yes, we are brother and sister.

Dialogue 3.

- A. Excuse me. What's your surname?
 B. Armstrong. A-r-m-s-t-r-o-n-g.
 A. I see. Armstrong. Amm... Are you any relation to the U. S. astronaut?
 B. Me? Oh, no, I'm not. Armstrong is a very common surname in America.
 A. And what are you?
 B. I am an engineer.

Ex. 4. Learn the following dialogue by heart. Reproduce it using the scheme with the key words given below.

- A. Excuse me.
 B. Yes? (What is it?)
 A. I think we know each other.
 B. Well, I don't know you. Who are you?
 A. I'm Bob Pitkin and you are Peter Small.
 B. I'm afraid you are taking me for another man. I'm Ted Miller.
 A. Oh, I'm awfully sorry. I beg your pardon.
 B. That's all right (O. K.).
- A. Ex... .
 B. Y... ? What... ?
 A. I think we... .
 B. W..., I don't kn... . Who... ?
 A. I'm B... P... you... P... S... .

- B. I'm ... you're t-ng ... for... . I'm T... M... .
 A. Oh, I'm ... s... . I ... pardon.
 B. That's ... (O. K.).

6. ORIGIN, NATIONALITY, LANGUAGE.

What country are you from?
 (What country do you come
 from? Where are you from?)
 He is from France (He comes from...)

What is your nationality?

I am (an) Ukrainian, (a)
 Russian, (a) Bulgarian, (a)
 Hungarian, (an) American,
 (an) Englishman (English),
 (a) Spaniard (Spanish), (a)
 Dutchman (Dutch), (a)
 Scot (Scottish), (an) Irish-
 man (Irish).

What is your language?

My (native) language (mothertongue) is Ukrainian
 (Russian, English).

I speak Ukrainian, (Russian
 English, French, Spanish).

Do you know English?

(Are you good at English?)

What languages do you
 know?

Are you good at languages?

I know three fairly well.

I have a good (ready) com-
 mand of English.

I am quite at home with my
 English.

I have a working knowledge
 of English.

He is very good at (talented
 for, gifted for) languages.

6. ПРОИСХОЖДЕНИЕ, НАЦИОНАЛЬНОСТЬ, ЯЗЫК.

Откуда вы родом?

Он родом из Франции.

Какой вы национальности?

Я украинец, (русский, болгарин, венгр, американец, англичанин, француз, испанец, голландец, шотландец, ирландец).

Какой ваш родной язык?

Мой родной язык украинский (русский, английский).

Я говорю по-украински, (по-русски, по-английски, по-французски, по-испански)

Вы знаете английский?

Какие (иностранные) языки вы знаете?

Вы владеете (иностранными) языками?

Я знаю три языка довольно хорошо.

Я хорошо владею английским языком.

Я практически владею английским языком.

У него очень большие способности к языкам.

My English needs brushing up.	Мне нужно немножко поработать над своим английским.
I am going to have a dig at English (I want to take up English).	Я хочу приняться за изучение английского.
I took up English last year, but I dropped it again.	Я начал заниматься английским языком в прошлом году, но опять бросил.
I'll have to learn it all over again.	Мне придется учить его заново.
What is the English for...	Как будет по-английски...

Dialogues.

Ex. 1. Try to remember the following dialogues and reproduce them with your fellow-students.

Dialogue 1.

- A. Excuse me. Where are you from?
 B. I am from Minsk.
 A. Are you Russian?
 B. No, I am Byelorussian.
 B. And are you American, Mr Miller?
 A. Me? American? Oh, no: I'm English. (I'm an Englishman.)
 B. Is that lady English, too?
 A. Who? Mrs McCall * [mæ'kɔ:l]? Well, she's Scottish. She comes from Scotland. She lives in Glasgow [glɑ:sqou].
 B. What kind of town is Glasgow?
 A. It's the largest industrial city of Scotland.

Dialogue 2.

- A. What country are you from?
 B. I'm from England, Mr McIntosh* is from Scotland and Mr O'Kelly* is from Ireland [aɪə'lənd]. He is an Irishman [aɪrɪʃmən].
 A. Are you travelling together?
 B. Yes, we are members of a tourist group.
 A. Have you visited many cities during your tour?

* Surnames beginning with Mc or Mac are Scottish by origin, beginning with O' are, as a rule Irish by origin

- B. Quite a lot. We have been to Moscow, St. Petersburg, Volgograd, Vladimir. We are going to visit Kyiv. What kind of city is Kyiv?
- A. Oh, Kyiv is one of the most beautiful cities in the world. It's a garden city.

Dialogue 3.

- A. Where are you from, Mrs Hill?
- B. I'm from Coventry ['kɒvəntri].
- A. And I'm from Volgograd. Coventry and Volgograd are twin-towns.¹
- B. I was in Volgograd four years ago as a member of the delegation of the British Twin-Town Association.
- A. Did you like my town?
- B. Yes, very. Volgograd is really a very beautiful city.

Ex. 2. Take part of A and then of B and act as an interpreter.

Ex. 3. Learn the following dialogue by heart. While reproducing it use the scheme with the key-words.

- A. What country are you from, Mr Adams?
- B. I'm from the USA. And you? Are you Russian?
- A. Yes, I'm from Russia. My name is Russalin.
- B. Glad to meet you, Mr Russalin. By the way, I'm going to visit your country soon.
- A. Really? When?
- B. Next month.
- A. What countries are ..., Mr A... ?
- B. I'm ... US... And you? ... R... ?
- A. Yes, I'm ... My ... R... .
- B. Glad ..., Mr R...
By ..., I'm ...ing ... visit
- A. B...? Wh...?
- B. Next

Dialogues.

Ex. 4. Reproduce a dialogue: a) between Mr Smirnov and an official of a custom-house²; b) between student N, and Dr. Feretty.

Dialogue 1.

- Official. What's your surname?
- Smirnov. My surname is Smirnov.

- Of. What country are you from?
 Smirnov. I am from Ukraine.
 Of. What is your nationality?
 Smirnov. I am a Ukrainian.
 Of. What languages do you speak?
 Smirnov. My native language is Ukrainian, of course. But I have a working knowledge of English and French.
 Of. Then fill in the form³ in English, please.

Dialogue 2.

- Student N. Are you Dr. Feretty?
 Dr. F. Yes, that's I (me).
 Student N. I was asked to meet you.
 Dr. F. Many thanks. Very nice of you.⁴
 Student N. What language shall we speak?
 Dr. F. My language is Italian, of course. But I am quite at home with my English. I see you speak Italian quite well.
 Student N. Oh, no. My Italian needs brushing up. I'm going to have a dig at Italian this year. My English is much better.
 Dr. F. Then let's speak English, if you don't object.⁵

Notes:

1. Twin-towns — города-побратимы
2. an official of a custom-house [ə'fɪʃjəl-'kʌstəm] — чиновник таможи
3. a form — анкета
4. Very nice of you — Очень мило с вашей стороны.
5. if you don't object — если вы не возражаете.

7. OCCUPATION. PROFESSION. 7. ЗАНЯТИЕ. ПРОФЕССИЯ.

- What is your occupation? Чем вы занимаетесь? (Какой у вас род занятий, профессия).
 What is Mr R.— by profession? Какая профессия у мистера Р.?
 What are you? Кто вы (по профессии)?
 What is Miss Hall's job? Кем работает мисс Холл?
 What is your trade? Какая у вас профессия? (ремесло)
 What are you by trade? Кто вы по профессии?

What would you like to be?
What do you do (at present)?

Where do you study?

Where do you work?

He is a pianist (violinist, cellist [tʃelist], journalist, architect, artist, actor, tailor, hairdresser)

Tchaikovsky was a lawyer by profession, but a composer by vocation and education.

Borodin was a chemist by profession and a musician, a wonderful musician, on Sundays.

Tchekhov combined the profession of a doctor with that of a writer.

One of French painters worked as an official of a custom-house. So he is known as Rousseau [ru'sou] — the official of a custom-house.

Кем вы хотите стать?
Чем вы занимаетесь (в данное время)?

Где вы занимаетесь (учитесь)?

Где вы работаете?

Он пианист (скрипач, виолончелист, журналист, архитектор, художник, актер, портной, парикмахер).

Чайковский был юристом по профессии, но композитором по призванию и образованию.

Бородин был химиком по профессии и музыкантом, великолепным музыкантом, по воскресеньям.

Чехов совмещал профессию врача с профессией писателя.

Один из французских художников работал чиновником на таможне. Итак он известен как Руссо-таможенник.

Dialogues.

Ex. 1. Reproduce the following dialogues with your fellow-students.

Dialogue 1.

- A. What do you do?
B. I am an engineer.
A. What does your sister do?
B. She is a musician.

Dialogue 2.

- A. What was Tchaikovsky's first occupation?
B. He was a lawyer.
A. What was Borodin's main occupation?
B. He was a chemist.

Dialogue 3.

- A. What is Mr. Brown's trade?
- B. He is a tailor.
- A. What is Mrs Hall's trade?
- B. She is a hairdresser.

Dialogue 4.

- A. What would you like to be?
- B. I'd like to be a pianist.
- A. What would your brother like to be?
- B. He'd like to become an actor.

Dialogue 5.

- A. What do you do at present?
- B. I'm studying to be a singer.
- A. Where do you study?
- B. I study at the Conservatoire.
- A. And what does Jim do?
- B. He is taking up a course of History at the college.

Dialogue 6.

- A. Where does your father work?
- B. He works at school.
- A. And where does Bobrov work?
- B. He works on the television.
- A. What is his wife?
- B. She is a secretary.

Dialogue 7.

- A. Who are those two people?
- B. They are Mr and Mrs Robinson.
- A. What do they do?
- B. They are film-makers.¹
- A. And who is that young man talking to them?
- B. He's their son, Robert.
- A. What does he do?
- B. He is a script-writer.²

Dialogue 8.

- A. What do you do, Mr Collins?
B. I'm a violinist.
A. Do you like your profession?
B. Very much.
A. Have you tried anything else?
B. No, never. I was fond of music from my childhood.

Notes:

1. a film-maker ['film 'meikə] — кинематографист
2. a scriptwriter ['skript 'raitə] — сценарист

Ex. 2. Reproduce dialogues 7 and 8 using the scheme with the key-words below.

Dialogue 7.

Who ... two p.. ?
They ... Mr ... Mr R ...
W.. ... th. ... ?
Th.. ... film..
And w man t.. ... them?
He's th.. s., R.
What ... he ... ?
He .. a script ...

Dialogue 8.

What ... y.. ..., Mr C..?
I'm
Do y.. l.. ... p.. ?
Very n.. .
How do you do? [A formal
Oh, n... I was ... of m.. even as

Ex. 2. Compose dialogues of your own.

8. GRATITUDE (THANKS).
POSSIBLE ANSWERS.

8. БЛАГОДАРНОСТЬ.
ВОЗМОЖНЫЕ ОТВЕТЫ.

Thank you (very much, so much, ever so much) Спасибо.

Many thanks (Thanks.
Thanks so much. Thanks a
lot. My sincere thanks).

Thank you (thanks) very
much indeed.

Thank you a thousand times.
(A thousand thanks)

I don't know how to thank
you.

I thank you from the bottom
of my heart.

I got it thanks to you.

(I'm very) much obliged (to
you).

So very obliging of you.

I'm (very, terribly) grate-
ful (to you)

Oh, my deep gratitude.

I can assure you, I'm most
grateful (to you)

I have no words to express
my (deep) gratitude

I'm greatly indebted to you
for

How kind (good) of you!

(It's very kind of you!)

It's most thoughtful (of you).

Little thanks to you.

Your kindness is lost upon
him.

Thank you for nothing.

Don't try to thank me.

I am gratified.

(Oh) that's O. K.

That's all right.

Not at all.

Don't mention it

You're welcome

It's a pleasure

Большое спасибо.

Очень вам благодарен.

Тысячу раз вам благодарен.

Не знаю как и благодарить
вас.

Благодарю вас от глубины
души.

Я достал это благодаря вам.

Я (вам) очень благодарен.

Очень любезно с вашей сто-
роны.

Я чрезвычайно признате-
лен.

Я глубоко (вам) признате-
лен.

Заверяю вас, что я очень
(вам) признателен.

Не нахожу слов, чтобы вы-
разить свою (глубокую)
благодарность.

Я вам очень обязан за...

Как любезно с вашей сто-
роны.

Вы очень внимательны.

Вы не заслуживаете благо-
дарности.

Он не ценит вашей доброты.

Спасибо и на том.

Не стоит благодарности.

Я вознагражден.

(О), все в порядке.

Ничего. Не стоит.

Не стоит.

1 Пожалуйста. 2. Добро
пожаловать.

С удовольствием.

The pleasure is mine.

С большим удовольствием.
(Мне было очень приятно).

It's nothing.
(That's nothing)

Это пустяки.

It's a mere nothing.

Это сущий пустяк.

Dialogues.

Ex. 1 Take the parts of Mr Smith and Mr Brown expressing gratitude in different situations and reproduce the dialogues with your fellow-students.

Dialogue 1.

Mr Smith. I thank you, Sir.

Mr Brown. Sir, I thank you.

Dialogue 2.

Mr S Thank you for your help.

Mr B. You are welcome.

Dialogue 3.

Mr S. Thank you ever so much.

Mr B Don't mention it. (That's nothing).

Ex. 2. Supply missing remarks to the following dialogues.

1. Student A. I am very grateful you've got me this book.

Student B. ...

2. Miss C. I have no words to express my gratitude you've got tickets to this concert.

Mr D. ...

3. Mrs A. ...

Mr B. The pleasure is mine.

Ex 3. Ask someone to do the following things and then express your gratitude.

1. to tell you the time

2. to give you the book you need

3. to give you a lift home¹

4. to help you with the translation

Ex. 3. Ask someone to do the following things and then express your gratitude.

Example: 100

A. Could you tell me the time please?

B. Yes, it is nearly nine.

A. Thanks.

B. You're welcome.

Not e:

1. to give a lift home — подвезти домой.

9. APOLOGY. POSSIBLE ANSWERS.

(I'm) sorry.

(I'm) so sorry.

(I'm really) awfully sorry.

Sorry to trouble you.

I shall not trouble you any longer.

I beg your pardon. (Beg pardon. Pardon me).

Ten thousand pardons.

Excuse me!

Excuse me, if you please.

I hope you will excuse me.

(I hope you will forgive me).

I hope you don't mind.

I must apologize.

Apologize for me, please.

(Make my excuse to them).

Excuse my back.

Excuse my gloves.

Excuse my changing the subject.

Do excuse me. It has slipped my memory that I had promised you to...

You have not understood me rightly.

Are you offended?

9. ИЗВИНЕНИЕ. ВОЗМОЖНЫЕ ОТВЕТЫ.

Простите! (Виноват!)

Мне так жаль.

(Я действительно) очень сожалею.

Извините, что беспокою вас.

Не смею вас больше беспокоить. (задерживать).

Извините. (Простите).

Тысяча извинений.

Виноват! (Простите! Извините!)

Извините меня, прошу вас.

Надеюсь вы меня простите.

Надеюсь вы не возражаете.

Я должен извиниться.

Извинитесь за меня, пожалуйста.

Извините, что сижу к вам спиной.

Извините, что не снимаю перчаток.

Простите, что переменяю тему разговора.

Простите меня пожалуйста. Я позабыл, что обещал вам...

Вы меня не так поняли.

Вы обиделись?

No offense (was meant).
My only excuse is, that...

It was most thoughtless of me.

It was (really) quite unintentional.

It's all right (O. K.).

(That's all right).

Not at all.

(It) doesn't matter. (Never mind).

It's not worth speaking.

Oh, never mind about that.

Oh, don't worry. (She has overlooked this).

It is easy to forgive where there is nothing to forgive.

That is not an excuse.

This is inexcusable.

I can't forgive him this.

It's a lame (thin) excuse.

Я не хотел вас обидеть.

Мое единственное извинение за то, что...

Это было совершенно недуманно с моей стороны.

Это было (действительно) совсем неумышленно.

Пожалуйста. (Ничего. Это не имеет значения).

Нисколько. (Ничуть. Ничего. Не стоит).

Ничего. (Неважно).

Не стоит об этом говорить. Ничего. (Пустяки. Не обращайтесь на это внимания).

О, не беспокойтесь. (Она этого не заметила).

Легко простить, когда нечего прощать.

Это не оправдание.

Этого извинить нельзя.

Я не могу этого ему простить.

Это неубедительное оправдание.

Dialogues.

Ex. 1. Reproduce the following dialogues.

Dialogue 1.

Alfred.¹ Oh, excuse me.

Ben.¹ It's all right.

Dialogue 2.

A. Must be awfully sorry, old boy.

B. Oh, that's O.K.

Dialogue 3.

Clyde.¹ Pardon me for calling you up² so late.

Dan.¹ That's all right.

Dialogue 4.

- C. Hallo! Excuse me for being late! I was held up³ at the laboratory of our research institute.⁴
D. Good-evening! No apology is needed. I didn't come in time myself.

Dialogue 5.

- A. I'm awfully sorry, I've broken your cup.
B. Oh, don't worry about that.
A. I do apologize. I'll buy you a new one on Monday.
B. No, I won't hear of it. That's quite out of the question.⁵

Ex 2. Compose some dialogues.

- a) where you accept somebody's apology
b) where you don't accept it.

Notes

¹ Alfred ['ælfɪd] — Альфред; Ben, Benny — уменьшительное от Benjamin ['bendʒəmɪn, -tən] — Бенджамен; Clyde [klaɪd] — Клайд; Dan, Dannie — уменьш. от Daniel (l) ['dænjəl] — Даниэл.

² to call smb up — позвонить кому-то

³ to be held up — задержаться

⁴ research institute — научно-исследовательский институт

⁵ That's quite out of the question. — Речи не может быть.

10. ASKING FAVOURS*,
EXPRESSING WISH,
AGREEMENT,
DISAGREEMENT.

10. ПРОСЬБА ОБ УСЛУГЕ,
ВЫРАЖЕНИЕ ЖЕЛАНИЯ,
СОГЛАСИЯ, НЕСОГЛАСИЯ.

I would like to read that book.

I'd like to get tickets to this concert (performance).

I want you to get me an invitation to the exhibition of impressionists.

Я бы хотел прочесть ту книгу.

Я бы хотел достать билеты на этот концерт (спектакль).

Я бы хотел, чтоб вы мне достали приглашение на выставку импрессионистов.

* The most important thing about asking favours of people is how you ask, what intonation you use, rather than the actual words you use.

I wish I were there now.	Я бы хотел сейчас там быть.
I wish I were you.	Я бы хотел быть на вашем месте.
I wish I had more time.	Я бы хотел иметь больше (свободного) времени.
I wonder if (whether) you could help me to book two return tickets from St. Petersburg.	Не смогли бы вы помочь мне заказать два билета на обратный путь из Санкт-Петербурга?
I am afraid I can't do that.	Боюсь, что не могу этого сделать.
I am sorry I can't help you.	К сожалению не могу вам помочь.
I'll do it with pleasure.	Я сделаю это с удовольствием.
I (fully) agree with you.	Я (полностью) с вами согласен.
I can't agree (with you).	Я не могу (с вами) согласиться.
I disagree with you.	Я не согласен с вами.
I don't think so.	Я так не думаю.
I don't mean that.	Я не это имею в виду.
Not quite so.	Не совсем так.
On the contrary.	Наоборот.
I object to it (to your proposal).	Я возражаю против этого (вашего предложения).
(It's) out of the question.	Не может быть и речи.
This is not true.	Это не так.
You are right.	Вы правы.
You are wrong.	Вы неправы.
(I am afraid) you are mistaken (wrong).	(Боюсь что) вы ошибаетесь.
At all costs.	Обязательно. Любой ценой.
At any cost.	
At any price.	
By all means.	
By any means.	
By no means.	Ни в коем случае.
In no way.	
In no account.	
Not at all.	Совсем нет.
Certainly not.	Конечно нет.

Dialogues.

Ex. 1. a) Learn the dialogue. Reproduce it with your fellow-student. b) Give another variant of the dialogue changing the place you want to go to (performance, theatre, cinema, film, etc.).

Alice. I would like to go to the concert to-night.

Barbara. I'd like to get tickets to this concert too.

I'd try to get them by all means.

A. I wonder if Alec could help us. He plays in the orchestra there.

B. I am afraid he can't do that. A lot of people want to listen to Stravinsky's symphony.

Ex. 2. a) Reproduce the dialogue with your fellow-student. b) Compose a dialogue changing the situation: Your friend will help you with pleasure and you go together.

Helen. I want you to get me an invitation to the exhibition of impressionists.

Irene. I am sorry I can't help you. I wish I were there myself now.

H. Still I'll try to get to the museum without an invitation at any price. Will you try the same?

I. Certainly not. It's out of the question.

Ex. 3. a) Reproduce the dialogue with your fellow-student. b) Compose a dialogue changing the situation. Object to your friend's opinion using as many formulas of disagreement, as you can.

Cora. Have you been to the new performance this week?

Ann. Yes, I've been.

C. Have you enjoyed it?

A. Not at all. It's dull.

C. You are right. I fully agree with you.

Ex. 4. a) Reproduce the following dialogues with your fellow-students. b) Ask the same in another way.

Dialogue 1.

A. Is there any chance of borrowing the music¹ of the first concerto by Tchaikovsky from you?

B. How long for?

A. Until the end of the week.

B. Yes, I think, it is possible. I don't play that concerto from music², I play it by heart³.

Dialogue 2.

Student Would your mind if we play these variations and fugue on a theme by Mozart at the concert?

Professor When exactly?

S. In a month.

Prof. Let me think it over, and I'll tell you later.

S. I wish we played it.

Ex. 5. Compose dialogues of your own taking the dialogues given above as models.

Notes:

¹ music — ноты.

² to play from music — играть по нотам.

³ to play smth. by heart — играть что-л. без нот, наизусть.

⁴ variations and fugue on a theme — вариации и fuga на тему..

II. TIME

What is the time (by your watch)?

What o'clock is it?

What time is it?

Can you tell me the time?

It's seven sharp:

It's exactly seven.

It's five (minutes) past seven.

It's a quarter past seven.

It's half past seven.

It's a quarter to eight.

It's five (minutes) to ten.

Eighteen hours Moscow (local) time.

My watch is (5 minutes) slow

My watch is (5 minutes) fast.

II. ВРЕМЯ.

Сколько времени (по вашим часам)?

Который час?

Вы можете сказать мне, который час?

Ровно (точно) семь.

Пять минут восьмого.

Четверть восьмого.

Полвосьмого.

Без четверти восемь.

Без пяти десять.

Восемнадцать часов по московскому времени.

Мои часы (на 5 мин.) отстают

Мои часы (на 5 мин.) спешат

My watch is correct.
My watch keeps good time.
How many minutes is your
watch fast (slow)?
Your watch needs winding
up.

The train leaves at 9.15
a. m. (at 9.15 p. m.) *
What is the date today?
What date is it today?
It is the first of January
today.

What holiday is it?
It is the New Year Day.
The first month of the year
is January.
What day of the week is (it)
today?

It is Sunday today.
On what day are you going
to London?
On the tenth of July (on
July the tenth, on July tenth,
on July ten).
When was it?
In July 1986.

Мои часы идут верно.

На сколько минут спешат
(отстают) ваши часы?
Ваши часы нужно завести.

Поезд отходит в 9.15 утра
(в 9.15 вечера)
Какое сегодня число?

Сегодня первое января.

Какой праздник.
Новый Год.
Первый месяц года — ян-
варь.
Какой сегодня день недели?

Сегодня воскресенье.
В какой день вы едете в
Лондон?
Десятого июля.

Когда это было?
В июле 1986.

*Ex. 1 Ask each other about the time moving the hand
(pointer) of your watch.*

*Ex. 2. Compose dialogues of your own using the phrases
given above.*

*Ex. 3. Repeat the days of the week in the following nursery-
rhyme.*

Solomon Grandy born on Monday,
Christened on Tuesday, married on Wednesday,
Fell ill on Thursday, worse on Friday,
Died on Saturday, burried on Sunday,
That is the end of Solomon Grandy.

* a. m.— (Latin) ante meridiem — before noon.
p. m.— (Latin) post meridiem — after noon.

Ex. 4. Learn the following poem by heart.

Thirty days have September,
April, June and November.
All the rest have thirty one
Excepting February alone,
Which has but twenty eight days clear¹
And twenty nine in each leap² year.

Notes:

¹ clear — зд. ровно

² leap year — високосный год

Ex. 5. Interpret the following playful rhyme.

From two to two to two past two.

Ex. 6. a) Ask each other questions to the following texts. b) Reproduce the texts in a monological form. c) Reproduce the texts in a dialogical form.

DO YOU KNOW?

Text 1.

Time is divided into centuries, years, months, weeks, days, hours, minutes, and seconds. A year is the time taken by the earth in one revolution¹ round the sun. It has four seasons and twelve months.

The word "month" is derived from the word "moon", a month being the approximate time² which the moon takes to move round the earth. It actually takes the moon only $29\frac{1}{2}$ days to go around the earth. So the moon-months are not exactly the same as the calendar months. Some people measure time by moon-months but this makes the astronomical year eleven days shorter.

365 does not divide into twelve exactly. There are five days left. So we have seven months of thirty-one days, four months of thirty days and one month of twenty-eight days. In a leap year this month has twenty-nine days.

Text 2.

The English names of the months we take from the Romans. Julius Caesar, the ruler of Rome, arranged the

year in six months of thirty-one days and six of thirty. The first month of the year in those days was March.

Every other month had thirty days. The fifth month was named by Julius Caesar after himself, and still bears his name, July.

The name of the Roman ruler who followed after Julius Caesar was Augustus.

Augustus called the sixth month August. Julius's month had thirty-one days and Augustus' month had only thirty. So he took a day from February and added it to August. From that time on February has 28—29 days and August 31 days.

Text 3.

The months have names of Latin origin: January was named after Janus, the god of Time and War, February after Februs, an Etrurian god, in honour of whom, in ancient Rome, a great festival "Februa" was celebrated.

The Romans under Romulus, their first king, who is said to have reigned³ from 753 to 715, divided the year into 10 months of which March, so called after Mars, the god of War, was the first, and December the tenth.*

April derives its name from the Latin word „aperire“, „to open“ being the month when the earth opens itself to let plants come forth. The month of May was devoted to the goddess Maia, the daughter of Atlas and mother of Mercury. June takes its name from Juno, the wife of Jupiter. July, as it was already told, was so termed in honour of Julius Caesar. The month of August took its name from Augustus, the first Roman emperor, and September, October, November and December, the 7th, 8th, 9th, and 10th months in the Julian calendar.

It was King Charles IX of France who, in January 1563, determined that the year should no more begin on the 1st of March, but on January 1st.

Text 4.

A week has seven days, with names of English origin:

Sunday, is called so because this day was dedicated to the sun.

* The second king, Numa Pompilius, added January as the 11th and February as the 12th month, to the year

Monday,— the day of the moon, sacred to the moon, the second day of the week.

Tuesday,— the day of Tiw, the god of War.

Wednesday,— Woden's day (Woden — the highest god of the Teutonic peoples but identified with the Roman god Mercury).

Thursday,— the day dedicated to the god of thunder — from the Scandinavian name Thor.

Friday,— the day dedicated to the goddess of marriage.

Saturday,— Saturn's day.

Notes:

¹ revolution — зд. вращение, оборот

² approximate time — примерное время

³ to reign — править, царствовать

Ex. 7. Give the brief contents of S. Marshak's poem in prose in English.

Мы знаем время растяжимо,
Оно зависит от того,
Какого сорта содержимым
Вы наполняете его.
Бывают у него застои,
А иногда оно течет
Ненагруженное, пустое,
Часов и дней напрасный счет.
Пусть равномерны промежутки,
Что разделяют наши сутки,
Но положив их на весы,
Находим длинные минутки
И очень краткие часы.

Some words you may need while reproducing it:

to last — тянутся, длиться.

to pull (stretch) — тянуть, растягивать

to depend — зависеть

contents — содержимое, содержание

to fill — наполнять

deadlock — застой

to pass — проходить

to flow — течь

to run — проходить, течь (о времени)

unloaded [ou] — ненагруженный
 empty — пустой
 vain, useless — напрасный, бесполезный
 to count — считать
 regular, even — равномерный
 interval — промежуток
 to divide — делить
 twenty four hours, day (and night) — сутки
 scales — весы

Ex. 8. Memorize the following proverbs and sayings related to time, Translate them.

1. Time flies.
2. Better late than never.
3. Time will show.
4. Time and tide wait for no man.
5. Make hay while the sun shines.
6. Strike the iron while it is hot.

12. ASKING THE WAY

Can you give me some information?

I'm a foreigner and don't know the city (town).

I've lost my way.

Please tell me the name of this street (square).

Where's the nearest subway station?

Where's the nearest bus (trolleybus, tram) stop?

How do I get to the center of the city?

How do I get to Independence Square (the Post Office, the Opera House, the railroad station)?

What bus (trolley-bus, tram) must I take to reach the

12. КАК ПРОЙТИ (ПО ГОРОДУ)

Можете мне сказать...?

Я иностранец (иностранка) и не знаю города.

Я заблудился.

Скажите пожалуйста, как называется эта улица (площадь)?

Где находится ближайшая станция метро?

Где ближайшая остановка автобуса (троллейбуса), трамвая)?

Как добраться в центр города?

Как попасть мне на площадь Независимости (к почтамту, к оперному театру, железнодорожному вокзалу)?

На какой троллейбус мне нужно сесть, чтобы до-

Museum of Ukrainian Art?

Get on the 20th at the stop in Kreshchatik Street.

Where do I change trolley-bus 18 for 12?

Am I OK for the Opera House?

Where does the trolley-bus go?

How much is the fare, please?

Please, tell me where to get off.

It's four stops after this one.

It's a stop after next.

What's the next stop?

How long will it take to get there?

It'll take you 10 minutes to get there.

It's not very far from here.

If you walk, it'll take you about twenty minutes to get there.

It's quite a distance.

I'd say about five blocks.

Go straight ahead.

Turn to the right (left).

First (second) street to the right.

Is it on this side of the street?

It's around the corner.

браться к Музею украинского искусства?

Садитесь на 20 на остановке улицы Крещатик.

Где нужно делать пересадку с 18 троллейбуса на 12?

Я так попаду к оперному театру?

Куда идет этот троллейбус?

Сколько стоит проезд?

Скажите, пожалуйста, где мне выйти?

Через четыре остановки после этой.

Через одну остановку.

Какая следующая остановка?

Сколько нужно времени, чтоб добраться туда.

У вас займет 10 минут добраться туда.

Это недалеко отсюда.

Пешком вы доберетесь туда за минут двадцать.

Это довольно далеко.

По-моему, кварталов пять.

Идите прямо.

Поверните направо (налево).

Первая (вторая) улица направо.

Это на этой стороне улицы?

Это за углом.

Dialogues.

Ex. 1. Reproduce the following dialogues.

Dialogue 1.

A. Excuse me, can you tell me the way to Trafalgar Square?

B. Certainly. Go down Regent Street to Picadilly Circus

and then go down the Haymarket. Turn to the left at the bottom, and in less than a minute you'll be in Trafalgar Square.

- A. Thank you very much. How far is it from here?
B. If you walk, it'll take you ten minutes or a quarter of an hour.
A. Is there a bus?
B. There's sure to be, but you'd better ask the policeman over there. He'll give you all the information you want.
A. Thank you.

Dialogue 2.

- Rogov. Excuse me.
Passer-by. Yes?
R. Which is the quickest way to the centre, please?
P.-b. Let me think... Oh yes. Take the number 26 bus and go as far as Trafalgar Square.
R. Will that be the very centre of London?
P.-b. Yes. That's the very centre of London.

Dialogue 3.

- Rogov. Excuse me.
Passer-by. Yes? Can I help you?
R. I'm a stranger in London and I'm completely lost. Could you, please, tell me the way to Piccadilly Circus?
P.-b. Piccadilly Circus? Well, look here. I'm going in the same direction myself, so I might as well show you the way there.
R. Oh, thank you. It's very kind of you.

Dialogue 4.

- A. Excuse my troubling you, madam, but can you tell me the way to the Ukrainian dramatic theatre?
B. Certainly! Take the first turning to the right, and that will bring you to a square with trees in it. Cross the square and you will see the corner of the theatre in front of you.
A. Thank you very much.
B. The pleasure is mine.

Dialogue 5.

- A. Pardon me, Sir, but am I right for the History Museum?
- B. I am sorry! I do not know. I am a complete stranger here myself.
- C. Yes, quite right! Keep straight on along this road until you come to Vladimirskaya Street and turn to the right. But it's rather far. I'd take a trolley-bus, if I were you. Take number 16 trolley-bus. That will take you to the History Museum.

Ex. 2. Compose dialogues of your own using phrases from the above given list and dialogues. Reproduce them.

2. ЧТО СКАЗАТЬ. WHAT TO SAY.

1. ЗНАКОМСТВО И ПРИВЕТСТВИЕ MEETINGS AND GREETINGS

Introductions

It is usual for a third person to perform introductions in English. He will say:

1. This is Mr Johnson ... this is Miss Jones (at the same time indicating each person with his hands)

or

2. May I introduce you to Mr Robinson? This is Mr Baker.

or

3. I'd like you to meet Miss Maine ... This is Mr Richards.

The people introduced will say:

How d'you do — How d'you do

or (especially in the USA) Pleased to meet you — Pleased to meet you. (Some English people consider this vulgar.)

Remember that *How d'you do* is only used after introductions, and cannot be used for later meetings.

If there is no third person to introduce you, say:

May I introduce myself? My name is Peter Dennison.

The answer will be:

How d'you do. My name is Mary Bell.

NOTE Men do not call themselves *Mr*. They use either their Christian name and surname as above, or just their surname. Women normally

use both Christian name and surname; they may add *Mrs* or *Miss* to avoid confusion.

Introducing a speaker

If you are introducing a speaker you should say (indicating the speaker with your hand):

Ladies and gentlemen, Professor Borrowdale

or

Ladies and gentlemen, I have great pleasure in introducing our guest speaker, General Smith-fields.

The next time you meet

For the next and later meetings, to people with whom you are on fairly formal terms, say:

Good morning (until about lunch-time — 12 midday to 1 p. m.)

Good afternoon (till tea-time or just after — 5 to 6 p. m.)

Good evening (till about 9 p. m.)

The answers are the same

NOTE Do not say *Good day*.

Do not use *Good evening* when leaving. Here *Good night* is used

When you know the person a little better, you may say

How are you?

The answer will be:

Very well, thank you.

or (less formal)

Fine, thanks.

Remember that the *thank you* or *thanks* should end the phrase, not begin it.

If you are not well and wish to make this known, say:

Not too well, I'm afraid.

NOTE Most English people only shake hands when they are introduced, or when meeting after not seeing each other for a long time. They do not bow for introductions.

A conversation

Mr Godley: Good morning, Mr Bellamy. How are you?

Mr Bellamy: Very well, thank you. How are you?

Godley: Fine, thanks. I don't think you've met my secretary

This is Mr Bellamy, who's come to check our accounts. This is Miss Lloyd.

Bellamy and Miss Lloyd: How d'you do.

Bellamy: You have a very nice office here.

Miss Lloyd: Yes, it 'is nice, 'isn't it? I like working here very much.

(The conversation continues, probably about the weather.)

(Two days later)

Bellamy: Good afternoon, Miss Lloyd.

Miss Lloyd: Good afternoon. How are you today, Mr Bellamy?

Bellamy: Not too well, I'm afraid. Must 've caught a bit of a cold I think.

Miss Lloyd: Oh (ou), I'm sorry to hear that. They say there's a lot of flu about just now, so I expect that's what it is.

(On which comforting note we will leave them.)

PRACTICE

- Introduce two people to one another (one of them a woman):
 - Introduce yourself to someone.
- Read the following remarks and answer them *immediately*:
 - How d'you do
 - How are you?
 - Good afternoon
 - Good evening
 - Good morning
- What would you say:
 - At a first meeting
 - If you met somebody at 8.30 p. m., 11 a. m., 3.30 p. m., 12 midday.
 - When introducing a speaker
 - If someone asked "How are you?" and you were feeling unwell.
- Learn the Conversation above by heart. Then students play the parts of Godley, Bellamy and Miss Lloyd without looking at the book.
- Continue the conversations between Miss Lloyd and Mr Bellamy where they left off. This can be done impromptu, or pairs of students can prepare their parts. The weather seems a likely topic, but may lead to others. Here are some remarks about the weather that may come in handy:

Isn't it lovely weather today?
What an awful day, isn't it?

Rather a cold wind, 'isn't it?
Looks a bit like rain, 'doesn't it?
Have you heard (seen) the weather forecast?
It's been rather a good (bad) summer (winter), 'hasn't it?
I expect it'll clear up later.

NOTE Never say "a weather".

2. ЗДРАВСТВУЙТЕ И ДО СВИДАНИЯ HELLO AND GOODBYE

Informal greetings

When you have got to know somebody better you may say:

Hello — Hello
How're you getting on? — Fine, thanks.
You may also hear less "safe" expressions such as:
How's life? — Not too bad, thanks.
How's life treating you? — Can't complain, you know
(some people consider this vulgar).

Good morning is used informally, but not the other "times of day". Often the *good* is dropped; sometimes the person's name is added:

Morning Jim — Morning
After not seeing someone for some time, say:
Nice to see you again.

Leaving

Formal or informal:

Goodbye
Less "safe" informal expressions are:
Cheerio. Byebye. G'bye. Bye. Bye now.
Be seeing you. See you.

The answers will be the same.

If you're going to meet again the same day (soon):
See you later. See you soon. See you tonight (=this evening).
See you tomorrow.

These are often answered by:

Fine O. K. All right. That's right.
Good night can be used on all occasions after about 8 p. m. when leave-taking or retiring to bed.
To someone who's leaving for a fair length of time:
Goodbye John, and all the best.

Goodbye Jean, and good luck.

This will probably be an occasion for the rare British handshake.

NOTE *Good day* and *Good morning*, etc. are normally only used for leave-taking by shop-assistants.

Drinking

Cheers! — Cheers! or nothing at all. This is usually only said over the first drink. After this each man drinks at his own speed.

Improvising a toast. Begin with *Here's to*.

Well, here's to your trip.

Here's to success in your new job.

Conversation I

Bill: Hello Jane. How're you getting on?

Jane: Fine, thanks. How're you?

Bill: Fine.

Harry: Hello you two.

Bill: Hello Harry.

Jane: I think I'd better be going, or I'll be late at the office.

Goodbye.

Harry: Goodbye Jane.

(The men talk for a few minutes and then)

Bill: Got to be going, I'm afraid. See you tonight at the dance.

Harry: All right.

Conversation II

Paul Bartlett meets Stephen Newby (Steve) in a pub.

Paul: Hello Steve. Nice to see you again.

Steve: Hello Paul. Haven't seen you for ages. Where've you been?

Paul: I've been in Peru as a matter of fact.

Steve: Peru eh? Let's see now, how long have you been away?

Paul: Just over a year.

Steve: Going back?

Paul: Yes, I'm leaving the day after tomorrow.

Steve: Well, this calls for a drink. Is that bitter * you are drinking?

* bitter = beer

Paul: Yes, bitter for me please.

Steve: (to the barman) Two halves of bitter please.

Barman: There you are, Sir.

Steve: (after paying for the drinks) Well, here's to your trip.

Paul: Thank you.— Cheers!

Steve: Cheers!

Steve: Well, time to get back to work, I suppose. Look, would you have time to drop round and have a chat with us this evening? I know Mary would be very glad to see you.

Paul: Thanks, I'd like to very much.

Steve: Good — see you tonight then.

Paul: Fine.

PRACTICE

1. Read and answer the following:

- (a) How're you getting on?
- (b) Cheerio
- (c) Hello
- (d) See you tomorrow
- (e) Goodbye
- (f) Cheers
- (g) See you about seven, then
- (h) Goodnight
- (i) See you later.
- (j) How d'you do?
- (k) See you soon.
- (l) How're you?
- (m) See you at the dance.
- (n) Good afternoon.
- (o) See you this evening.
- (p) Morning

2. What would you say to somebody:

- (a) you're going to see in the evening
- (b) who's going away for a long time
- (c) you're just leaving
- (d) you've just been introduced to
- (e) you know well and meet in the street
- (f) you haven't seen for a long time
- (g) you are leaving at 9.30 p. m.
- (h) you're going to see the next day
- (i) you're leaving at 10 a. m.

Give answers where necessary.

3. Improvise a toast to: a lady, your host, someone's trip abroad, an author's new book.

4. Learn the two Conversations above by heart. Students take the parts of the different characters without looking at the book.
5. Continue the conversation where Bill and Harry talk for a few minutes. Suggested topics: the dance; Jane. Some phrases:
 - What time does it start?
 - What band have they got?
 - How much are the tickets?
 - What should one wear? (informal dress, dinner jacket, tails, dark suit)
 - Nice looking girl, isn't she?
 - How old would you say she is?

Female students may prefer to discuss Bill or Harry.

6. Miss Susan Lloyd (Sue) comes into the pub where Paul Bartlett and Stephen Newby are chatting. Stephen knows her already (they are on Christian name terms) but Paul does not. Students take the parts of these three characters and make up a conversation between them (greetings, introduction, offering a drink, some talk, one of them leaves).

3. РЕПЛИКИ ВЕЖЛИВОСТИ SOME POLITE REMARKS

In many situations where polite remarks are required, English tends to improvise. However, there are a number of more or less set polite phrases. Note that many of these are in the imperative.

Conveying greetings

Please remember me to your family.— Thanks, I will.
 Give my (best) regards to Mary.— Thank you, I certainly will.
 Give my love to Bob. (informal)

Others' enjoyment

Have a good time.— Thanks.
 Have a nice time.— Thank you.
 Have a good holiday.— Thanks. I'm sure I shall.
 Enjoy yourself.— Thanks. I'm sure I will.
 I hope you have a good time.

Just before an interview or examination

Good luck — Thanks.
 Best of luck.

For an achievement (passing an exam, getting a job)

Congratulations.— Thanks.

Well done.

For an engagement and to the bridegroom:

Congratulations.

To the bride:

I wish you every happiness. (very formal)

Failure

Bad luck. Hard luck. Never mind (no answers).

Illness

I hope you soon get better.

I do hope you soon get well again.

If you send a card to the hospital you may write:

Best wishes for a speedy recovery.

Seasonal greetings

The only seasonal greetings normally heard in English are:

Merry Christmas.— Thanks, the same to you.

Happy New Year.— Thank you, and the same to you.

Birthdays

Many happy returns.— Thank you.

When guests arrive

English people often don't say anything special. They might say:

Nice to see you here. Nice you could come.

Hello, Mrs Roberts. 'Do come in.

A Conversation

Miss Rowland calls on the Colemans. Mr. Coleman answers the door. John is the Coleman's son.

Mr Coleman: Ah (a:), good evening Miss Rowland. So glad you could come. 'Do come in.

Miss Rowland: Thank you. What a nice place you have here. Hello John. Many happy returns.

John: Oh (ou), thank you. How did you know?

Miss Rowland: Ah, a little bird told me. And how are your exams going?

John: They start tomorrow.

Miss Rowland: Well, best of luck.

John: Thank you. I'll need it.

Mr. Coleman: I hear you're going abroad next month

Miss Rowland: Yes. I'm going to Italy

Mr. Coleman: That sounds exciting. I do hope you have a good trip

Miss Rowland: Thanks, I'm sure I shall.

(later)

Miss Rowland: Well, I'm afraid I must be going.

Mr. Coleman: Oh, must you go so soon?

Miss Rowland: I'm afraid so — you see, my sister isn't very well.

Mr. Coleman: I'm sorry to hear that. Please give her our best regards.

Miss Rowland: Thank you, I certainly will. Goodbye

Mr. Coleman: Goodbye.

PRACTICE

1 Answer the following:

- Have a good weekend.
- Best of luck.
- Merry Christmas
- Enjoy yourself.
- Congratulations.
- Please remember me to your husband.
- Have a nice holiday.
- Give my regards to your wife
- Good luck.
- Happy New Year.

2. What would you say to somebody who:

- has a birthday
- has just passed (failed) an exam
- is just going on holiday
- has just arrived at your home
- is just going for an interview
- is going to a dance
- has just won a lottery

Answer these remarks where necessary

- Ask X — to convey your greetings to his brother
 - What would you say to a guest arriving at your home?

4. Students take individual parts in the Conversation above and learn them by heart, then reproduce the Conversation without the help of the book
5. Continue the conversation after Miss Rowland says "I'm sure I shall."

Topic: a holiday abroad. Phrases:

D'you go abroad much?

Have you been there before?

Where're you going this year?

Are you staying for long?

How long are you going for?

I expect it will be rather hot (cold) there, won't it?

Are you going by yourself?

Where are you staying? (= either in what town or what hotel).

How are you going? (by air, train, car)

They say it's a very beautiful spot.

Are you thinking of bringing anything back?

NOTE Avoid the word *travel*. As a rule you can use *go* as a verb and *trip* as a noun

4. ПОЖАЛУЙСТА И СПАСИБО PLEASE AND THANK YOU

Thanking

1 *Formal*

Thank you.

Thank you very much.

Here's your bag.— Thank you.

I hope you have a good journey.— Thank you very much.

2. *Informal*

Thanks.

Have a good time.— Thanks.

The less "safe" *many thanks* and *thanks a lot* are also often heard.

Thank you for ... Thanks for ...

Thank you for your help.

Thanks for the ride.

Thanks for the tip. (= advice)

Thanks for everything.

Thank you so much for a lovely party.

If you have been staying with people in Britain it's customary to write them a letter of thanks — the British still use the letter-box more than the phone.

Replies to thanks

The "safest" expression to use is:

Not at all

Other phrases you may hear are:

Thank you for all the trouble you've taken.— Not at all.

Don't mention it.

That's all right.

It's a pleasure

You're welcome (American)

If you are not sure what to say, just smile.

Please

Please is hardly ever used on its own.

Please is used a great deal added to a phrase when you *want* something or want someone to do something (whereas *thanks* is used especially when you've *been given something*):

Would you pass the sugar, please?

Could you tell me the time, please?

Would you please come this way?

Sit down, please.

Please sit down.

NOTE No comma *after* please unless you are really begging for something:
"Please, please, let me alone!" she cried.

As an answer

Would you like some coffee? — Yes, please.

— No, thank you.

— No, thanks.

NOTE also: Have you had any salad? — Yes, thank you.

Don't use please when you give something.

1. If you are offering something that has not been asked for, mention the thing (to attract the other person's attention), smiling at the same time:

Have you seen today's paper?

Would you like a cigarette?

'Chocolate? (high rising intonation)

I've brought some flowers for you.

I thought you might like these (of flowers, fruit, etc.)

2. If the thing has been asked for, say:

'Here you are.

Could I have a light, please? — Yes, here you are.

Would you pass the salt, please.— Here you are.

There you are is also sometimes used:

Could you lend me your key, please? — There you are.

Conversation I

Mr Jones calls on the Baxters at tea-time. Mrs Baxter answers the door.

Mrs Baxter: Please come in.

Mr Jones: Thank you.

Mrs Baxter: Sit down, please. Would you like a cup of tea?

Mr Jones: Yes, please.

Mrs Baxter: How about a piece of cake?

Mr Jones: No, thanks. But could I have a cigarette, please?

I seem to have run out.

Mrs Baxter: Yes, of course. Here you are.

(Later)

Mr Jones: Thank you very much for an excellent tea.

Mrs Baxter: (smiles) Not at all. I hope you'll come and see us again soon. Drop in any time you feel like it.

Mr Jones: Thank you, that's very kind of you.

Conversation II

Stephen and Mary Newby are going to drive Paul Bartlett over to the airport.

Steve: Let's put your bags in the back.— Good. Jump in.

Mary: Have you had any lunch, Paul?

Paul: Yes, thanks.

Steve: Then we'll drive straight over to the airport.

Mary: Here's a copy of "Time" — I thought you might like to have a look at it on the plane.

Paul: Thank you very much.

(*They arrive at the airport*)

Paul: Look, there's no need for you to hang around here—it may be ages before the plane leaves.

Mary: Well, I do hope you'll have a good journey.

Paul: Thank you Mary.

Steve: Goodbye Paul, and all the best.

Paul: Goodbye, and thanks for everything.

PRACTICE

1. Thank someone for a lift, a pleasant day, help, a tip (two possibilities!), a party, an address. Give replies (or smiles).
2. Offer a newspaper, sugar, sweets, a light, milk, a cup of tea, etc. that have *not* been asked for. Give replies.
3. Ask for the same things as in 2. Give them and thank the giver.
4. Students learn individual parts of the two Conversations above, then reproduce them without looking at the book.
5. Continue Conversation I after Mrs Baxter has given Mr Jones a cigarette. Topic: smoking. Phrases:
 - What brand of cigarette do you smoke?
 - D'you smoke a pipe? (cigars?)
 - What do cigarettes cost in your country?
 - D'you like filter-tips?
 - Why does one smoke? Have you tried giving it up?

For non-smokers: discuss the evils of smoking or the kind of chocolate you like (plain, milk, etc.).

6. Paul Bartlett (student A) is flying to your country, and you (student B) are sitting next to him in the plane. Bartlett opens the conversation by offering you his copy of "Time". You in turn offer him something (a cigarette, chocolate, etc.) and then introduce yourself. A conversation then begins about the flight, your country, and the reasons why Bartlett is visiting it. Finally, you exchange addresses.

5 ИЗВИНЕНИЯ APOLOGIES

Not catching

Even in one's own language, one doesn't always "catch" what the other person says. In a foreign language one is likely to miss still more. Consequently, in English one *must* constantly and boldly use:

I 'beg your pardon? (formal)

'Pardon? 'Sorry? 'What? (very informal)

NOTE Use a sharply rising intonation (it may help to lean forward and raise your eyebrows at the same time). A falling intonation may cause misunderstanding. Thus if you say *Pardon* or *Sorry* with a falling tone, people will think you are making a curt apology. An exception is "Sorry, I didn't quite catch what you said."

For awkwardness (if you've upset a vase, stepped on someone's toe, poked somebody with your umbrella), lateness, a wrong phone number, etc:

Sorry. I'm sorry. I'm *very* sorry. I'm *so* sorry.

Answer: That's (quite) all right. It's all right.

If it's not quite clear who's to blame:

My fault I'm *so* sorry.— Oh no, *my* fault entirely.

Other apologetic expressions

Sorry to trouble you.— That's all right.

Sorry to bother you just now.— Oh, that's quite all right.

Sorry to have kept you waiting.— It doesn't matter.

I hope I'm not disturbing you.— No, not at all. Could you come at nine? — I'm sorry, but I'm rather busy just then.

John's sorry he couldn't come, but he had to rush off to the hospital. (John is presumably a doctor — not a patient, we trust.)

Jean asked me to say she's so sorry she couldn't join us, but she's got to go to the dentist.

I'm afraid I'm rather late.

I'm afraid I can't manage to do it tomorrow evening.

I'm afraid I'm not free this week.

I'm afraid I can't make it on Sunday. (less "safe")

I'm afraid I must be going soon (I must be off).

Excuse me, but could you tell me the way to the station?

Excuse me, please. (Passing someone in a cinema, etc.)

Conversation I

Mr Rhodes comes back late from work and talks to his landlady.

Mr Rhodes: I'm sorry I'm so late. Had a lot of work at the shop.

Landlady: That's all right. I kept your dinner hot. Have you seen today's paper?

Mr Rhodes: I'm afraid I haven't had time.
Landlady: It says the price of petrol's going up.
Mr Rhodes: Pardon?
Landlady: I said it says the price of petrol's going up.
Mr Rhodes: Oh, 'really?

Conversation II

At a 'meeting of the Parent-Teacher's Association of Handford Grammar School. Miss Rowland rushes in, and accidentally pushes Mr Baxter.

Miss Rowland: Oh, I'm 'so sorry Mr Baxter.

Mr Baxter: That's quite all right.

Miss Rowland: I was so afraid I'd kept you waiting.

Mr Baxter: No, no. As a matter of fact, Mr Godley hasn't turned up yet.

Mr Coleman: I'm afraid Mr Godley can't come. He asked me to say he's very sorry, but he has to work late tonight.

Mr Baxter: I see, thank you Mr Coleman. Well, ladies and gentlemen, I think we'd better begin right away. The first item to be discussed is...

PRACTICE

- The teacher is talking, and the student must interrupt with a clear, confident *not catching* phrase (remember the intonation).
- Apologise for spilling a glass, arriving late, leaving early, an unintentional shove, ringing someone up late at night.
- Complete the following. Give answers where possible:
 - Can you come at six? — I'm sorry, but..
 - Excuse me, but...
 - Sorry to...
 - I'm afraid I can't...
 - Margaret asked me to say she's sorry, but..
 - I'm so sorry I can't...
 - Bill asked me to say he's sorry
- Learn and reproduce the Conversations
- Continue the Conversation where Mr Rhodes and his landlady left off. Topic: the cost of living. Phrases:
 I just don't know how people manage nowadays.
 What I can't understand is why the Government don't do something about this inflation.
 Something ought to be done about it.

Why don't they try and keep prices down?

How do prices in your country compare with ours?

Of course, the value of money's dropped a great deal lately.

6. What questions do you think might have been discussed at the meeting in Conversation II?

Examples: homework, school food, watching TV, etc.

What might have been said about these questions (a) by a parent (b) by a teacher?

A discussion might be built up from this, with one student as Chairman and others as parents and teachers.

6. ВОПРОСЫ И ОТВЕТЫ QUESTIONS AND ANSWERS

This chapter is intended as a preparation for the chapters that follow. It therefore consists largely of practice exercises.

PART I

Questions can be roughly divided into two types:

1. Those that can be answered by *Yes* or *No*.

Do you like ice 'cream?

2. Those that cannot be answered by *Yes* or *No*.

What's the 'time?

In the first type, the voice normally rises at the end, in the second, the voice falls. In this chapter, we are concerned with Type 1.

Replies to questions that can be answered by *Yes* or *No*

To answer such a question with *only Yes* or *No* is often too abrupt. Instead, we repeat the verb (or part of it) used in the question.

Can you speak English? — Yes, I can.

— No, I can't

Is she Finnish? — Yes, she is.

— No, she isn't.

Do you like cheese? — Yes, I do.

— No, I don't.

NOTE *Shall we...?* is usually answered by *Let's*

Shall we go to the cinema tonight? — Yes, let's.

In the negative, both *let's not* and *don't let's* are heard, usually with some additional words.

Shall we stop here? No, let's not stop yet
 No, don't let's stop yet

Remember that the negative of *shall* is *shan't*, and of *will*, *won't*.

PRACTICE

Teacher's Note. Make sure that the various parts of the auxiliary verbs are known. Insist on the use of the shortened form in the negative (doesn't, won't, I'm not, etc.) Remember the rising intonation in the questions

Read and answer the following using a verb

- (a) in the affirmative
- (b) in the negative

- 1 Will he come to-morrow?
- 2 Have you had your hair cut?
- 3 Is that the President over there? (Yes it)
- 4 Has the train come in yet?
- 5 Was that your sister?
- 6 Did you understand what he said?
- 7 Are you ready?
- 8 Were you at the Johnsons' yesterday?
- 9 Can you hear a funny sort of noise?
- 10 Shall we go now?
- 11 Am I terribly late?
- 12 Do you come from Ireland?
- 13 Does this train go to Manchester?
- 14 Can you speak French?
- 15 Are you married?
- 16 Is it a holiday tomorrow?
- 17 Has the plane landed yet?
- 18 Did you go to the dance?

PART 2

Question Tags

Questions in the form of a statement + a question tag (isn't it?, don't you?, etc.) are very common in English:

It's warm, isn't it?

Jane doesn't look well, does she?

They were late, weren't they?

You bought that in France, didn't you?

When the statement is affirmative, the tag is negative

We'll be early, won't we?

When the statement is negative, the tag is affirmative:

We shan't be late, shall we?

Intonation There are two intonations that may be used:

1. Voice rises at end. This means that you are asking for information, or at least are unsure of your statement:
She's coming with us, isn't she?

2. Voice drops at end. You are making a statement of fact, you are pretty sure of yourself, but politely ask for the other's agreement:

She's coming with us, isn't she?

NOTE the irregular form *aren't I?*

I am lucky, aren't I?

But:

I'm not very lucky am I?

Also *let's shall we?*

Let's go home now shall we?

PRACTICE

Read the following, adding question tags. Note when both types of intonation can be used and when not.

1. They came early.
2. He's Greek.
3. Ann made the coffee.
4. She's pretty. (one intonation)
5. It wasn't much fun.
6. It was dark when we arrived.
7. Oh dear, I 'am untidy. (one intonation)
8. He doesn't drink milk.
9. It didn't take long.
10. By seven o'clock we had had enough
11. He comes from France.
12. John's coming here tomorrow.
13. You're a business man.
14. Finland's pretty prosperous nowadays.
15. Rosemary'll make the tea.
16. She likes sugar in her coffee.
17. He arrived yesterday.
18. It's late.
19. It isn't late.
20. I 'am lucky.

PART 3

Question tag answers

The question tag is often used in polite agreement:

She made a lovely bride. — Yes, she 'did, 'didn't she?

He's not very old. — No, he 'isn't, 'is he?

(Falling intonation with stress on verb.)

The question tag may sometimes be heard in both statement and answer:

She looks very young, 'doesn't she?

Yes, she 'does, 'doesn't she?

He's not much to look at, 'is he? — No, he 'isn't, 'is he?

Sometimes the verb must be supplied

What a lovely 'night! 'Yes, it 'is, 'isn't it?

PRACTICE

Read the following and reply with a question tag answer (Remember to use the falling intonation throughout):

1. That was a good speech.
2. It's a nice day, isn't it?
3. The children loved it, didn't they John?
4. I say, that's a pretty dress.
5. It's not very big.
6. He's a very interesting man, isn't he?
7. He wasn't at the party, was he?
8. They don't speak much English in Spain.
9. This summer's been a bad one, hasn't it?
10. It 'is cold today, 'isn't it?
11. What lovely peaches!
12. My goodness, it 'is late!
13. How very strange!
14. Isn't that interesting?

7. СОГЛАСИЕ И НЕСОГЛАСИЕ AGREEMENT AND DISAGREEMENT

Agreement

As we saw in Chapter 6, the verb (or part of it) is commonly repeated in polite agreement:

This summer's been a bad one, 'hasn't it?

— Yes, it 'has.— Yes, it 'has, hasn't it?

Note that in the question the speaker often invites agreement:

I don't think it's worth waiting for her, do you?

— 'No, I 'don't.— 'No, I don't think it 'is.

Often words such as *certainly* and *quite* are added:

They're a very good band, aren't they? — Yes, they certainly 'are.

What we need is a strong 'government.— I quite a'gree.

In my opinion, something should be 'done about it.

— You're quite 'right.

She's got too much make-up on, 'hasn't she? — Yes, she certainly 'has.

(This last remark can only be made to people you know well, of course)

Disagreement

Patterns for polite disagreement are less easy to distinguish. One should avoid being abrupt when disagreeing in English: honesty should be tempered with tact. Some of the expressions to "soften the blow" are:

well, oh (*ou*), personally, as a matter of fact.

Examples:

1. The Beatles are wonderful, aren't they?—Oh, d'you really think so? (do not stress the *so*. See below)
2. What a charming city Liverpool is, isn't it?—Well, personally I don't care much for it.
3. Don't you think she looks awful in that hat?—Oh, I don't know. (Only to someone you know well)
4. It's very warm today, isn't it?—Oh, I wouldn't call it really warm.
5. Agatha Christie's such a wonderful writer, don't you think?—Well, as a matter of fact I'm not very keen on her.
6. It looks rather crowded here.—Oh, I don't know.
7. I think we ought to be leaving now, don't you?—Oh, surely not. It's only half past ten.
8. I'll go and get a porter.—Oh, I shouldn't have thought that was necessary.

So ending

The word *so* is often used in answering questions and when either agreeing or disagreeing. It is used especially with such words as:

think, believe, expect, suppose, hope, be afraid.

NOTE Stress the verb, not the *so*.

Is Robin coming to the party? — No, I don't think so.
But his wife's coming, isn't she? — Yes, I believe so.

They'll be here soon, won't they? — Yes, I expect so.
I don't suppose we shall hear before Monday. — No,
I don't suppose so.

The boss will make a long speech as usual, I expect, —
(stifling a yawn) Yes, I suppose so. (Only to someone
you know well)

It looks like rain, doesn't it? — Yes, I'm afraid so.
I expect it will clear up later. — I hope so.

- NOTE**
1. *Doubt* is followed by *it*. Again the verb is stressed, not the *it*.
I don't suppose they'll come, do you? — I doubt it.
I don't think they'll reply, do you? — I doubt it.
 2. *Say* is not followed by *so*, but *that*.
The trouble with you is that you work too hard. — Oh, I wouldn't
say that. (Stress the "that").
 3. Observe also the use of *not*, especially with *afraid* and *hope*.
Could you come at ten? — No, I'm afraid not.
I'm afraid the match will have to be cancelled. — Oh, I hope not.

A CONVERSATION

Mrs Godley is showing Mr Bellamy round her garden.

Mrs Godley: That's a lovely rose, isn't it?

Bellamy: Yes, it certainly is. — And look at that yellow one.
Isn't that magnificent?

Mrs Godley: Well, as a matter of fact I'm not very keen on
yellow roses. — Do you have a garden Mr Bellamy?

Bellamy: No, I'm afraid not. I live in a flat you know.

Mrs Godley: I suppose it's very convenient living in a flat.

Bellamy: Yes, I suppose so, but I often think I'd rather like
to live in a country cottage with a nice little garden.

Mrs Godley: Country cottages can be very cold in winter.

Bellamy: Oh, I don't know. Surely you can fit some sort of
central-heating system pretty cheaply nowadays.

Mrs Godley: I doubt it. A friend of mine bought a cottage last
year, and had to spend over three hundred pounds
putting in central heating — and the place is still like
a refrigerator in winter.

PRACTICE

1. Read the examples under Disagreement and *agree* with them, e. g.
The Beatles are wonderful, aren't they? —Yes, they certainly are.
2. Read the following and answer them with one of these remarks. Note where more than one remark would be suitable:
Oh, do you really think so? Actually, I quite like it.
Oh, surely not. Oh, I can't agree with you there. Well, personally I don't care much for it. Well, as a matter of fact I didn't think much of it. Oh, I don't know.
(a) This is a nice place, isn't it?
(b) That was a good speech, wasn't it?
(c) I don't care much for the food here, do you?
(d) I don't believe Arsenal has a chance.
(e) It's very warm today, isn't it?
(f) What a charming old-world city Birmingham is, isn't it?
(g) —I don't like the conductor much, do you?
(h) Looks as if it's going to rain, doesn't it?
3. Read and disagree politely with the following:
(a) That's a pretty tune, isn't it?
(b) I'm afraid we'll be late, you know.
(c) Don't you think she looks a fright in that dress? (not "safe")
(d) What a lovely fur coat Jill has on.
(e) It is cold today, isn't it?
(f) Of course, he's a very intelligent man.
(g) I don't care much for sport, do you?
(h) Anyone who doesn't like sport must have something wrong with his head. (not "safe")
4. Reply to the following, using a "so" ending (both affirmative and negative where possible). Remember to stress correctly.
(a) Do you think we'll get in?
(b) It'll rain today again.
(c) There'll be a lot of trouble over this business.
(d) I don't think he's got a chance, do you?
(e) Do you think we ought to book tickets?
(f) They haven't announced their engagement yet, have they?
5. Learn and reproduce the Conversation.
6. Discuss the advantages and disadvantages of town and country life, and of living in a one-family house with a garden or in a flat.

8. НАЧАЛО РАЗГОВОРА: ВОПРОСЫ
CONVERSATIONAL OPENINGS:
QUESTIONS

There are a great number of questions (usually asking for information or opinion) that are useful for starting up a conversation. In a foreign language, it is a good idea to have a supply of these on the tip of one's tongue. Remember that the person you are speaking to is probably just as shy as you are, and therefore be prepared to break the ice.

Here are some of the more common patterns, together with appropriate answers. Remember that questions that can be answered by *Yes* or *No* end with a rising intonation, while those that cannot, fall at the end.

What d'you think of ...?

What d'you think of Durham? — I think it's a very attractive city.

What d'you think of the news today? — Not too good, I'm afraid.

What d'you think of this weather? — It's very nice, isn't it?

What did you think of the play last night? — I enjoyed it very much.

How d'you like...?

How d'you like our new curtains? — I like them very much.

How did you like Copenhagen? — It was great fun.

How d'you like your new job? — I find it very interesting.

What's it like?

What's Cambridge like? — It's a pretty little university town.

What's Scotland like in summer? — Very nice, if it doesn't rain too much.

I hear you've just come back from America. What's it like over there? — Well, it's a very interesting country.

Some other common patterns

How did you come? — By air. By car. By sea. By train.
By bus. By tram. On foot.

How did you spend your holiday? — We went to the seaside.

What kind of climate does your country have? —
Fairly mild, on the whole.
What subjects do you study? — My main subjects
are Economics and German.

NOTE *What*, not *which*. *Which* is only used when the choice is defined or very limited, e. g. "Which train will you take—the 1.10 or the 3.15?"

When do you start your vacation? — Well, it all depends.

Where are you going for Christmas? — I expect we'll stay at home.

Are you interested in rowing? — Yes, I am as a matter of fact. Do you row?

Are people interested in skiing in England? — Yes, it's becoming quite popular.

Is football popular over there? — No, not very.

Are you staying long? — About five weeks altogether.

Have you seen the new film at the Ritz? — No, I'm afraid I haven't.

D'you like French films? — Yes, though I prefer Italian ones.

D'you play tennis? — Well, I've played a bit, you know.

D'you think we'll have a good summer this year? — Well, that's rather a difficult question.

Don't you think that's an interesting picture? — Yes, it is, isn't it?

Did you go abroad last summer? — No, we didn't as a matter of fact.

Where d'you come from? — I'm from Devon, in the West of England.

A Conversation at a party Lina Delong has just been introduced to Ronald Sellers.

Ronald: What d'you think of London?

Lina: Well, it's very big, isn't it?

He: Too big, I'd say. What's Rotterdam like?

She: Oh, it's much smaller of course.

He: And how d'you like our famous English weather?

She: Well, it hasn't been very nice lately, has it? — By the way, may I ask you something? What's the National Gallery like? D'you think I ought to go there?

He: Well, there are lots of great paintings there, but I prefer the Tate Gallery myself. It's less like a museum.

She: Are people interested in modern art here?

He: Only a few. Most English people are still living in the middle ages, you know. By the way, d'you like dancing?

She: Oh, I'm very fond of dancing. How about you?

He: I was wondering if you'd care to come to a dance with me one evening?

She: Thanks. That would be fun.

PRACTICE

1. Read the questions in this chapter, and answer them without looking at the text.
2. Each student prepares questions modelled on the above examples. Another student answers them.
3. Students learn individual parts in the Conversation, then reproduce it without looking at the book
4. Imagine you are Ronald. Tell someone else what you talked about with Lina. Suggested pattern:
Well, first of all we talked about London... Then I asked her what Rotterdam was like.
She told me... Then we discussed... In the end I invited... and she said...
Now do the same thing imagining you are Lina.
5. What other things could Ronald take Lina to see and do in London?
6. A competition. Pairs of students start a conversation with one of the questions in this chapter, and try to keep it up for two minutes, without being silent for more than a couple of seconds between remarks. Note that in the Conversation the speakers are constantly introducing new topics. You will probably need to do the same.

9. НАЧАЛО РАЗГОВОРА: РЕПЛИКИ

CONVERSATIONAL OPENINGS: REMARKS

Often instead of a question, a well-chosen remark may start a conversation. Such remarks often begin (or end) with certain key verbs in the first person:

expect I expect you've seen quite a lot of the country already.
(=an indirect way of finding out where you've been). I expect you've heard that we've just moved

- into our new house. (The speaker is evidently anxious to tell us all about it).
- suppose* I suppose you've seen our new Civic Centre.
(The speaker is probably "fishing" for your opinions about it.)
It's pretty cold in your country in the winter, I suppose.
- imagine* You'll be staying here quite a time, I imagine.
I imagine you have to work pretty long hours in a job like yours.
- hear* I hear you're going to France next summer.
Your country's been having labour troubles lately, I hear
- see* I see the English girls have been doing quite well at Wimbledon.
The President is in South America, I see.
You will also hear the less "safe" *bet*:
- bet* I bet you had a good time in Paris.

As can be seen, these remarks are in many cases disguised questions. English people often try to avoid a direct question because they are afraid of appearing "nosey". A remark is more casual and oblique.

Many such remarks will end with a question tag (see Chapter 6, Part 2) instead of starting with a key verb. Note that these tags have the falling intonation.

It's a lovely day, isn't it?

This summer's been a bad one, 'hasn't it?

You have a nice office here, 'haven't you?

This is a very comfortable ship, 'isn't it?

This isn't a very fast train, 'is it?

A Conversation

Ronald Sellers has just come through the customs at Rotterdam. Lina Dejong meets him.

Lina: I expect you're glad to be on land again. I see the North Sea's been pretty rough lately.

Ronald: I certainly am. I thought I was a good sailor, but I don't want to go through a trip like that again.

She No, I don't suppose you 'do. I imagine you're feeling terribly tired now.

He Oh no. I feel much better now. And it's such a wonderful day, 'isn't it?

She: Yes, it is, isn't it? We've had good weather for the past week or so. I suppose it's been as rainy as ever in London.

He: Oh yes.— I say, that's a fine building, 'isn't it?

She: Yes, that's part of our new shopping centre.

He: By the way, I hear Ella Fitzgerald's coming to Holland soon.

She: That's right. D'you remember when we went to see her in London?

He: I certainly do. She was marvellous, 'wasn't she? I imagine it might be a bit difficult to get in to see her here.

She: Well, we can always try.

PRACTICE

1. One student reads the remarks in this chapter, another answers them without looking at the text.
2. Make remarks beginning or ending with: I expect, I suppose, I imagine, I hear, I see. Another student answers these remarks.
3. Make remarks ending with a question tag. Another student answers them.
4. Learn the parts of Lina and Ronald and reproduce them without the book.
5. Imagine you are Ronald telling someone what Lina and you were talking about. Then do the same thing from Lina's point of view.
6. Imagine you are taking Ronald round your home town. Point out places of interest, and tell him something about them.
7. Pairs of students start a conversation from one of the remarks in this chapter, avoiding direct questions where possible, using instead remarks like those given above. Try to keep it up non-stop for two minutes.

10. ВЫРАЖЕНИЕ МНЕНИЯ EXPRESSING AN OPINION

As can be seen in Chapters 8 and 9, many conversational openings require a reply expressing an opinion about one's likes or dislikes, preferences, approval or disapproval and so on. Here are some of the expressions needed, collected under convenient headings.

Likes

How did you like Devon? —Oh, I liked it very much. It's so fresh and green.

Do you play golf? —Yes, I'm rather keen on golf. Keeps me fit you know.

What do you think of Barbara? —Oh, I'm very fond of Barbara. She's so understanding.

To express strong liking, English people—especially women—often use *love* and *adore*, but foreign students should use these with care.

Dislikes

The student would perhaps do best to avoid stronger expressions like *I hate* and *I can't stand*. More moderate and suitable expressions are often in the negative.

Shall we buy some chocolate? —Well, I'm not very fond of chocolate as a matter of fact.

How did you like New York? —I liked the people, but I didn't like all the noise and rush at all.

I'm not very keen on football, are you?

I don't care much for opera. (*care for* is generally heard only in the negative)

Preferences

In speech *I'd rather* (I would rather) is commonly used to express immediate preference.

Would you like to see the sights today? —Well, as a matter of fact I'd rather take it easy today, if you don't mind.

How shall we go? —Well, personally I'd rather walk than go by bus.

Prefer is also used, especially to indicate general preference.

I prefer the country to the town, don't you?

Which do you prefer, swimming or sun-bathing?

Approval

That was a good party last night, 'wasn't it?

I've bought Jack a bicycle for his birthday.— That will be a nice surprise for him, 'won't it?

We had a very pleasant day on the river.

That's an attractive little cottage, 'isn't it?

Do you know a place called Minster Lovell? — Yes, it's a pretty little village near Oxford.

The hotel was small but quite comfortable.

Thank you for the map you lent us. It was really very useful.

This is a very handy little tool.

Enthusiastic approval

Here are some stronger expressions of approval, but use them with care. More such expressions can be found in Exclamations (Chapter 16).

Parts of Wales are very beautiful.

That's a lovely blouse you're wearing.

The film was most exciting.

The food there is really first-class.

He's an extremely talented man.

How did you enjoy your cruise? — Oh, it was great fun.

Disapproval

As with dislikes, a negative expression is often preferred to express disapproval.

We didn't have very nice weather on the whole.

The new college is quite spacious, but it isn't much to look at, I'm afraid.

Other expressions which can be safely used are:

The programme was rather poor on the whole.

After all we'd heard about it, we found the play a bit disappointing.

This has been rather a bad year for business, I'm afraid.

Being polite about the inferior

Often, although we do not really like something, we do not wish to appear impolite by being too critical. The following expressions can then be used.

What was the show like? — Well, it wasn't too bad, I suppose.

Is he a good pianist? — Oh, not bad.

If *fairly* and *quite* are used in this way, they should be stressed.

Did you enjoy the holiday camp? — Oh, it was 'quite nice, if you like that sort of thing.

The band there is 'fairly good.

Same and different

It is often necessary to make comparisons, for instance between things in a foreign country and in your own country. Here the following will be of use.

The same

The houses in the south of France are rather like those in the north of Spain.

Look at that school: it looks just like that new one we saw in Germany.

The bread in England is just the same we have at home.

The hotels there are very similar to those in other countries.

Different

Of course, the food was very different from what we're used to.

Oh no, the Atlas mountains aren't a bit like the Alps. Do you have street markets like this in your country? —No, we have nothing like this I'm afraid.

A Conversation

Miss Rowland has just returned from Italy, and is talking to Mr Coleman.

Mr Coleman: How did you enjoy your holiday?

Miss Rowland: Oh, I liked Italy very much.

Mr Coleman: What did you think of the food there?

Miss Rowland: Well, it was very different from English food of course. Some things were quite nice, but I didn't care much for the macaroni dishes.

Mr Coleman: No, I'm not very fond of macaroni either, but I must say I'd rather eat macaroni than some of the stuff they give you in restaurants nowadays. What about the weather?

Miss Rowland: Well, it was fairly good, though we did have quite a lot of rain.

Mr Coleman: Oh, what a pity.

Miss Rowland: Still, when the sun did shine it was really lovely. In fact, altogether it was a very enjoyable holiday.

PRACTICE

1. One student asks another whether he likes (what he thinks of, etc.) the following. The replies should indicate (i) liking, (ii) dislike.
 - (a) London
 - (b) water-skiing
 - (c) mountain scenery
 - (d) English food
 - (e) your boss
 - (f) reading
 - (g) modern plays
 - (h) washing up
 - (i) military bands
 - (j) sun-bathing
 - (k) cold showers
 - (l) your Prime Minister
 - (m) the idea of going to the moon
 - (n) studying English
2. Ask questions about someone's preferences regarding the following, and give answers (complete sentences). Make clear in your question whether you mean an immediate or general preference, e.g. Shall we go by air or by sea? (immediate) Do you prefer travelling by air or by sea? (general)
 - (a) go out or stay at home
 - (b) go by air or by sea
 - (c) two dresses or a suit
 - (d) seaside or countryside
 - (e) jazz or classical music
 - (f) see a football match or go to the cinema
 - (g) live in a flat or a country cottage
3. Answer the following using expressions of (i) approval, (ii) disapproval, (iii) enthusiastic approval, (iv) politeness about the inferior.
 - (a) What do you think of the new Post Office?
 - (b) What was your journey to Thailand like?
 - (c) What about the hotels there?
 - (d) What's the scenery like there?
 - (e) Do you like corn flakes?
 - (f) How about the photography in that new film?
 - (g) Did you enjoy your stay with the Murrays?
 - (h) I hear you've just been to Jamaica. Is it worth a visit?
4. Say in various ways that the following are (i) the same (similar) (ii) different in your country, compared with those in England.
 - (a) the food

- (b) women's clothes
 - (c) the fields
 - (d) the churches
 - (e) the style of architecture
 - (f) folk music
 - (g) farming
 - (h) tastes in reading
 - (i) the treatment of the news
 - (j) the sense of humour
 - (k) road signs
 - (l) the political parties
5. Learn and reproduce the Conversation.
6. If you went to England, what things do you think you would like or dislike there, and what things would you find were the same as or different from those in your country?

11. ПРОСЬБЫ REQUESTS

A. When we wish to get something, or to get something done

Would you pass the potatoes, please? — Yes, here you are.
 Would you mind opening the window, please? — Of course.
 (This answer is illogical, but a willing tone of voice makes it seem quite natural).

Could I see you for a minute? — By all means.
 I wonder if I could speak to Miss Barnes? — Just a moment please.

I'd like three pounds of oranges, please. — Here you are, sir. Anything else?

Please come in (polite imperative).

Shut the door, please.

B. For help

Would you come and help me buy a new hat? — I'm afraid I haven't got time just now.

Could you spare me a few minutes? — I'm sorry, but I'm really very busy just now.

Would you do me a favour? — Well, that depends what it is (half-humorously).

I wonder if you could help me move this table? — Oh, d'you think we can manage it? It looks rather heavy.

C. For permission

Do you mind if I smoke? — No, of course not.

Would you mind if I closed the window? — No, please do.

May I come a little later? — Yes, that will be quite all right.

I'm taking the car today, if you don't mind. — No, that's all right.

D. For information

Excuse me, but could you tell me the way to the station? — Yes, it's not far from here. Go straight down here, and take the first turning to your left (Note the use of the imperative)

(To someone you know well) How do I get to the airport from here? — I should take a Greenline bus — a number three, I think.

Could you tell me the time, please? Let me see I make it about ten to eight

I wonder if you could tell me what time the shops close here? — I'm sorry, but I'm a stranger here myself.

How does this bottle-opener work? — Just press that little lever down. That's right.

How does one unlock this door? — Try turning the key the other way.

A. Conversation

Mr Surabhai is having breakfast at his boarding house Mr Lewis enters.

Lewis Good morning. Do you mind if I sit here?

Surabhai: No, please 'do.

Lewis Nice morning, isn't it? Er (ə:) would you pass me the sugar please?

Surabhai: Yes. Here you are.

Lewis Thank you. Going sight-seeing today?

Surabhai: As a matter of fact, I have to go for an interview. I wonder if you could tell me how to get there? The address is 23 Ridgeway Avenue.

Lewis Oh, yes, that's not very far from here. You can take a number 12 bus and ask the conductor to put you off

at Ridgeway Cemetery It's ten minutes' ride I should say.

Surabhai: Thank you very much

Lewis: It's a pleasure

Mr Surabhai gets off the bus and asks a woman standing nearby:

Surabhai: Excuse me, but could you tell me how to get to Ridgeway Avenue?

Woman: Let me see — um (əm) — go straight down here, and take the second turning to your right, then keep straight on as far as the traffic lights and you'll be on Ridgeway Avenue. It's about five minutes' walk from here.

Surabhai: Thank you very much.

Woman: That's all right.

PRACTICE

1. Make requests by completing the following:
 - (a) I wonder if...
 - (b) Would you mind...
 - (c) Excuse me, but...
 - (d) Could I...
 - (e) Do you mind..
 - (f) I'd like...
 - (g) May I...
 - (h) Would you...
2. One student reads the requests in this chapter, another answers them without looking at the book.
3. Make requests of each kind (a, b, c, d) and give replies.
4. Make requests using the polite imperative.
5. One student asks the way to some familiar place (e.g. the Post Office). Another student explains the way.
Remember to use the imperative when explaining: Go down this street... turn right... Other phrases:
Cross the road at the traffic lights.
Take a number 4 tram. Get off at the next stop but one.
It's on the opposite side of the road.
6. Students learn individual parts in the Conversation and reproduce it without the book.
7. Mr Surabhai is going to try to get a job as a clerk in an export firm. When he arrives, he speaks first to the commissionaire at the door, who telephones to the manager's secretary. Finally Mr

Surabhai is shown to the manager's room.
Students take the various parts.
Follow this up with interviews for other jobs.
Some useful phrases:

Surabhai: I wonder if I could see... I have an appointment with...

Commissionaire: Just a minute, sir. Would you like to wait here?

Manager: I don't know whether you know anything about...

What kind of training have you had?

What kind of salary were you thinking of?

I think we could find you something in the ... department.

For telephoning, see Chapter 17

12. ПРИГЛАШЕНИЯ INVITATIONS

Most spoken invitations are in the form of questions. They often begin with *will*, *would*, *would you like to*, *would you care to*, etc. They are seldom answered only by *Yes* or *No*.

1. Accepting an invitation

Won't you come in? — Thank you.

Would you like to come to the theatre tonight? —

Yes, I'd like to very much.

Would you care to have dinner at the Savoy tonight? — Yes, I'd love to.

Will you join us for lunch? — Yes, with pleasure.
(rather formal)

I wonder whether you would care to come on a picnic with us one day? — That would be great fun.

Could you come to a party at my place next Wednesday? — Yes, with pleasure.

NOTE my (our) place, my house

Note also *with us*: Come and stay with us.

2. Politely refusing an invitation

This is more difficult to perform with grace and courtesy. Expressions such as *I'm afraid* or *I'm sorry* (See Chapter 5 on Apologies) will come in handy here. Some explanation for your refusal is often desirable.

Will you join us for dinner? — If you don't mind, I'd rather not. I've got a bit of a headache.

Would you be free to come to a concert on Saturday evening? — Thank you, but I'm afraid I've arranged to go out then.

Could you come to the cinema tonight? — I wish I could, but you see I have this wretched (retsid) exam tomorrow.

Are you free next Monday afternoon? — Well, actually I'm afraid I'm rather booked up that afternoon.

Could you come to tea on Tuesday? — That's very kind of you, but I'm afraid I'm rather tied up. You see...

Would you like to go to the Zoo-tomorrow? — I'd love to, but you see the people I'm staying with are taking me out for the day.

There are also certain remarks leading up to an invitation:

What are you doing next Monday? — Well, let me see...

Are you doing anything next Friday afternoon? — No, I don't think so.

I say, what are you doing the day after tomorrow? — Nothing special, as far as I know.

NOTE these expressions:

call for, fetch, come round for, pick up, and various combinations of these.

Can I come and fetch you about eight thirty then?
I'll pick you up about tea-time.

I could come round for you about a quarter to seven.
I'll call for you about four, if that suits you.
(Remember that *to call (up)* = to phone.)

Conversation I

Henry Fields: Hello, Miss Calvo. How are you enjoying your stay in England?

Carmen Calvo: I'm enjoying it very much, thank you.

He: By the way, what are you doing tomorrow afternoon?

She: Nothing special as far as I know.

He: Well, would you care to come for a ride in the country?

She: Thanks, I'd love to.

He: Fine. Let's meet here about two o'clock, shall we? No, on second thoughts, I'll come round and pick you up at your hotel.

She: That would be very nice. About two o'clock then?

He: Good. See you tomorrow.

She: Fine.

Conversation II

Jones: Hello Mr Osaki.

Osaki: Hello.

Jones: Look, I wanted to ask you — I wonder whether you could come out to lunch with me some day.

Osaki: Yes, I'd like to very much.

Jones: How about tomorrow?

Osaki: Thank you, but I'm afraid I'm tied up tomorrow.

Jones: What about Thursday then?

Osaki: Just a minute. Let me see. Yes, Thursday would be fine.

Jones: Good. Let's meet here, shall we?

Osaki: What time?

Jones: Would twelve thirty be all right?

Osaki: Yes, that will be fine.

PRACTICE

1. Read the invitations in 2. *Refusing an Invitation*. Accept them.
2. Read the invitations in 1. *Accepting an Invitation* and those that follow here, and politely refuse them.
 - (a) Would you like to come for a picnic tomorrow?
 - (b) Can you come to tea with us one day next week?
 - (c) We're having a party on Saturday. Could you come?
 - (d) Could you come to the theatre next Tuesday?
 - (e) Have you got time to drop in for some supper this evening?
3. Read Conversation I, but change the acceptances to refusals and vice versa. (The result may be a little confused, but never mind). Do the same with Conversation II.
4. Make up more invitations. Accept and refuse them.
5. Learn and reproduce the Conversations.
6. Invent conversations:
 - (a) between Henry Fields and Carmen Calvo during their ride in the country.
 - (b) between Mr Osaki and Mr Jones over the lunch table.

13. ПРЕДЛОЖЕНИЯ SUGGESTIONS

Many of the suggestions below are indirect invitations, others offer advice, ask for opinions, etc. Here they are grouped according to the words and expressions used.

A. Suggestions — and agreeing with them

(See also Accepting an Invitation, Chapter 12).

1. Let

Let's go by bus, shall we? — Yes, let's.
Let's not stay too long. I'm feeling rather tired.—
Oh, all right. (rather unwilling consent)
Let me drive you home.— Oh, that's very kind of
you.

2. What about...? How about...?

What about going for a swim? — I'd love to.
How about a drink, Derek? — That's a very good idea.
What about you Mary? Would you like one? — Oh,
yes, I'd love one please.

3. Think, suppose, expect

I think we'd better be going soon, don't you? — Yes,
I suppose we 'had.
I don't think it's worth waiting here for her, do
you? — No, frankly I don't think it 'is.
I thought we'd just drop in here and have a cup of
coffee.— Good idea.
I don't suppose you have time for a cup of tea? —
Yes, I think so, thanks.
I expect you're rather tired after your journey,
aren't you? — Well yes, I'am rather.

4. You'd better

You'd better wear your overcoat.— Yes, I certainly will.
You know, you'd better hurry up or you'll be late.—
Good Lord yes. Look at the time!

NOTE After *you'd better* there is no *to*.

5. Some other expressions

- What do you say to our staying another day? — I don't mind. (willing but not enthusiastic)
- How would you like to go to Stratford some time? — That would be very interesting.
- Why not ask him to meet us at the station? — Yes, why not?
- Why don't you sit down? (= Please sit down.) — Thank you.
- If I were you, I'd wear a mac today. — Yes, I suppose I'd better.
- Shall we go about 6 o'clock? — All right.

B. Suggestions — and disagreeing with them

(See also Refusing an Invitation, Chapter 12).

Let's go to the fair. — I'm sorry, I'm busy now.
Let's drop in here for a drink. — Well, I'm afraid I haven't got time just now.

What about a game of tennis? — Well, it's rather hot at the moment, don't you think? I wonder if we should wait till a bit later.

Would you like to go fishing today? — Well, to be quite honest, I'm not very keen on fishing.

Don't you think we'd better be going now? — Oh, do you really think so?

How about another cup of tea? — Oh, d'you think we have time?

I suggest we walk to Trafalgar Square. — But couldn't we go by Tube?

C. Suggestions about what a person should see or do

You should try to see the Lake District if you have time.

You ought to go to a cricket match while you're here.
You might spend a few days by the seaside — the Devon coast is lovely.

You could go by bus or train I believe.

I should try to see Coventry Cathedral if I were you.
Why not hire a car?

D. The verb "suggest"

The normal conversational patterns with *suggest* (and *propose*) are:

1. suggest + (that) + simple present
2. suggest + (that) + should and verb

Do NOT use *would*.

I suggest (that) we stop for a meal here.

What do you suggest (that) we should do, Joan?

Propose means the same as *suggest* but is more formal (and often stronger):

I propose that we (should) inform the authorities about it at once.

It can also mean "intend":

I don't propose to stay here all night waiting for a bus.

I suggest we take a taxi. (*all night* is an exaggeration here of course)

A Conversation

Henry Fields is discussing with his mother how he can entertain Carmen Calvo.

Mrs Fields: Why don't you go to a show or somewhere tonight?

Henry: As a matter of fact, I thought Carmen might like to go to a concert.

Mrs Fields: Let's have a look and see what's on... You might try the Menuhin concert at the Festival Hall.

Henry: That sounds interesting.

Mrs Fields: You'd better ring up and see if there are any tickets left.

After the concert, Henry and Carmen discuss what to do next.

Henry: Let's drop in here for a cup of coffee or something.

Carmen: Well, I'd love to, but as a matter of fact I've got to make rather an early start tomorrow.

Henry: Oh, I see. Well, in that case I suggest we take a taxi straight back to your place.

Carmen: Thank you Henry, that would be very nice of you.

PRACTICE

1. Read the suggestions in Part A. Answer them negatively.
2. Read the suggestions in Part B. Answer them affirmatively.
3. One student makes suggestions, another replies. Try to use as

- wide a selection of remarks as you can. Suggest that
- (a) You would like to go home.
 - (b) The other person should be wearing warmer clothes.
 - (c) You both go to a concert tomorrow.
 - (d) You are tired and would like to go home by tram.
 - (e) You should go to a dance.
 - (f) You would like the other person to postpone his departure by a few days.
 - (g) The other person might like something to eat and drink.
4. Ask for suggestions about what to do tomorrow, and give replies using in both question and reply:
 - (a) suggest
 - (b) propose
 - (c) some other expression
 5. Learn and reproduce the Conversation.
 6. What else could Henry have suggested besides (a) going to a concert, (b) going to have a cup of coffee, (c) taking a taxi? Suggest these things, and answer them both affirmatively and negatively.
 7. Suggest to a foreign visitor what he should see and do in your country. Imagine that you are speaking to him personally. Here are some additional words and phrases that may be useful:

have a look at	rather expensive
go and see	is very popular
spend a day: a few hours	a lot of people like
take a trip to	it's quite fun to
quite cheap	is quite interesting
not too expensive	

14. БЕСПОКОЙСТВО TROUBLE

A. Phrases to use when you do not wish to put people to trouble

Let me help you with that bag.— Oh no, please don't bother. I can manage all right, thank you.

I'll drive you home.— Oh no, please don't bother.

What are you going to do, John, while we're away? — Please don't bother about me. I'll look after myself all right.

Let me get you a porter.— No, that's all right. I can manage, thanks.

Let me show you the way.— No, it's quite all right.

I'll find my way all right, thanks.

I'll come and fetch you from the station.— Thank you, but there's really no need to. I can easily catch a bus.

These are probably the most common phrases. You may also hear the following expressions. Note the answers too:

I don't want to upset your plans in any way.— Oh, you won't be doing that.

Please don't go to a lot of trouble.— It's no trouble at all.

I don't want to put you to any inconvenience.— It won't be any trouble at all.

B. Apologies for causing trouble, and answers

Sorry to have bothered you with all these questions.

That's quite all right.

I'm sorry to cause you all this trouble. It's no trouble at all, really.

I'm sorry to be such a lot of trouble. Nonsense. You're no trouble at all.

I'm afraid I've been rather a nuisance. Don't be silly (often used but not "safe" You might say instead *Not at all*)

I hope I'm not disturbing you.— Not at all. Do come in.

Note also these expressions:

Do you think it's worth my applying for the job? — Well, there's no harm in trying.

What's wrong with me, doctor? — Nothing serious, but it wouldn't do you any harm to have a few days' rest.

What ever's the matter with you? You look as if you'd seen a ghost.

A Conversation

Jacques Douin is meeting Mary Masters at the airport.

Jacques: Hello Mary. Nice to see you again.

Mary: Hello Jacques. You're looking very well.

Jacques: Here, let me carry those bags.

Mary: Oh no, please don't bother. I can manage all right.

Jacques: Well, we're going to my place now — Mother's making you some lunch I believe.

Mary: That's very nice, but she needn't have bothered — I had a sandwich on the plane.

Jacques: Well, you know my mother. By the way, what would you like to do while you're here? I'll be glad to show you around and so on.

Mary: Oh, I don't want to upset your plans in any way. I can manage very well on my own.

Jacques: Nonsense. We're looking forward to showing you our country.

Mary: Well, that's certainly very nice of you.

PRACTICE

1. Answer the following with *don't bother, there's no need, etc.*
 - (a) I can give you a lift home.
 - (b) I'll call a taxi for you.
 - (c) You must spend your holiday with us.
 - (d) Would you like me to book you a hotel?
 - (e) I'll see if I can get hold of a railway time-table for you.
2. Give suitable answers to the following:
 - (a) Please don't bother about showing me the way.
 - (b) I don't want to put you to any inconvenience.
 - (c) Please don't change your plans for me.
 - (d) Now, promise me you won't go putting yourself to a lot of trouble.
 - (e) Sorry to bother you with all these details.
 - (f) I'm afraid I'm being rather a nuisance.
3. Make apologies and replies to them for these situations:
 - (a) You enter an office where two people are having a private discussion.
 - (b) You have been asking someone for a lot of information.
 - (c) Someone has spent a lot of time helping you find your way around Leeds.
 - (d) Friends have made a special journey to fetch you from an out-of-the-way village.
4. Students learn the parts of Jacques and Mary, then reproduce the Conversation without the book.
5. Students take the parts of Jacques' Mother and Mary on the latter's arrival at the Douin family's home. Phrases:

Mother: How nice to see you again.

Did you have a good flight?

How long did it take?

Were there many people on the plane?

I do hope you enjoy your stay.

I expect you'd like to have a wash. Here's your towel.

And now I'm sure you must be very hungry.

Mary: What a nice place you have here.
It was very kind of Jacques to come and meet me.
I'm afraid I'm giving you a lot of trouble.
(Answer: Not at all. We're delighted to have you)

15. СОЧУВСТВІЕ И УТЕШЕНІЕ SYMPATHY AND CONSOLATION

Sympathy

What's the matter? — I'm just not feeling too well.
What's wrong? — Oh, it's nothing really.
Look at my new dress. It's ruined.— Oh, what a shame.
I'm afraid I can only stay two days.— Oh, what a pity.
I missed the bus, so we were late for the concert.— How annoying.
It rained all the time we were in Paris.— How awful! (dreadful, frightful) (expressions like these should be used with care, as they easily get out of date)
John's mother died in that air crash last week.— How terrible!
I'm so sorry to hear that your father has been unwell.
My wife's in hospital, you know.— Oh, I'm sorry to hear that.

Consolation

I didn't manage to get a ticket.— Oh, bad luck.
Oh dear, I can't find my passport.— Don't worry. It's bound to turn up soon.
Peter says I use too much make-up.— Oh, I wouldn't let that worry you. He's always so critical.
There was so much traffic that we didn't get back till after midnight.— Well, it might have been worse. At least you got home safely.
I'm afraid I've made a mess of your nice clean tablecloth.— Oh, that doesn't matter.
Oh dear, I've forgotten my umbrella.— Well, never mind. I don't suppose it will rain.

(Consoling oneself). Oh dear, I've lost their address:
Well, never mind, I expect it's in the phone book.

NOTE Do NOT say *never mind* answering an apology. Say *that's all right, not at all*, etc. (See Chapter 5, Apologies).

A Conversation

At the boarding-house again.

Mr Lewis: Hello there. Did you find the place for your interview?

Mr Surabhai: Oh yes, I found it all right, thanks to your directions, but the man I was supposed to see wasn't there.

He'd gone away on holiday.

Lewis: How annoying. That was too bad, wasn't it? Well, never mind, you didn't have to go all that far, did you?

Surabhai: No, that's true. Did you have a good day?

Lewis: Well, as a matter of fact, I had some rather bad news today. I'm a timber agent, you know, and we'd been hoping to do business with a Canadian firm, but they're having labour trouble, so we had to cancel the order.

Surabhai: What a pity. By the way, did you read about the train crash today? Thirty people injured.

Lewis: Now dreadful! They shouldn't let things like that happen.

Surabhai: Still, it might have been worse. No one was actually killed.

PRACTICE

1. Answer with expressions of sympathy:

- (a) I've lost my train ticket.
- (b) His father's very ill.
- (c) We had very poor weather.
- (d) The train was two hours late.
- (e) They charged us nearly ten shillings too much.
- (f) I have to leave tomorrow.
- (g) Our poor old dog got run over yesterday.
- (h) My husband's got an awful cold.
- (i) I couldn't sleep at all last night, I had such an awful toothache.
- (j) I can't stay long I'm afraid.

- (k) I fell downstairs this morning.
 - (l) I've lost my door key.
 - (m) We've broken off our engagement.
2. Answer with expressions of consolation:
- (a) I'm afraid I've lost their phone number
 - (b) Oh dear, we'll be late.
 - (c) Someone steps on your toe and says "I'm sorry"
 - (d) Bother, I've forgotten my watch.
 - (e) I'm sure I've failed my exam.
 - (f) We'll miss the bus.
 - (g) Mary says she doesn't love me any more.
 - (h) Oh dear, it's raining again.
 - (i) I'll be late at the office.
 - (j) I can't find my pen anywhere.
3. Learn the individual parts in the Conversation, then reproduce it without the book.
4. Tell someone else the substance of the Conversation between Surabhai and Lewis. Phrases:
Well, first of all they talked about ... Lewis asked Surabhai whether ... Surabhai said that ... Then Surabhai asked Lewis ...
5. Continue the conversation between Surabhai and Lewis (they needn't go on being sympathetic!) Topic: the news. Phrases:
What's the news today from...? (some part of the world)
What's the latest news about...? (something of topical interest— an earthquake, a film-star's baby, a royal visit)
Have you been following...?
What's happened about...?
Have you read about...?
That was a funny business about...
What do you think of the situation in...?

16. ВОСКЛИЦАНИЯ EXCLAMATIONS

In Chapter 13, many of the sympathetic and consoling remarks were brief exclamations, like *What a pity!* or *How annoying!*

Here are some more common exclamations for various occasions. Remember that exclamations tend to be colloquial, and should be used with care.

Enthusiasm, praise and flattery

What a wonderful idea!

What glorious weather!

What a charming dress!

And we went to Morocco too.— How interesting!

So you're going to Spain. How simply marvellous!
(for ladies only)
What did you think of the play last night? — Absolutely delightful!
I wish I had your brains!
I must say, he certainly knows his stuff!
I knew you were the right man for the job!
You're always on the go, but you never look tired.
How on earth do you manage it?

Disquist and blame

What an awful mess! (e.g. of an untidy room)

That's the gasworks over there.— What a ghastly sight!

What nasty weather!

What a day! I don't think I've sat down for three minutes on end since I got up this morning.

She missed the tram.— Serves her right, if you ask me.

She's always late.

Really. I do think you could be more careful.

The following expression, though not "safe", is often heard and may easily cause confusion:

So you're calling me a liar! Well! I like that! (=I do not like it at all, and you are being very rude indeed to say so)

Surprise

Look who's here! It's John.— Well I never! I thought he was in Burma or somewhere.

He's a very important man now, you know.— Fancy! I hear they're going to the moon next Tuesday.— Fancy that!

Just imagine! She's getting married for the fifth time!

Have you heard, Brown's leaving his job next week. I think he got the sack.— You don't say!

Goodness me, what's happening?

Good heavens, what's the time?

Great Scott, what have you got there?

What the dickens is that?

Bless my soul, it's old Johnson!
My goodness, what a noise!
Goodness, what a hairdo!

Caution

Look out! There's a bus coming! Careful! Watch out!
Mind! Mind out! Mind your head! Mind the step, sir!
Mind you don't lose it! Take care you don't catch
cold!
Make sure it's locked!

Hurrying

Hurry up! Get a move on! Come on! Do come on!
Let's get on with it!

Mixed

He thought the boss was only a clerk! — No! What a
joke! A good job you came! It's getting late.
She's left him, and a good thing too! He never did
treat her properly.
What a business! First, she 'was coming, then she
'wasn't...
What a game, sitting up all night in a third-class
carriage all the way from Stockholm to Paris!

A Conversation

Mary Newby is out shopping and meets Bill Merriman.

Mary: What nasty weather it's been lately, hasn't it?

Bill: Yes it has, hasn't it? I say, what a pretty dress!

Mary: Do you like it? — By the way, have you heard, Steve's got a new job.

Bill: Really? How interesting!

Mary: Yes. It was only decided yesterday. He's going to do something in advertising.

Bill: What a change after his work in the library!

Mary: Yes, it will be. One thing of course, it's much better paid.

Bill: Well, I'm glad to hear that. Really, I 'do think people like librarians and teachers are badly paid nowadays.

Mary: Yes, aren't they? — Well, I'd better get on with the shopping I suppose.

(They are about to cross the street. A car approaches them at high speed)

Mary: Look out! — Goodness, how fast they drive!

Bill: You can't be too careful crossing the roads.

PRACTICE

1. Invent a situation for each of the above exclamations, e.g. *What a wonderful idea!* — Someone has suggested taking the speaker out in his sailing boat.
2. What exclamations might you make in the following situations?
 - (a) The children have left the room untidy.
 - (b) You wish to praise a business friend's ability to his face.
 - (c) You are pleased someone has come.
 - (d) You wish someone would hurry.
 - (e) Your companion is in imminent danger of being run over.
 - (f) Someone is about to walk into a lamp-post.
 - (g) You warn someone to be careful not to lose some money.
 - (h) Your friend has told you she's been invited for a trip on Onassis' yacht.
 - (i) You like her dress.
 - (j) The weather is good.
 - (k) Your friend tells you he has had to wait for a long time at the dentist's.
 - (l) You like his tie.
 - (m) The weather's bad.
 - (n) You are asked for your opinion of a film. You think it is (i) extremely good, (ii) extremely bad.
 - (o) You are told that a man of ninety has married a girl of fifteen.
 - (p) You are told that a woman has had seven husbands.
 - (q) You are very surprised to see someone.
 - (r) Your companion is about to trip over a wire.
 - (s) You didn't realize it was so late.
 - (t) You are startled by the length and colour of a lady's finger-nails.
3. Learn and reproduce the Conversation.
4. What other jobs do you know besides those mentioned in the Conversation? Are they well paid or not in your country?

17. ПО ТЕЛЕФОНУ ON THE PHONE

There are certain set phrases used on the phone, which will be found in the following situations.

A. Asking for someone who answers the phone

Mr Hart lifts up the receiver and dials MAY 3047.

Mrs Bentley: Mayfair three-O-four-seven.

Hart: Can I speak to Mrs Bentley please?

Mrs Bentley: Speaking.

Hart: Good morning. This is John Hart speaking.

B. Someone else answers

Secretary: Whitehall 6822 (six-eight-double-two).

Hart: Can I speak to Mr Burrows please?

Secretary: Just a moment please. I'll put you through.

Burrows: Hulloo. Burrows here.

C. Not at home

Voice: Paddington 6629.

Hart: I wonder if I could speak to Mrs McCarthy please?

Voice: I'm afraid she's not in just now.

Hart: Oh, Well, would you give her a message please? Would you tell her that John Hart called, and that I'm very sorry but I can't come to her dinner-party tomorrow.

Voice: Yes, I'll tell her. What was the name please?

Hart: John Hart.

Voice: Would you please repeat that?

Hart: Hart — H-A-R-T.

Voice: All right Mr Hart.

Hart: Thank you. Goodbye.

D. Wrong number

Voice: Hello.

Hart: Could I speak to Bill Rogers please?

Voice: Rogers? There's no Rogers here. I'm afraid you've got the wrong number.

Hart: Oh, I'm so sorry.

Voice: That's all right.

Note the following expressions:

to phone someone (up), to ring someone (up)
to call someone (up)
to give someone a ring/call
to get someone on the phone
to ring off
to ring someone back
to be on the phone = 1. to be speaking on the phone
2. to have a telephone number
goodbye (when you ring off)
just a minute (moment) please
hang (hold) on a minute please (colloquial)

Men do not call themselves *Mr* on the phone. Women may use *Miss* or *Mrs* however (see Chapter 1).

A Telephone Conversation

Donald Merriman's phone rings. He lifts the receiver and says:
Merriman: Paddington 3099.

Durrell: Can I speak to Mr Merriman please?

Merriman: Speaking.

Durrell: Good morning. Robert Durrell here. We're having a little party at my place next Friday. I wonder if you and your wife would care to come.

Merriman: That sounds very nice. What time would that be?

Durrell: About half past seven, if that suits you.

Merriman: Well, I'll have to check with my wife of course, though I'm pretty sure we're free then. Shall I call you back?

Durrell: That'll be fine. By the way, I hear you've been over to Belgium lately. I hope you had a good time.

Merriman: Very nice thanks.

Durrell: Well, I expect you're busy, so goodbye for now.

Merriman: Goodbye Mr Durrell.

PRACTICE

1. Rehearse each of the four situations above.
2. Expand Situations A and B to full-scale telephone conversations.
3. You may need to spell your name (Christian and surname) on the telephone. Practise this.
4. Turn the Conversations in Chapters 9, 12 and 15 into telephone conversations. Pay special attention to the opening and closing phrases.

3. ПОВСЕДНЕВНОЕ ОБЩЕНИЕ ПО ПРИБЫТИИ В АМЕРИКУ EVERYDAY COMMUNICATION ON ARRIVAL IN AMERICA

1. У СТОЛА ТАМОЖЕННОГО ДОСМОТРА AT A CUSTOMS DESK

Officer: Okay, bags on the table, please. Your customs form, please... uh-huh. How long are you planning to stay in the country?

Tourist: Four weeks.

Officer: Do you have anything to declare?

Tourist: What?

Officer: Alcohol, cigarettes...

Tourist: No.

Officer: Any meat, fresh fruit, plants?

Tourist: Uh, no. Ohly for personal needs.

Officer: Open your suitcase please. Any gifts?

Tourist: Excuse me?

Officer: Are you bringing any gifts into the country?

Tourist: No.

Officer: What's in the bottle?

Tourist: Uh, hand lotion.

Officer: Okay, that'll be okay. Here's your form.

Tourist: Uh, what should I do with it?

Officer: See that officer over there by the gate? He'll take it.

Tourist: Thank you very much.

2. В АЭРОПОРТУ AT THE AIRPORT

1.

Man: Excuse me! Could you tell me where the eastern airlines counter is?

Woman: Sure. Just go up the escalator here on your left, and you'll see it next to the continental counter when you get to the top.

Man: Thanks a lot.

Woman: You're welcome.

2.

Clerk: Here is your ticket. Your flight's now boarding at gate 62.

Customer: Excuse me?

Clerk: Gate 62.

Customer: Uh, where is gate 62?

Clerk: Go down concourse L, to your left there.

You'll see it.

Customer: Down concourse L? Thank you very much.

Clerk: Welcome.

3.

First man: Excuse me. Do you know where the baggage claim area is?

Second man: Yeah, it's downstairs. Take an elevator at the far end of the hall there, and it'll be right behind you when you get downstairs.

First man: Okay, let's see... I take that elevator down there and turn around when I get to the first floor and I'll see it.

Second man: Right.

First man: Great! Thanks.

Second man: Any time.

3. ТЕЛЕФОННЫЙ РАЗГОВОР TELEPHONE CONVERSATION

1.

Operator: What city, please?

Victor: Chicago.

Operator: Go ahead, please.

Victor: Yeah, do you have a number for Henry Banks?

Operator: There's an H.J. Banks on Lincoln Park West and H.S. on South Lasalle.

Victor: It's the one on Lincoln Park West.

Operator: What number did you dial, please?

Victor: 478-4620.

Operator: That number's been changed. The new number is 528-7825.

Victor: Okay, thanks.

2.

Operator: Please deposit 3.00

Henry: Hello?

Victor: Hey, Henry! How are you doin'? This is Vic. I'm callin' from Baton Rouge.

Henry: Vic! Far out! Great to hear from ya, man! What's up?

Victor: Well, I'm going to be in Chicago this weekend and I thought we could get together. Going to be there?

Henry: Sure. Why don't you give me a call when you get into town?

Victor: Will do. See ya Saturday!

Henry: All right. Bye-bye!

3.

Caller: Let's see. Information is 555-1212...

Operator: What city, please?

Caller: I beg your pardon?

Operator: What city, please?

Caller: Yes, Miami, please. I want to know the weekend rate from Chicago.

Operator: I'm sorry, but I don't have that information. You'll have to call operator.

Caller: Oh. How do I do that?

Operator: Hang up and dial 0, ma'am.

Caller: Dial 0...

Operator: Operator.

Caller: Yes, I want to call Miami and I need to know how much it costs on Friday night.

Operator: Did you check your directory, ma'am?

Caller: Well, yes, but I couldn't find it.

Operator: Hold on... It's 39 plus tax for the first minute and 27 plus tax for each additional minute till 11:0. After that it's 26 and 18.

Caller: Thank you.

4.

Terry: Ayers travel. Terry speaking. May I help you?

Sherry: Yes, I'd like to speak to Mr. Bixby, please.

Terry: I'm sorry, but Mr. Bixby's tied up at the moment. He's on another line. Can I take a message, or would you like to hold for a moment?

Sherry: Well... I'm calling long distance from Dallas... tell him Sherry Snyder called, please, and I'll try to reach him again later on.

Terry: Fine, Mrs Snyder, i'll do that.

Sherry: Thank, you. Goodbye.

5.

Ann: Hello?

Wally: Hi! Is Tod there?

Ann: Tod? No, he isn't. Is this Wally?

Wally: Yeah. I just wanted to know if he's still going to play tennis with me tomorrow.

Ann: Oh, hi, Wally. Yeah, as far as I know he is. Want him to call you back?

Wally: Sure, thanks. Tell him I'll be at home all evening.

Ann: Will do. Bye now.

Wally: Bye.

6.

Recording: Hi. This is Jean Thompson's answering machine. I'm sorry I'm not in at the moment, but I'll get back to you if you just leave a message.

4. В АГЕНТСТВЕ ПО ПРОКАТУ МАШИН AT A CAR RENTAL AGENCY

Agent: Hi! May I help you?

Ferris: Yes, I reserved a car and I'd like to pick it up. My name's Ferris, F-e-r-r-i-s.

Agent: Okay... yes. Here we are.

Ferris: Uh, could you tell me again what kind of car I ordered? I'm afraid I forgot.

Agent: Certainly... a Chevy.

Ferris: Oh, yes, now I remember. You know, I really don't need such a big car now, because I'll be traveling alone. Would there be a smaller one available, by any chance?

Agent: Well, I'm not sure, but I can check. How long will you be needing it?

Ferris: Until Friday.

Agent: All right...no, I'm sorry, but there's nothing available here at the airport. I'll check our downtown office, if you like.

Ferris: Oh, no, that's all right then. If only I had reserved a Honda or something from the agent in Europe, but I'll take the citation.

Will that be cash or charge?

Ferris: Charge. Do you take visa?

Agent: That'll be fine. Sign here, please.

Ferris: Okay. Uh, where is the car rental area located?

Agent: Okay, just take the red underpass down there on your right and take a left when you get to the other end. You should bring the car back to the same place on Friday, and just leave the keys in it.

Ferris: Thank you very much.

Agent: Have a nice trip!

5. У СТОЛА ОФОРМЛЕНИЯ ПРОКАТА
AT THE RENTAL COUNTER

1.

Agent: Is that all then?

Customer: Uh, no could you tell me what I should do if the car breaks down?

Agent: Well, I'm sure you won't have any trouble, sir, but if something should happen, just call this number. They'll see that you get help.

Customer: Thanks.

2.

Agent: Do you have a question?

Customer: Yes, I'm reading the agreement and I don't see... could you show me where the part about insurance is?

Agent: Of course — here it is.

Customer: Oh, yes, thanks.

3.

Agent: Is there anything else?

Customer: Yes, I'd like to know what to do in case of accident.

Agent: Hmm-hmm. At the bottom of the form you'll see that you are expected to notify the police in the town where you are, and you have to fill out one of our forms, too. You'll find some in the car.

Customer: Thanks. I hope I don't need them!

Agent: So do I!

6. В ГОРОДСКОМ АВТОБУСЕ
IN A CITY BUS

1.

Richard: Do you go to the university district?

Driver: Yes. Put your 55 in the fare box.

Richard: Oh... I've only got quarters. Can you change one for me?

Driver: Didn't you see the sign? Exact change only.

Richard: Oh... uh, say, do you have change for a quarter?

Man: I dunno. Let me check my pocket... uh, yeah, here you go. Two dimes and a nickel.

Richard: Thanks!

Man: Sure, any time.

7. B TAKCH
IN A TAXI-CAB

2.

Driver: Did you call a cab?

Lady: Yes, I did.

Driver: Okay, where to, lady?

Lady: Beauty saloon "Twilight".

Driver: Uh, is that the one in the Riverview hotel?

Lady: No, it's at the corner of station and market
Downtown.

Driver: Oh, sure, I know where that is. I'll have you there in
no time.

Lady: Fine.

8. HA ABTOBOK3AJE
IN A BUS DEPOT

Customer: How much is a ticket to Reno, please?

Clerk: Forty-two fifty one-way, eighty bucks even round
trip. You see, there's a saving if you get the round
trip. You want it?

Customer: No thanks. Just one-way, please. I'll be going on
from there later.

Clerk: Oh, well, in that case you could get a ticket to
wherever you're goin' after that, or you could get
one of our thirty-day passes.

Customer: Thanks very much, but a one-way ticket to Reno
is all I need today.

Clerk: Okay, it's up to you. A one-way to Reno, then.

Customer: Yes, thanks.

2.

Clerk: Here's your ticket, ma'am.

Customer: Thank you. Uh, can I check my suitcase?

Clerk: Sure can. Just carry it out to the bus and the
driver'll take care of it for you.

Customer: All right.

Man: Excuse me, I'll take it for you, if you like.

Customer: No, thank you, I'm fine. It's not very heavy.

Man: If you say so.

Customer: Thanks anyway.

9. В ГОСТИНИЦЕ
- AN THE HOTEL

1.

Clerk: Caravan hotel, good evening.

Jim: Hi! I was wondering if you have a double room for tonight?

Clerk: Oh, I'm sorry. I'm afraid we have no vacancies at this time.

Jim: Okay, thanks anyway.

Clerk: You might try the Flamingo motel. It's near the airport on Sandy boulevard.

Jim: Okay, thanks.

Clerk: Any time.

2.

Clerk: Good evening, Flamingo motel.

Jim: Yes, I wanted to know if you have a double room for tonight?

Clerk: Yes, we do.

Jim: Oh, good! Do you have one with a bathroom?

Clerk: Let me check... yes, we do, for 45 a night.

Jim: Yes, that'll be fine. Can you hold it for me? My name's Goldsmith.

Clerk: Yes, I can hold it for you until 6:00 with no obligation on your part. Do you know how to get here?

Jim: Yes, I do, thanks. It should take us about twenty minutes. I think.

Clerk: Fine, Mr. Goldsmith. We'll have the room for you.

Jim: Thank you. Bye.

3.

Receptionist: Good evening, madam.

Guest: Good evening. My name is Stepniewski, I have a room reserved.

Receptionist: I'm sorry, madam. Could you spell your name, please?

Guest: Yes, of course. S T E P N I E W S K I.

Receptionist: Ah yes. Room 509. A single room for three nights with English breakfast, is that right?

Guest: Yes, that's correct.

Receptionist: Would you mind waiting one moment while I make your key?

Guest: Sorry? I'm afraid I don't understand you.

Receptionist: We have a computerized system for our locks. The combination changes for each guest so you can be sure your room is totally safe.

Guest: Ah, I see.

Receptionist: Here you are, madam. Room 509 on the fifth floor. The lift is right behind you.

Guest: Thank you.

Receptionist: Do you intend to eat here this evening, madam?

Guest: Yes.

Receptionist: Well, the restaurant closes at 9.30, madam, so I suggest you leave us to take up your luggage and that you go there right away.

Guest: Right-oh. Thank you. I'll do that.

10. БЫТОВЫЕ УСЛУГИ PERSONAL SERVICES

You will hear three conversations at the Red Lion inn. Listen to the way people ask to have things done.

Glerk: Ah, good morning, Mrs. Scott. What can I do for you?

Woman: Good morning. I've got a suit I'd like to have it cleaned by tomorrow. Could you see to that?

Glerk: Yes, the hotel has a laundry and cleaning service. There's a laundry and cleaning slip in the room for you to fill out. Just leave the suit in your closet with the laundry slip where the maid can see it. Or you can give it to her if you see her, your suit should be back to you in the morning.

Woman: Wonderful! Thank you.

11. В КОМНАТЕ БЫТОВОГО ОБСЛУЖИВАНИЯ A THE SERVICE ROOM

1.

Maid: Excuse me you be leaving soon or can I do the room now?

Martha: Oh, yes, come right in... by the way, this blouse needs to be ironed. Could you see that it gets done?

Maid: Well, no, we don't have a pressing service here.

Martha: Oh, I see. Is there an iron I could use, then?

Maid: Yes, ma'am, there's one in a room down at the end of the hall. Just help yourself.

Martha: Okay, which way is it?

Maid: To the right and down past the elevators.

Martha: Thanks.

2.

Clerk: Yes, may I help you?

Man: Yes, my name's Lund, room 1522. I'd like to have a meeting room scheduled for me this afternoon at 2:00. Can you take care of that?

Clerk: Yes, sir, I'm the one to see. How many people will there be?

Man: Let's see... there'll be six of us.

Clerk: Okay, Mr. Lund, room 6 down the hall behind you, second room on the right.

Man: Thank you.

12. ОПЛАТА УСЛУГ SERVICE CHARGE

Robert: Yes, I hope so. I'd like to buy some travelers' checks. Can I pay for them with an eurocheque?

Teller: An eurocheque? I'm not sure... let me ask my superior... yes, that'll be fine, as long as you have proper identification.

Robert: Of course. Here's my passport. I'd like to write two checks for fifty pounds each. All right?

Teller: Fine. Just make them out the First Community Bank of Colorado Springs. Now, travelers checks... what denomination would you like-fifty, twenty, or ten dollar checks?

Robert: Twenties will be fine. What's the service charge?

Teller: It's two percent.

Robert: Okay.

Teller: All right, here you are. Sign a check here on this line. I'll have your change in a minute.

Robert: Fine, thank you.

13. НА ТЕЛЕГРАФЕ AT THE TELEGRAPH OFFICE

1.

Agent: Next please. What can I do for you?

Arthur: Yes, I'd like to wire some money to my son in Springfield, but I don't have any cash with me. How do I go about it and what's the upper limit?

Agent: Well, just take this money order form and fill it out. You got a credit card on you?

Arthur: Sure.

Agent: Well, you can wire up to 1,000 with this form.
Arthur: Okay... uh, what do I put here where it says "id. question" ?
Agent: Just write in what you want your boy to answer before he's handed the money. Be sure to call him and give him the right answer!
Arthur: Okay. How long will it take for the money to get to Springfield?
Agent: I s'pose it'll be there by this evening if we send it regular.
Arthur: Oh, that'll be fine.
2.
Agent: Can I help you?
John: My parents are wiring some money from Washington State. How long'll it take to get here?
Agent: It should be here by tomorrow, but maybe not until the next day. It depends on how they send it.
John: I see. I won't need it until this weekend, so I'll check back with you on Friday.
Agent: Fine.
3.
Agent: Next please.
Valerie: Hi. How long does it take a telegram to get to Fort Worth?
Agent: Well, that depends on what kind it is. A regular telegram would be there by this afternoon, and a night letter by tomorrow.
Valerie: This doesn't have to be there until tomorrow, so a night letter would be fine.
Clerk: All right.

14. B PECTOPAHE AT THE RESTAURANT

1.
Maitre D': Good evening.
Mr. Novak: Hello. I'd like to make a reservation for next Saturday night.
Maitre D': All right. How many are there in your party, sir, and what time would you like to come?
Mr. Novak: At 7:30, and there'll be four of us.
Maitre D': Just a moment, please... I'm afraid I don't have anything for four at 7:30. Would 8:00 be all right?
Mr. Novak: Yes, it would.
Maitre D': Your name, please.

Mr. Novak: Novak.

Maitre D': All right, Mr. Novak, I've reserved a table for a party of four at 8:00 this coming Saturday.

Mr. Novak: Thank you. Goodbye.

Maitre D': Goodbye.

2.

Woman: Oh, it's lovely!

Man: Mmm, it smells wonderful! Shall we find a table?

Woman: No, the sign says "Please wait to be seated", so someone'll come and show us to a table. Here she comes now.

Hostess: Good evening. Two?

Man: We're expecting two more in a few minutes, so there'll be four of us.

Hostess: Then I'm afraid it'll be about ten minutes before I can seat you. Would you like to have a cocktail in our lounge while you're waiting?

Woman: Oh, yes, let's do that.

Hostess: I'll let you know when your table's ready.

3.

Mary: Excuse me, would you mind not smoking?

Paul: Oh, I'm sorry, I didn't realize it was bothering you. I'll just finish this cigarette...

Mary: I'd appreciate it if you'd put it out now. I'm allergic to smoke.

Paul: I'm sorry.

You will hear three conversations in the restaurant. Listen to the way people ask the waiter about things on the menu.

Waiter: Have you decided, sir?

Customer: Not quite. What's chicken tebiyaki?

Waiter: It's white meat-boneless chicken breast — marinated in a brown sauce that's a little bit sweet, and char-broiled for just a few minutes so it's still juicy. It's really very good.

Customer: It sounds good, all right. I'll take your word for it and try some.

Waiter: All right, one chicken tebiyaki.

Waiter: May I take your order?

Customer: I think so ... what are the stuffed mushrooms like?

Waiter: They're mushrooms filled with bread and cheese mixed with herbs and spices, and then baked. They're served warm. Would you like to try some?

Customer: No, thank you. I'll just have the beefsteak, medium-rare, please.

Waiter: Are you ready for dessert?

Customer: Yes, I believe so. What's your cheese-cake like?

Waiter: It's a very rich and creamy cheese-cake, and comes with whirled cream on top. Can I bring you a piece?

Customer: Oh, yes, that sounds delicious.

15. У ВРАЧА AT THE DOCTOR'S

1.

Laura: Boy, I feel awful. I've been sneezing all day, and I think I even have a fever.

Vern: Sounds like you're getting a cold, honey. Did you take some vitamin C?

Laura: Yeah, I did. I hate colds! I hate having to carry cold tablets around, and have to worry about viruses, and I don't like taking those cold tablets like Dristan.

Vern: Have you taken your temperature?

Laura: Not yet, but I guess I should. Where's the thermometer?.. Well, it's 101. I guess I have flu or quinzly.

Vern: Yeah, you should just stay in bed. May be we can keep it from getting worse if you're really coming down with something. I'll make you something hot to drink-you know you should have plenty of fluids. And I'll call your boss and say that you can't come to the office today.

Laura: Thank you.

2.

Doctor: Have a seat right here and open your mouth wide, please. Yes, your throat looks pretty sore. Have you taken anything for it?

Keith: Yes, some aspirin yesterday. It didn't help much.

Doctor: Mmm-Hmm. Have you had a cold or the flu lately?

Keith: No, I haven't.

Doctor: There's a bad virus going around and that's probably what it is. But I'm going to take a throat culture so we'll know for sure. But it'll be a couple of days until we get the lab report back. Are you allergic to any medication?

Keith: Not that I know of.

Doctor: Okay, just sit tight. I'll be back in a minute.

3.

Nurse: Can I help you?

Roger: Yeah, I have hay fever and I left my medicine back home. I was wondering if the doctor could give a prescription for some medicine?

Nurse: Not without examining you first. You might want to come back later or make an appointment? Well, you'll just have to wait till he has time to see you.

Roger: How long'll that be?

Nurse: There are several people with appointments before you, so I guess it'll be least an hour before it's your turn.

Roger: Okay, I'll wait.

Nurse: Well, take a seat in the waiting room, then.

16. КАК ЗДОРОВЬЕ? ASKING ABOUT HEALTH

1.

Bob: Hello?

Andy: Hi! This is Andy. How are you doing?

Bob: Not so good. I've got the flu.

Andy: Oh, I'm sorry to hear that. What kind of flu is it?

Bob: Stomach flu. You know, terribly upset stomach, nausea, vomiting — yesterday I couldn't even keep warm water down.

Andy: That sounds awful. Is there anything I can do?

Bob: No, I don't think so. Peg's taking care of me. I just have to wait until it's over.

Andy: Well, I hope it doesn't take long. Let me know if I can help.

Bob: Okay, I will. See you.

2.

Doris: Hello?

Cal: Doris? This is Cal Fairly from the office. I heard you were ill.

Doris: That's right. It was appendicitis. I had some very sharp stomach pains a few days ago, so they put me in the hospital for observation for a day. Then decided to operate.

Cal: I'm sorry it was so serious. How are you feeling now?

Doris: Pretty good, considering. I'll probably be back at work next week.

Cal: Well, I'm glad to hear that. Let us know if there's anything we can do.

Doris: Thank you, I'll do that.

3.

Frank: Hello?

Ellen: Hi! This is Ellen. I heard you'd been in an accident, so I thought I'd call on and see how you're doing.

Frank: I'm not feelin' well. I got a broken ankle, two broken ribs. I'm stiff and sore and bruised all over, and my head still aches like hell. Aside from that I'm doin' real well! Just been lyin' around in bed all day feelin' sorry for myself. The doc says I might as well forget about the world cup next weekend.

Ellen: Well; at least you still got your sense of humor!

Frank: That's about all I got.

Ellen: You want me to come over?

Frank: Sure. I need some cheering up.

Ellen: Okay, I'll be over this afternoon.

17. ПОСЕЩЕНИЕ ТЕАТРА GOING TO THE THEATRE

Greg: Gee, it's nice to have you here in Manhattan!

Mr. Webster: It's nice to be here!

Greg: What would you like to do this weekend?

Mrs. Webster: Oh, I don't know. It'd be nice to see a play or maybe a musical.

Mona: If we can get tickets.

Greg: That may be a problem, all right. Well, let's check the paper and see what there is... let's see, movies are on page 19, section 2, of "The Times". Can you check that out?

Mona: Sure.

Greg: Here's the theater section of the advertisements... oh, there's a performance of Rigoletto tomorrow night, and they apparently still have tickets.

Mr. Webster: Going to the opera is a little too fancy for me.

Mona: Oh, dad, you don't have to dress up anymore. You can wear just about anything you want to these days.

Mrs. Webster: I'd rather see a musical, I think.

Mona: Mmm, that sounds good. I've never seen it.

Mr. Webster: But we should see something on stage while we're here in the city.

Greg: Well, I'll just call some box offices downtown and see what the ticket situation is.

Mr. Webster: Sure, that's good idea. And while you're doing that, I think I'll check the TV schedule.

**18. Я БЫ ХОТЕЛ ПОСЛУШАТЬ ХОРОШУЮ МУЗЫКУ
I'D LIKE TO HEAR GOOD MUSIC**

1.

Brain: I think I'd like to hear some good classical music while I'm here, something by a large orchestra. As a musician, what would you suggest?

Richard: Well, there's always the philharmonic. They perform regularly. And the masterwork chorus and orchestra are featuring Handel's Messiah this week and next. I think, I can recommend that.

Brian: That sounds good, thanks. I guess I'll call and see about tickets.

Richard: Here's the paper. You can probably find their number under concerts in the second section. It'd a good idea to check with them right away, because they could be sold out already for this weekend.

2.

Man: Excuse me.

Hotel clerk: Yes?

Man: I wanted to see a rock concert while I'm in New York, but I don't know which groups are playing. Do you have any information, and could you recommend something?

Hotel clerk: Sure. The Police are supposed to be here at the end of the month, but I think I heard they're sold out. Then there's Rockpile and Moon Martin, and Boz Scaggs, who gives a great performance, and Dire Strats...

Man: Did you say Dire Strats?

Hotel clerk: That's right.

Man: Thank you! Where can I get tickets? I've always wanted to see them in concert!

3.

Woman: Hello.

Box office clerk: Yes, dear?

Woman: I'd like two tickets to Keith Jarrett for tomorrow night.

Box office clerk: What price would you like, dear?

Woman: Well, I don't know... I've never been before, and

I'd like good seats. What do you think would be best?

Box office clerk: There are some very good fourteen-dollar seats left in the tenth row. The eleven-dollar ones are sold out, and the cheap ones are pretty good seats, of course-there's not a bad seat in the house-out they're not as good as the more expensive ones.

Woman: Well, okay, I'll take two fourteen-dollar tickets.

Box office clerk: You won't be sorry, dear.

Woman: Thank you, I'm sure I won't.

19. НАЗНАЧАЕМ ВСТРЕЧУ MAKING AN APPOINTMENT

Rose: Hello?

Carl: Hello, is this Rose Alexis?

Rose: Yes.

Carl: You don't know me, but this is Carl Matthews. Ron Apple gave me your number and suggested I give you a call.

Rose: Oh, that's nice. So you're a friend of Ron's? How is he anyway?

Carl: Oh, he's doing very well. Their new baby boy's a real tiger, and Ron's being promoted again. Lucy's planning to go back to work soon, and she's looking forward to that.

Rose: Well, that's good to hear. Carl, what are you doing here?

Carl: I'm attending a conference until Thursday.

Rose: Will you have any time off to get together?

Carl: Well, tonight there's a banquet I have to go to. But tomorrow and Thursday evening I'm free.

Rose: Good, why don't you come for dinner tomorrow? Do you have a car?

Carl: No, I'm afraid I don't.

Rose: Well, I'll ask Bill, to pick you up after work -say, at six?

Carl: Sounds absolutely great! My room's 483, Carl Matthews. He can call me from the lobby and I'll come down.

Rose: Fine. I'm looking forward to it!

Carl: Me, too. Until tomorrow, then.

20. КАКИЕ ВАШИ ПЛАНЫ?
WHAT ARE YOUR PLANS?

1.

John: What are your plans while you're here?

Tina: I'll be spending most of my free time in the art museums.

John: Well, the basketball championship's going to be on TV, you know. You don't want to miss that. It starts at seven tomorrow night.

Tina: I think I'm going to be busy, but I'll sure try to make it in time.

John: Good, I really hope you can.

2.

Larry: How much free time will you have between your business meetings?

Tina: Not much.

Larry: Oh, that's too bad. I was hoping you'd have time for a game of golf.

Tina: I'd like that. Let's see...how about 4:00 on Friday? That's the last day of conferences. Is there a bus to the golf course?

Larry: Friday's fine with me. I'm afraid the bus doesn't go out there, though. In fact, bus service is pretty poor in general in this town. It'd be better if I picked you up at your hotel. I can stop by on the way.

Tina: Fine.

3.

Rod: Hey look! The Cops are playing at the downtown tomorrow night. You doing anything? Want to go?

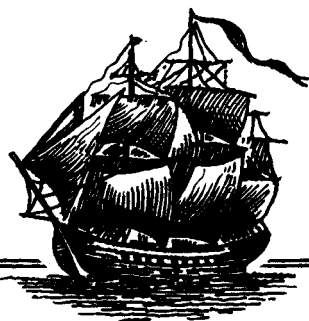
Tina: What kind of music do they play?

Rod: Rock'n roll, honey, and lately they've been getting into hard rock. You got to hear them!

Tina: I'd love to, but don't think I can.

*Деловые
контакты*

ЧАСТЬ V



Часть V
ДЕЛОВЫЕ КОНТАКТЫ
BUSINESS CONTACTS

**1. ФАКСЫ, ДЕЛОВЫЕ ПИСЬМА, ТЕЛЕФОННЫЕ
ПЕРЕГОВОРЫ, ОТЧЕТЫ**
**FAXES, BUSINESS LETTERS, TELEPHONE CALLS,
REPORTS**

1. ФАКС
FAX

Brian,

Freddy Hutton says the strike has ended and that everything is back to normal and running smoothly. Could you confirm this?

Are supplies now arriving normally from York? Have you had any more difficulties? Have you caught up the backlog? You must keep us better informed about your problems. We haven't heard from you for over a week. Fax us back today!

Regards,
Chris

2. ДЕЛОВЫЕ ПИСЬМА
BUSINESS LETTERS

“Golden Rules” for writing letters

1. Give your letter a heading. It will help the reader to see what you're writing about.
2. Decide what you are going to say before you start to write or dictate: if you don't do this, the sentences are likely to go on until you can think of a good way to finish in other words, always try to plan ahead.
3. Use short sentences.
4. Put each separate idea in a separate paragraph.
5. Use short words that everyone can understand.
6. Think about your reader. Your letters should be CLEAR, COMPLETE, must be addressed in a sincere polite tone, it should be courteous.
7. May get a bad impression if there are mistakes in grammar, punctuation and spelling.

Letter 1

CANTON COMPUTERS

8 The Broadway,
LONDON SW32 9BB

23 July 19...

Dear Mr Powell,

MMT 316 Laser Printer

You placed an order with us for the above-mentioned machine on 12 June 1994. We promised delivery within one month. There has been a slight delay in the arrival of the MMT 316 due to an industrial dispute in Germany. We expect normal shipping to resume within the next week or so and one of our sales staff will contact you as soon as we have more definite news.

We apologize for this delay which we are sure you will understand is outside our control.

Yours sincerely,

M. C. Dexter
Managing Director

Letter 2

SUNSHINE FLAVOURS LTD

44 Emerald Drive, Shannon Technology Park,
Cork CO69TS, Republic of Ireland.

Mme Susanne Dufrais,
Les Gourmets du Poitou S. A.,
33 rue Mirabeau,
44000 Poitiers,
France

18 January 19...

Dear Madam,

As requested, we enclose for your attention our 19... price list and catalogue. I should like to draw your attention to the fact that all our products are made from completely natural ingredients and that we do not utilize any artificial additives.

There are 213 different items in the catalogue and our prices are reasonable and our quality is good. This is the first time that we have included Scratch 'n' Sniff samples of our ten most popular aromas.

Should you require further information, please do not hesitate to contact us. If the undersigned is unavailable, the Sales Manager's personal assistant will be delighted to assist you.

We look forward to receiving your esteemed order in due course.

Yours faithfully,
p. p. Sunshine Flavours Ltd
J. G. O'Reilly
Sales manager

Letter 3

**SWISS
REVIEW**
OF WORLD AFFAIRS

A monthly publication of the
Neue Zürcher Zeitung, Zürich, Switzerland

P.O. Box 660
CH-8021 Zürich
Phone 01-258-11-11
Fax 01-258-18-39

Sample copies of "Swiss Review"

Dear Madam, dear Sir.

As requested, we are sending you sample copies of the "Swiss Review of World Affairs". We hope you will find them illuminating.

Published by the prestigious daily newspaper "Neue Zürcher Zeitung", the "Swiss Review" is noted for its high journalistic standards and the unique depth and perspective of its articles. Though it was initially conceived for political and intellectual circles in the English-speaking world, the "Swiss Review" is finding a steadily increasing readership throughout Europe, including Switzerland itself.

It would be a pleasure to number you among our regular subscribers. We look forward to receiving your order. The subscription rates are indicated on page 3 of the "Swiss Review".

Sincerely yours,

SWISS REVIEW OF WORLD AFFAIRS

Karl Durscher

3. СОСТАВЛЕНИЕ МЕМОРАНДУМОВ WRITING MEMOS

A memo (a letter sent to someone in the same firm) can be a brief note for the files or reminder to someone. A longer memo to an English speaking member of staff may need almost as much care as a letter to a client.

Memorandum 1

To: All members of staff, Northern Branch.

From: K.L.J.

Date: 5 December 19...

As you know one of the reasons for the introduction of PCs (personal computers) in Northern Branch was to provide us with feedback before we decide whether to install PSc in other departments. The Board has asked me to submit a report on your experiences by the end of this week. I talked to some of you informally about this last month. During my brief visit I noticed a junior member of staff playing some kind of computer game in the lunch hour, and a senior manager told me that he used his for writing letters— a job for a secretary, surely? I would like everyone to let me know what they personally use the PC for it would be useful to find out how their PC has not come up to expectations and any unanticipated uses they have found for their PC, so that others can benefit from your experience.

Memorandum 2

From: H.G.W.

To: Department managers

Subject: In-service English classes.

1. From Monday 8 May English classes will be held in the Training Centre (room 3.17). There will be 2 groups: advanced level (10.30—12.00) and intermediate level (8.30—10.00). Please encourage your staff to attend one of the sessions. All teaching materials will be provided but students will be expected to do homework and preparation outside working hours. 2. Please send me the names of all interested staff on Wednesday 26 May. They will be given an informal oral test during the first week in May so that we can decide which of the classes is best for them. 3. The size of each class will be limited to 12 participants.

Memorandum 3

To: Production Director
From: Chief Executive
Date: April 10, 19...

This is a great idea, Ralph!
Please investigate fully automated handling equipment and the possibility of installing new robots for finishing and assembly shops. Also make sure the recommendations of the consultant are put into practice.

4. ДЕЛОВОЙ РАЗГОВОР ПО ТЕЛЕФОНУ A BUSINESS CALL

Switchboard: E.S.P. Ltd. Can I help you?

John: Could I speak to Mr Powell, please?

Switchboard: One moment please. *(pause)*

I'm afraid his line's engaged.

John: I'll hold.

(music)

Switchboard: Sorry to keep you waiting.

(music)

Secretary: Mr Powell's office.

John: Can I speak to Mr Powell, please? It's John David from Canton Computers.

Secretary: I'm afraid he's in a meeting. Can I take a message?

John: Could you ask him to call John David — D-A-V-I-D. My number is 304 4577 and my extension is 557.

Secretary: John David. 340 4577 extension 557.

John: No, 304, not 340.

Secretary: Sorry, 304 4577 extension 557.

John: That's right.

Secretary: Right, thank you, Mr David. Goodbye.

John: Thank you. Goodbye.

5. ПОЧЕМУ ЗАДЕРЖИВАЕТСЯ ОТЧЕТ? WHY IS THE REPORT LATE?

Graham: Graham Powell speaking.

Chris: Hello, Graham. It's Chris Stepniewski here. I haven't received your report yet on the Munich Project.

Graham: Sorry Chris. I've been off sick for the last couple of days. I've just come back today. But I've nearly finished it. It will be in the post tonight, I promise.

Chris: OK Graham. Has Brian Abbotts spoken to you about the problem in the York production unit?

Graham: No. What's wrong?

Chris: They've stopped work. There's a tanker driver strike. It started two days ago and they've already run out of diesel for the generators.

Graham: Have you ever heard anything so ridiculous?

Chris: Exactly. I told them years ago to get a back-up system — build a reserve tank or something — but they've never done anything about it.

Graham: Some people never listen, do they? Well, I'll get on with this report. I'll get it off tonight or tomorrow at the latest.

Chris: OK. See you soon.

**6. РАЗГОВОР ПО ТЕЛЕФОНУ О КОМАНДИРОВОЧНЫХ РАСХОДАХ
A TELEPHONE CALL ON THE EXPENSE CLAIM**

John: John David.

Phil: It's Phil Buck from Accounts here. I received your expense claim a few minutes ago.

John: Yes?

Phil: And there are one or two things I'm not clear about. How long did you stay in France?

John: Well, I went on Monday evening and I came back on Thursday morning.

Phil: So three nights in a hotel. OK. And did you fly direct to Lyon?

John: No I didn't have the time to book my ticket until last Saturday. I couldn't get a seat on the plane to Lyon so I flew to Paris and took the train down the next day.

Phil: I see. And what hotel did you stay in?

John: Well I tried to book a three star hotel but there was a big Trade Fair on and I had to go to a five star hotel.

Phil: Why did you go?

John: Well there was a problem with our agent there. So I went to find a solution.

Phil: I hope you found one because the trip was very expensive.

John: I did, don't worry. I sorted everything out.

Phil: Look, because the expenses are over the limit, I'll have to get the Sales Director to approve them.

John: Fine by me. Go ahead.

7. ОТЧЕТ О РАСХОДАХ ПО КОМАНДИРОВКЕ
A REPORT ON AN EXPENSE CLAIM

Plane London — Paris return (Two economy fares of £85 each).	£170
One night hotel Paris (bill attached) (This was for a double room and two breakfasts. The cost for a single room is £62.)	£ 70
Dinner Paris (bill attached) (This was for two people but the bill doesn't show this.)	£ 37
Train Paris — Lyon return (Two second class tickets)	£ 90
Two nights hotel Lyon (bill attached) (This is for a double room (£10 per night extra) and includes £52 room service for two bottles of champagne.)	£160
Dinner in hotel (alone) (bill lost) (Dinner for two)	£ 33
Dinner with agent (bill attached) (He paid but you got a copy of the bill!)	£130
Taxis etc. (They really cost about £20 but you have no receipts.)	£ 60

8. ДОКЛАДНАЯ ЗАПИСКА О ПРОВЕРКЕ РАБОТЫ ОТДЕЛА
A REPORT ON CHECKING — UP THE WORK OF THE DEPARTMENT

This is an extract from the draft of a report prepared by Phil. He has submitted this draft to Joe Stanthorpe, the Managing Director of EIL Manchester, for his comments.

Read the report given below and answer these questions:

1. Why can't you talk to Mr Baxter at 2 o'clock?
2. Who is the real boss of the department?
3. What is the problem with Mrs Brown?
4. Do you think the morale in the department is good?
5. Does the company have a good system of credit control?

REPORT ON 2 DAY VISIT TO ACCOUNTING
DEPARTMENT OF EIL MANCHESTER
HIGHLY CONFIDENTIAL

I visited the above department last week and observed the following:

1. Mr Baxter, the Chief Accountant, rarely supervises the work of his subordinates. He leaves that to his assistant, Mrs Brown. He appears to sit in his office and do very little. He is currently preparing the budget for next year but he doesn't appear to be doing very much work. He sometimes goes out to lunch at 12 and comes back after 3.
2. Mrs Brown, the Assistant Chief Accountant, really runs the department. However, she is expecting a baby in six months and she is not certain if she will continue her job after that. None of the clerks seems capable of replacing her.
3. Many clerks arrive late and leave early. Absenteeism is high.
4. Presently, customers are paying on average at 90 days (due to absenteeism) but suppliers are being paid at 40 days.
5. The Managing Director does not control the Department. He delegates all his authority to Mr Baxter.

Further Action: I have submitted a copy of this report to Joe Stanthorpe, the General Manager. We are meeting on Friday, 27 November to discuss it.

9. ДЕЛОВОЙ РАЗГОВОР О РАСЧЕТАХ A BUSINESS TALK OF ACCOUNTS

The Financial Director of Canton Computers is talking to Phil Buck of Accounts.

F. Director: Phil, I'd like you to do a check up on procedures at our Manchester branch.

Phil: Of course, Bob. What's the problem?

F. Director: Well, as you know, all branches submit a financial report every month. Manchester usually sends in their report at least a week late and they often make mistakes in it. And when we telephone them for information, nobody seems to know what's going on.

Phil: Who's the Chief Accountant?

F. Director: John Baxter. He's rarely in his office. He never returns my calls either.

Phil: What about the General Manager?

F. Director: Oh him! Joe Stanthorpe is an engineer by training and he gives John Baxter a completely

free hand. He says he's more interested in making a profit than in paperwork.

Phil: Well, I'd better pay them a visit. I'm writing the report on the Milan subsidiary but I can probably clear Monday and Tuesday of next week, if it's really urgent.

F. Director: Thanks, Phil. I'm sure you can find a solution.

2. ОРГАНИЗАЦИЯ РАБОТЫ КОНФЕРЕНЦИИ ARRANGING THE WORK OF A CONFERENCE

1. ЗАПРОС О КОНФЕРЕНЦИИ И ЗАЯВКА О ЖЕЛАНИИ ПРИНЯТЬ УЧАСТИЕ В НЕЙ INQUIRING ABOUT A CONFERENCE AND SUBMITTING AN APPLICATION FOR PARTICIPATING IN THE CONFERENCE

1. I wish to request that my name be put on your mailing list for information concerning the conference.
2. I am writing to inquire about the conference. I would be grateful if you would inform me of the possibility of attending this conference.
3. We would like to know if it is possible for someone from here to attend the conference.
4. I should like very much to attend your conference. I realize that we are now past the deadline for preliminary registration, but I hope, that it is still possible to attend. If it is, please send at your earliest convenience information and the required registration forms.
5. Unfortunately I could not manage to submit my application earlier but I very much hope that it will still be possible to be included.

2. ПРИНЯТИЕ ПРИГЛАШЕНИЯ УЧАСТВОВАТЬ В РАБОТЕ КОНФЕРЕНЦИИ ACCEPTING AN INVITATION TO PARTICIPATE IN THE CONFERENCE

1. I am very grateful for your kind invitation to cooperate with you on the Organizing/Programme Committee and accept it with pleasure.

Best regards.

2. Thank you for your kind invitation.
3. I am deeply honoured by your invitation.
4. Please convey my sincere thanks to the Programme Committee for your kind invitation.

5. I am very happy to accept your invitation and I will be looking forward to participating in the conference.
6. I am very interested in the subject of this meeting and I should be very pleased to come and take part in it.
7. Nothing would give me greater pleasure than attending this meeting.
8. Do you need a manuscript prior to the meeting? If not I would plan to bring it when I come.

**3. ОТКЛОНЕНИЕ ПРИГЛАШЕНИЯ ПРИНЯТЬ УЧАСТИЕ
В КОНФЕРЕНЦИИ
REJECTING AN INVITATION TO PARTICIPATE
IN THE CONFERENCE**

1. Unfortunately, I have to inform you I still find it impossible for me to attend the conference.
2. I still find that it will not be possible for me to undertake any major trip owing to bad state of my health.
3. My participation in your conference will not be possible and hence I must decline your kind invitation.
4. I do apologize for not having been able to take advantage of the efforts you have made to arrange visits for me.
5. Dear Professor N. I am sorry not to be able to accept your kind invitation. Many thanks.
6. Thank you for your letter. I do not know yet whether I shall be able to come to the conference.
7. I have not as yet been able to arrange my participation in your conference. I am still trying but in the event I am not successful, I would be grateful if you could eliminate my name from the programme at this time in order to minimize confusion. Thank you again for your invitation.
8. I should like to thank you again for your invitation and to wish you all success at the Meeting. I am sorry that this time for some reason, it will not be possible for me to come.
9. In response to your letter I want to inform you that I much regret for not being able to be present at this conference.

4. ОБРАЗЦЫ ОБЪЯВЛЕНИЙ ADVERTISEMENTS

- To: All Participants of the Conference
The conference is scheduled for Monday, May 10, in Hall Promptly at 7 p. m.
- To: All Teachers
The First Faculty Conference of the Term is scheduled for Monday, April 28, in the Library at 10 a. m.
- To: All teachers
The session of the Committee is scheduled for Friday, July 5, in room 110. Promptly at 2 p. m.
The topic of discussion is "_____"
Be prepared for suggestions.
- To: All Teachers
Registers in all subject classes should be sent to the Dean's office to enable us to equalize the teacher-load.
- To: All Teachers
Please, send to the English Office your Registers to enable us to...
- To: All Teachers
Please, send the students to the Library for the books selected for your class.
- To: Students
The Theoretical Conference is scheduled for Monday, June 10, in Conference Hall at 6 p. m.
Attendance is Mandatory. No student is to be excused from the Conference except on written Request signed by the chairman of the Department or Administrative Assistant.
The topic of discussion will be "_____"

**5. ОБРАЗЕЦ
РАСПИСАНИЯ РАБОТЫ КОНФЕРЕНЦИИ
SCHEDULE OF THE CONFERENCE'S WORK**

9:00 A. M.	Plenary session				
10:30 A. M.	Coffee break				
11:00 A. M.	Oral session	Oral session	Oral session	Invited talk	Invited talk
				Poster session	Poster session
12:30 P. M.	Meal				
14:30 P. M.	Invited talk	Invited talk	Invited talk	Poster session	Poster session
	Oral session	Oral session	Oral session		
16:00 P. M.	Coffee break				
17:00 P. M.	Invited talk	Invited talk	Invited talk	Discussion	Discussion
19:00 P. M.	Oral session	Oral session	Oral session		

**6. ОБРАЗЦЫ ПРИГЛАСИТЕЛЬНЫХ БИЛЕТОВ
INVITATION CARDS**

1. The United States Information Service requests the pleasure of your company at an exhibition of Semiconductor Test Instruments
at... Hall
on Friday, March 10
at 5:0 p. m.

2. On the occasion of completion of their services in India.

The Team of Indian Consulting Engineers requests the pleasure of the company of Mr. Smirnov B. A. and his wife at the farewell party.

3. The President and Members of the National Council of Women in Great Britain request the pleasure of the company of Mrs Smirnova to a Parade of National Dresses to be held on Saturday the 23-rd October 1994 at 4 p. m. at No. 33 Golden Valley

Please, bring this card which will admit one

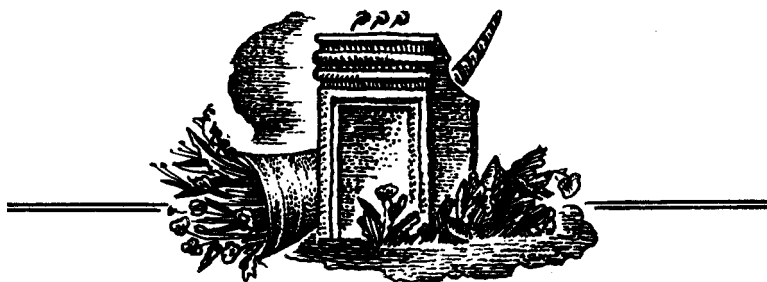
Tea will be served.

**7. ОБРАЗЦЫ ОТВЕТОВ
НА ПРИГЛАСИТЕЛЬНЫЕ БИЛЕТЫ
ANSWERING INVITATION CARDS**

1. Mrs and Mr Alexander B. Smirnov accept with pleasure Mrs and Mr John M. Green's kind invitation for dinner on Saturday, October the fifth at seven o'clock.
2. Mrs and Mr Alexander B. Smirnov regret that a previous engagement prevents their accepting Mrs and Mr John M. Green's kind invitation for dinner on Saturday, October the fifth.
3. Mrs and Mr Alexander B. Smirnov regret exceedingly that they are unable to accept Mrs and Mr John M. Green's kind invitation for dinner on Saturday, October the fifth owing to illness in the family.



ЧАСТЬ VI



Глава VI

УПРАВЛЕНИЕ ПЕРСОНАЛОМ MANAGING PEOPLE

1. БЕСЕДА С ПОСТУПАЮЩИМ НА РАБОТУ INTERVIEWING A JOB APPLICANT

Interviewer: Well Miss Bingham, I see you've already had quite a lot of experience in the airline industry — with two airlines in fact, Volair and Fleet Air. Could you tell me something about your time with Volair?

Candidate: Yes. I worked with them for 2 years, just after leaving school.

Interviewer: Mmm, hmm.

Candidate: I was a check-in agent at Manchester.

Interviewer: Yes.

Candidate: It was quite a good company to work for. I enjoyed my time with them.

Interviewer: You liked the work.

Candidate: Yes, the work itself wasn't very demanding and the people I worked with were a great crowd.

Interviewer: But they wouldn't have had many check-in staff. I mean, they're quite a small outfit.

Candidate: No, in fact there were only four of us — and only three flights a week.

Interviewer: So you weren't exactly overworked.

Candidate: No... ahh... ah... well, of course, we had other work to do. In fact I spent about as much time doing secretarial work for the cargo people as I spent at check-in.

Interviewer: How did you feel about that? It wasn't what you joined them to do.

Candidate: No, it was not. Anyway it gave me a chance to keep up my typing... and I knew that would be useful when check-in became computerised.

Interviewer: So you were thinking ahead?

Candidate: Well, yes, I suppose so, but really it was more a case of not wanting to sit around doing nothing.

Interviewer: Was there anything else that you got involved in... apart from your regular duties?

Candidate: Ahmm, mmm,... mainly things related to secretarial work... I worked on their stand at the airshow. I enjoyed that.

Interviewer: Did you? What did you like about it?

Candidate: Well, it was fun. All sorts of people came and looked around and asked questions... some amazing questions.

Interviewer: Could you answer them all?

Candidate: Well I did my best. They all got an answer of some kind.

Interviewer: Weren't you afraid of misinforming them?

Candidate: Of course I didn't treat everyone like that. Potential clients — we were emphasising our cargo services — anyone who looked like a potential client I tried to assist. But there were those who just wandered along out of... out of general interest. I decided the best thing to do with them was just to be friendly.

Interviewer: Why would you say you were chosen to work on the stand?

Candidate: It certainly wasn't for my knowledge of the business side of things. I suppose they wanted someone friendly, who could chat to people easily.

Interviewer: You mentioned earlier that you liked the people you worked with. What was it about them that you liked?

Candidate: They were a fairly normal bunch of people. Most of them were older than me. I think it was the way they treated me as an adult. I was only 18 when I joined.

Interviewer: It seems to have been a pleasant place to work. I'm surprised you left.

Candidate: Well, I was there 2 years, but there wasn't really any future.

Interviewer: Because they were too small?

Candidate: Well, not just that. They were overstaffed — really, for the amount of work that had to be done, and oil prices were going up.

Interviewer: Sorry?

Candidate: I beg your pardon?

Interviewer: Sorry, I didn't catch what you said, about something going up.

Candidate: Ah...oil prices. That was the time oil prices started to go up.

Interviewer: Ahh, I see...and?

Candidate: Well, I could see them having to cut back on staff.

Interviewer: And you thought you would be one of the ones to go.

Candidate: Yes, I was the most junior.

Interviewer: So you went to Fleet Air. Why did you go there?

Candidate: They were a larger organisation, and they seemed more professional — they also operate out of Manchester.

Interviewer: How did you like them? It must have been quite a change from Volair.

Candidate: It was. It was a big change.

Interviewer: In what way?

Candidate: Well, the work was much more demanding, though I didn't mind that, but their attitude was different.

Interviewer: In what way?

Candidate: Well...ah...everyone was...ah...most of the staff seemed more concerned about being at work on time, completing reports accurately, following the rules exactly, not accepting passengers less than 20 minutes before departure time, no matter how urgent it was for the passenger to board the flight.

Interviewer: But aren't these things important?

Candidate: Of course they are. Obviously rules have to be followed, but staff there seemed too concerned about not breaking the rules. They were afraid to do anything that involved departing from the usual procedure.

Interviewer: Why do you think that was?

Candidate: Well, I think it was...frankly, I think it was because of the supervisor's attitude.

Interviewer: How?

Candidate: Well, that was how she assessed staff, on things like that. And she was quite strict. So people were afraid to do anything they couldn't defend by pointing to the rules.

Interviewer: But you stayed on?

Candidate: Yes. I did my best for the first 6 months to fit in with her ways of doing things. Then I couldn't take it anymore. I had a row with her. She reported me to the manager and I told him exactly what I thought.

Interviewer: And what happened?

Candidate: Not much at the time. He smoothed things over. Then a couple of months later she was appointed administrative assistant to the station manager. A new supervisor was appointed and shortly afterwards I was promoted to lead agent.

Interviewer: And 6 months later to supervisor?

Candidate: Yes, that's right.

2. АТТЕСТАЦИЯ СОТРУДНИКОВ STAFF ASSESSMENT

Few managerial activities have such potential for improving the efficiency of an organization as staff assessment, and few are such regular sources of frustration and dissatisfaction. The annual interview is often embarrassing, and the report difficult to write — and without a well thought-out and systematic approach to staff assessment throughout the organization it will often seem a waste of time.

The purpose of staff assessment is not to make immediate decisions about promotion or salary increases — although it will certainly provide a necessary record when these decisions have to be made. The primary purpose is to improve performance — the performance of the individual and thereby the performance of the organization. As managers, one of your main responsibilities is for the contribution of others. The annual staff assessment interview is an excellent opportunity to improve this contribution.

Approach it positively and encourage your staff to see it in the same way — as an occasion when you can work together to resolve problems and develop possibilities. This means preparation, by both of you. If your company's reportform is suitable give him a copy some days before the interview and ask him to complete it with his own assessment of his performance. If the form is not suitable give him several questions to consider. *He* should know what aspects of his work you will be looking at. *You* should have a clear idea of what his functions are and of the circumstances in which he has to carry them out.

At the beginning of the interview he may be rather tense. Encourage him to speak openly of his successes and failures and to give his opinion of their causes. Not only will he see both obstacles and possibilities that you are unaware of, but, if he doesn't feel that his perceptions and experiences are understood, he will have difficulty accepting your analysis and suggestions.

In the first part of the interview, then, your comments should be brief. They should encourage him to speak openly about his work and help him to analyse it. Be prepared to learn things about his work, in particular the problems he has to deal with, that you didn't know about.

When you come to give your own views still treat the interview as a two-way discussion. Focus exclusively on the actual performance in the job and on behaviour that is directly related to this. Don't talk about personality traits that have no connection with his work. Don't compare him with other employees. Undoubtedly there will be occasions when you can see negative aspects of his work that he is unaware of, or at any rate doesn't refer to. When necessary, negative feedback must be given but, in criticising his performance, do so with reference to concrete examples and always with the focus on the future. Don't dwell on mistakes. Treat them as experiences from which to learn. Positive feedback is equally important. Praise his achievements. He must know that his successes have been recognised.

Finally, if the interview is to have lasting value, two things are needed — agreement on a plan of action to improve performance and commitment to carrying it out. This means agreeing on performance standards — he must know what is expected of him. It means deciding on specific steps to be taken and assuring him of your support in carrying them out. The employees should leave the interview knowing what to do to improve his work, and feeling confident that he can do it.

DISCUSSING AN EMPLOYEE'S PERFORMANCE

Durack: How long has Mrs Holliwell been working for you?

Nolan: For about 2 years.

Durack: And how long has this problem with the reports been going on?

Nolan: Ohh...for about 6 months.

Durack: Before that she completed the drafts on time?

Nolan: Yes.

Durack: Have you any idea what caused this...this change in behaviour?

Nolan: No, I can't think of any reason.

Durack: What's her work like apart from that?

Nolan: Excellent. In fact that's the problem. She's too concerned with quality...no matter what the cost in other areas.

Durack: In which other areas does her work suffer?
Nolan: I don't think she gets on well with the secretaries. They keep leaving.
Durack: And you think that's because of Mrs Holliwell?
Nolan: I think so. I can't think of any other reason. The pay and benefits are good. I think she demands too much of them.
Durack: Have you had any complaints?
Nolan: No, no one has complained, but I've very little contact with the secretaries.
Durack: Has the situation been like this since Mrs Holliwell joined your staff?
Nolan: Yes, I suppose it has. Although it was never really a problem until the reports started coming in late. It's not unusual for secretaries to leave — to get married or have babies or something.
Durack: Was the turnover rate the same before Mrs Holliwell began working for you.
Nolan: I don't think so...but that's a long time ago. I'd need to check the records.
Durack: Do you think anything could be done to improve the situation?
Nolan: I don't see what could be done. It comes down to a question of personality.
Durack: Do you think so?
Nolan: Well, what else could it be?
Durack: I don't know, perhaps it's a question of setting priorities.
Nolan: That's what I'm saying. She can't set priorities.
Durack: Can't...or hasn't?
Nolan: Well, as far as the end result is concerned it's all the same, isn't it?
Durack: Humm. Not necessarily.

3. БЕСЕДА О ДОЛЖНОСТНЫХ ОБЯЗАННОСТЯХ. CONDUCTING A STAFF ASSESSMENT INTERVIEW

Mr Nolan: Fine, let's move on now to client relations. What do you see as your main task here?
Mrs Holliwell: Well, I've noted down three — maintaining a good relationship with clients, ensuring that office staff maintain good relations and, generally, presenting a good image of the company.
Mr Nolan: That sounds fine. How do you feel you've performed in this area?

Mrs Holliwell: Well, I think I manage all right, though... it's difficult to say.

Mr Nolan: Perhaps if you think of some actual incidents that took place it would help.

Mrs Holliwell: Hmm, let me think...

Mr Nolan: Any clients that you feel you've dealt with particularly well?

Mrs Holliwell: Yes, there was one a few weeks ago — an elderly gentleman — he'd come in to complain about not getting on a flight that he had a reservation for, but he'd arrived 10 minutes after the flight had closed. His seat had been given to a stand-by passenger. He was very angry, demanded to see you, threatened to sue us. Anyhow I managed to get him calmed down. He was quite friendly by the time he left. I felt quite pleased about that.

Mr Nolan: How did you manage to calm him down?

Mrs Holliwell: Oh, I just explained the regulations to him, why we had to follow them, and listened to him talking about his wonderful grandchildren for half an hour.

Mr Nolan: Do you get many people like that?

Mrs Holliwell: Occasionally, our office is quite near check-in.

Mr Nolan: I didn't realise you had to deal with that sort of thing. In fact that's probably a good indication of your success — the fact that I've never had to deal with any complaints like that myself. Obviously you're very good at handling them...Now, is there anything in this area you feel you could improve on?

Mrs Holliwell: Hmm...it's difficult to say.

Mr Nolan: Have there been any clients you feel you didn't handle well?

Mrs Holliwell: Well, that man who comes in from Searsons. I've never taken to him...though I'm always polite to him.

Mr Nolan: Yes, ahh...actually, Gladys, I think this is something we need to talk about — not just Erickson, but several of our business clients...ahh..they...ahh...— they feel you haven't much time for them.

Mrs Holliwell: Do they? I don't understand that. I'm always polite to them...Several of them? Have they complained?

Mr Nolan: No, not in so many words but, indirectly, yes, they've conveyed this to me. Of course I don't

doubt at all that you're polite to them, but do you... can you think of how they could have got this impression?

Mrs Holliwell: Well, I don't know, I'm really shocked to hear this.

Mr Nolan: Oh, don't take it like that. I'm sure there's a simple explanation. They usually wait in your office for a few minutes before coming to see me?

Mrs Holliwell: Yes, one of the secretaries gets them a cup of tea. I'm usually too busy myself to deal with them, but then there's nothing I need to talk to them about.

Mr Nolan: Well, perhaps if you were to give them a little more attention.

Mrs Holliwell: But if I'm in the middle of something urgent?

Mr Nolan: Well, they are important — especially those that we have cargo contracts with. Losing even a few of them would wipe out our profit margin. Though, of course, there's no question of losing them on that account, it's just that with your social skills you could do a lot to help us keep up good relations with them.

Mrs Holliwell: Well, certainly I'll do my best. It just hadn't occurred to me that what I did made much difference. But certainly, I'll be glad to do my bit.

4. О ДИСЦИПЛИНЕ THE DISCIPLINE INTERVIEW

One of the least pleasant duties of a manager is holding a discipline interview. Hopefully this is something that you will not often have to do. In fact much of your effort as a manager will be aimed at maintaining a reasonable level of productive work and proper adherence to the company's regulations without having to impose penalties.

To achieve this two things are essential: firstly, having a clear set of rules and agreed standards of work, and secondly ensuring that all your staff are familiar with these. Employees must know what is expected of them. This is sometimes referred to as static discipline. It includes having a written disciplinary code. By this we mean the

penalties that will be imposed for breaking the rules or not meeting the required performance standards. The normal range of penalties is: oral reprimand, written reprimand, loss of privileges, fines, suspension without pay, demotion and dismissal.

On the occasions when you do have to take disciplinary action, referred to as dynamic discipline, which will normally involve a discipline interview, there are several established principles and procedures.

First of all disciplining an employee should be carried out in private. His dignity must be respected. The purpose of discipline is to improve behaviour rather than to punish. The outcome of such an interview may indeed be the imposition of a penalty, but the humiliation of a man will not be found in any disciplinary code. This particularly applies when, as may sometimes happen, you have to discipline a supervisor.

Disciplinary action should not be delayed. Of course, you'll have to allow some time to investigate the matter, but this should be done as quickly as possible, otherwise the employee is likely to feel resentful.

Before holding the interview, you should, as I've mentioned, get the full facts of the matter. You should also look at the employee's performance record, examine the company regulations, even if you are already fairly familiar with these, and you should also check up on the performance standards of the employee's colleagues.

At the actual interview tell the employee at once why the interview is being held. Your first concern now is to find out why the offence took place. Encourage him to speak openly about the situation. Ask him open-ended questions, not questions that will get a "yes" or "no" answer. Wait for his reply. If he's the talkative type don't let him get into long-winded excuses. Keep the conversation to the point. Remind him of the facts of the situation — politely but firmly.

Again, the purpose of disciplinary action is to improve behaviour. You may well have to impose a penalty, and the employee should be in no doubt about why it is being imposed, but once this has been done the important thing is that future behaviour is improved. The outcome of the interview should be constructive. If the offence has been a failure to meet the required job performance standards, try to agree on an improvement plan. Fix a review date and explain what will happen if there is no improvement.

If the offence was a breach of the company regulations and a warning was given or a penalty imposed, treat the matter as now closed. Obviously the employee knows that it won't be forgotten, but he shouldn't feel that he is going to be singled out for particular attention in the future.

Supervisor: Good morning, Mr Nolan, you wanted to see me?

Manager: Good morning, Henry, take a seat. How are things going?

Supervisor: Fine. The new equipment has arrived, so everything's back to normal.

Manager: Good. I'm glad to hear that. Henry, the reason I want to talk to you is, I'm concerned about the performance of the men on your shift. I've received the monthly inspector's report. The report shows that there's been a marked increase in the number of jobs referred back to your crew.

Supervisor: Yes, some of them have got very careless. They don't take any pride in their work...they're just interested in collecting their pay packet. Why just yesterday I discovered one of them...

Manager: Yes, but Henry, the performance of the men in that crew is your responsibility. It's your work we need to talk about.

Supervisor: My work? I didn't hire them. I didn't train them. I'm not to blame for everything that goes wrong out there.

Manager: Now Henry, just take it easy. I'm not saying you're to blame for everything.

Supervisor: Well, what are you saying?

Manager: Excuse me Henry, could we just discuss this calmly and civilly?

Supervisor: OK. I'm listening.

Manager: Yes, well actually, Henry, I'm the one that should be listening. You've been with Rath-Air for 5 years. You've been a supervisor for almost a year. The performance of your men has been excellent until recently. Why have things started to go wrong?

Supervisor: Well, I do my best, it's just that...

Manager: Hm, Hmm.

Supervisor: Well, to tell you the truth, I've had problems at home.

Manager: Yes.

Supervisor: It's a family matter. It's ahh...it's caused me a lot of worry. I haven't been able to give my full attention to the job here. But it's OK now. I've got it sorted out. There won't be any more problems with the crew. They'll be the most efficient in the airline. You'll see when you get the July report.

Manager: Henry, we've been through this before. It's your wife's restaurant, isn't it?

Supervisor: Yes—ah—well—ahh...yes it is. She's gone off again to her mother in Glasgow.

Manager: And you have to spend half the night running the place.

Supervisor: Yes, well there's a lot of work, checking stock, going through the books...you know...

Manager: You just can't do two full-time jobs. You've got to do something about this. You'll have to make a choice.

Supervisor: But I've told you, it's OK now. She's coming back. Her mother was on the phone last night. She's talked her into coming back. I tell you, everything's going to be all right.

Manager: Henry, your wife leaves you for 2 months every year. You assured me before you were promoted that that was all in the past. Now it's happening again. It was bad enough when you were a mechanic, but now you're a supervisor...well, this just can't continue.

Supervisor: I'm in an impossible situation, Mr Nolan. What can I do?

Manager: Isn't there anyone else that could look after the restaurant? Couldn't you get a manager?

Supervisor: That would use up all the profits.

Manager: In that case I'm afraid you're going to have to make a choice, between Rath-Air and the restaurant. Look Henry if it weren't for this annual problem with the restaurant, you'd be one of our best supervisors. We don't want to lose you. Now surely you can do something.

Supervisor: Well, I'll...perhaps it would be a good idea to get a manager in...

Manager: Well, I do hope you can work out some satisfactory arrangement. I know it's not easy for you. Can you come and see me again next week, next Wednesday about the same time?

5. СОВЕТУЯСЬ С СОТРУДНИКАМИ CONSULTING STAFF

As managers, your main concern is getting things done, and very often getting them done by other people. This is not always easy. And when the things to be done mean changes for your staff, then all your managerial skills are called for — your ability to make decisions, your ability to get people to go along with your decisions, and your ability to see that the decisions are actually carried out. Consultation is an essential part of this process.

However, before consultation begins there are some things to look at. First of all are changes really necessary? What exactly is the problem? Has something happened that requires making changes? Could something go wrong if you don't make changes? Is a decision in fact necessary?

Consider the constraints that you have to work within — the company's policy and objectives, the directions that you yourself have received, the resources available to you, the deadline for reaching a decision. Consider who will be affected by your decision. These are the people to consult.

Consultation isn't primarily a matter of collecting facts. The most important facts are in the future — the consequences of your decision — and for these you can only gather opinions, opinions that must be thought through and tested. In any case you have to decide which facts are relevant — so again opinions come first.

The purpose of consultation is not to get consensus. It's to get assistance in making the decision, and acceptance of the decision once made. Getting assistance means getting ideas, getting alternatives, getting stimulus for your imagination. And the best way that you can get a group of people to stimulate each other's thinking is not by trying to achieve consensus, but by trying to generate dissention.

When people disagree, when they criticise each other's ideas, when they find weaknesses in each other's suggestions, only then can you be reasonably confident that all the problems are taken into account, all the possible alternatives identified and their consequences thought out and tested.

To get such productive disagreement your staff must have no fear of saying what they think. They may appear to be expressing themselves forthrightly, but are they saying all they want to say? Are there opinions they are not

expressing because their values are different from yours, because they have different priorities, different attitudes? Are they saying all that they think on a particular point, or only answering the question that you asked?

Such consultation enables staff to appreciate the complexities of the situation and to recognise the constraints that you have to work within. They are, therefore, more likely to accept your eventual decision, even if you don't choose the alternative they'd prefer.

When the time comes to make the decision you're on your own. Remind yourself again of when the decision must be made. Review your priorities. Which of your objectives are the most important? Look at the alternatives you have to choose from. Weigh up the pros and cons of each. Then decide what action is to be taken, who is to take it and who must be informed of it.

Now communicate your decision, both in person and in writing. Explain why you've taken it, when it will be put into effect, who will be involved. Check that everyone has understood. Listen to the objections. In fact, encourage them. It's much better if people express their objections now, in words, when you can deal with them, than later, in a failure to wholeheartedly put the changes into effect.

Finally, follow up the implementation of the changes. Monitor progress. Check personally that action is being carried out as you directed. Others may carry out the work but the responsibility, as always, is yours!

Discussing an action taken

Mr Nolan: Good morning, ladies and gentlemen. I'm afraid I've some unpleasant news for you. In spite of my recommendations the company has decided to replace the 757s with Tristars, and they're going to put them on from June, not October, so we've got problems.

Voices: Starting in June!

Surely they could've done something else.

That'll mean about twice as many check-in staff from six to nine.

Yeh, and most of them'll have nothing to do from nine to twelve.

A: Couldn't they have put the Tristar on at a different time — during the summer anyway?

Mr Nolan: Apparently not.

B: Why not? Couldn't it have been scheduled around 10 o'clock? That would've made things a lot easier.

Mr Nolan: Well that wasn't one of the alternatives they gave. I presume they had a good reason for not including it.

B: They may have had. They may not have had. It could certainly have been suggested to them ... and why weren't we consulted about this?

Mr Nolan: I had all the information that was needed.

B: With respect, Mr Nolan, you obviously hadn't. Nor did you consult us about it, in spite of the undertaking you gave 5 months ago. If you'll excuse me, I don't see any point in taking any further part in this meeting.

Consulting Staff

Mr Nolan: Well, let's get on with solving the problem. We need six additional staff, three permanent and three temporary and that's going to be difficult at this time of the year. Has anyone any suggestions about how we can find them?

A: We should be able to get our usual three temporary staff. Why don't we try to manage with them in the meantime and get good permanent staff before October.

Mr Nolan: You mean with people doing overtime! Mummm, what does everyone else think of that?

C: It might be all right in Reservations, but it would be impossible for Check-in and Baggage Handling.

A: What about taking on three students for the summer as well as the usual temporaries. Those students are quite bright. They'd learn quickly.

Mr Nolan: That's a possibility. Any other views on that?

D: I certainly wouldn't be happy about that. I've had enough experience of trying to train summer workers. And you know what Check-in's going to be like at nine in the morning. Couldn't we manage to get three experienced people instead?

Mr Holan: We'll certainly try but it'll be difficult and we'll need to have contingency arrangements in case we don't. Bill, you haven't been saying much. Have you any suggestions?

E: Yehh—ahh—I've just been thinking. We could approach Jetair.

Mr Nolan: Jetair?

E: The people who do holiday charters. Two of their planes have just been grounded by the Civil Aviation Authority.

Mr Nolan: Really! That's worth investigating. They'd probably be glad to be relieved of a few people. Mumm, yes ... does anyone see any problems there? Yes, Jo.

D: It could cause some union problems, couldn't it?

Mr Nolan: How do you mean?

D: Well, they might lose out on their redundancy payments.

Mr Nolan: No, no, that wouldn't be a problem.

D: It could be. If we offered them a job they mightn't be entitled to redundancy pay.

Mr Nolan: Ahh ... there shouldn't be a problem there ... I think. Anyhow I'd better check it out with Legal Affairs, just in case ... Any other suggestions ... No? ... OK. We've now several proposals that we need to check out as quickly as possible. Bill and John, could you investigate these, and let me know what options we have.

6. ПРОВЕДЕНИЕ СОБРАНИЯ HOLDING A MEETING

Meetings are often seen as a waste of time, but they are in fact one of a manager's most useful means of communication, whether with subordinates or colleagues — provided they are conducted effectively. This means having a clear idea of the purpose of the meeting and ensuring that the meeting addresses itself to this purpose.

Preparation is essential. Think out your objectives. Why are you holding the meeting? Is it to convey information? To get information? Is it to solve a problem? To initiate some course of action? Identify the specific items that you want the meeting to consider. Arrange them in sequence in the agenda, allocating a certain amount of time to each, and giving priority to those that are important, rather than those that are merely urgent.

As chairman you are concerned with two things. One is the subject that is being discussed; the other is the people who are discussing it. The first requires giving attention to appropriate procedures, the second, using your leadership skills.

Dealing with the subject means, primarily, making sure that the discussion remains relevant to the items being

discussed and to the overall purpose of the meeting. Begin the meeting by stating its purpose. Everyone should have a clear understanding of why it is being held. As you approach each item on the agenda briefly introduce it, stating what the objective is in discussing it.

Keep the discussion relevant. Don't allow people to jump ahead to the next item or to go back to points that have already been dealt with. Watch out for repetition, for speakers going off on tangents, for people talking at cross purposes. As the meeting progresses, make sure that everyone understands what is being talked about and what is being said about it. Where necessary seek clarification from speakers on behalf of others. Provide occasional summaries.

After each item has been discussed, briefly summarise the conclusions that have been reached. At the end of the meeting give an overall summary, relating the final conclusions to the initial statement of the purpose of the meeting.

In dealing with people your main concern is that everyone with a contribution to make, makes it. This means in particular encouraging the silent and controlling the over-talkative.

Begin the meeting on time. Don't wait for latecomers. When they do arrive briefly tell them what conclusions have been reached. This will bring them up to date and may encourage them to be more punctual in future.

At the beginning the discussion may be slow to get started. You can get it going by asking open-ended questions, addressed to individuals,— John, how does this affect your department?

As the meeting progresses the most effective form of leadership is probably the one that is least obvious. Avoid answering questions. Pass them on to others. In particular, try not to get involved in arguments. Disagreement is very useful for stimulating thought, but it is better if challenges are answered by other participants. If disagreement, however, becomes heated, and becomes a clash of personalities rather than of ideas, then refuse it. You can do this by asking each to repeat what the other has said to the other's satisfaction; or by drawing a neutral participant into the discussion.

Respond positively to suggestions. These are easier to dismiss than facts or opinions but they are essential if new ideas are to be generated. Those who dismiss them

should be invited to put forward alternative suggestions.

Draw out the shy, but wait until the discussion has got going. Ask them open-ended questions — “Brian, what do you feel is the reason for this?” Praise their contributions.

Keep the over-talkative in check, but without putting them down. Pick out one of the points they are making and pass it to someone else for comment — “Changing the schedule, that’s an interesting idea. Ron, what do you think of that?”

Finally, finish the meeting on time. As the end approaches, remind participants that there is a limited amount of time left and encourage speakers to keep their final contributions as brief as possible. By recognising that participants have other demands on their time you are more likely to get a full attendance at future meetings.

Conducting a meeting

C: Let’s move on now to the next item, limitations. We want to look at how this training programme, if we submit proposals and they’re accepted, could affect our other operations. Yes Joe?

IP: Student welfare — accommodation and things like that — hasn’t been mentioned yet. Who’d be responsible for that?

C: Don, perhaps you could answer that?

DA: Well, I’d assumed Personnel would be able to take care of that.

IP: No, no. I’m afraid we couldn’t — for two reasons. We don’t have the staff and even if we did, we wouldn’t take on a responsibility like that. It’s not a Personnel function.

DA: I would have thought it was. It wouldn’t involve much more than you normally provide for company employees.

IP: Company employees are not 19-year-old students in a strange country. Don’t forget what happened with the trainees you brought over from Barcelona.

DA: That was a completely different situation — and the problems you had were of your own making.

IP: Our own making! Why...

C: Let’s hear ... let’s hear what someone else has to say ... Tony?

TB: I don’t really see that there has to be a problem. Leaving aside the question of whether it’s a Personnel

function: Joe says Personnel don't have the staff; it seems to me it's a full-time job; the programme, if we find ourselves providing it, is going to run for several years, so why don't we establish a new position, of student welfare officer, who could report to either Training or Personnel.

C: Yes, the size of the programme ought to justify a new position, perhaps with some administrative tasks as well. Yes, I think that idea's worth investigating. Don, Joe, can we leave it like that in the meantime?

DA: I don't see why not.

IP: Yes, OK, we can investigate it anyway.

BD: Who's going to be involved in carrying out this project? Will each of us have a representative on the project team?

C: We'll be coming to that question later — under item six.

BD: OK.

C: Now, are there any other possible limiting factors?

BD: What I'm concerned about is the effect this could have on our own OJT programme. The TAA trainees would be working alongside our own trainees and — ahh — I'm afraid this could have an adverse effect on their performance — the performance of our own trainees.

IP: Yes, Brian, I'm glad someone's raised that point. We don't want any racial problems here. In the firm I was with before I came here, we had a lot of problems of that kind. I remember an incident...

C: Excuse me, Joe, I don't think that's what Brian's getting at. Brian, would you explain to us what you mean by "having an adverse effect?"

DA: Actually, I was thinking mainly of language problems. The TAA * trainees would need a lot more time to have things explained to them.

C: Don, I presume you've already considered this question.

DA: There shouldn't be any problem. By the time they get to OJT ** they should have reached an adequate level of English.

BD: Yes, but you know as well as I do that some of them won't.

* TAA (Technical Assistance Administration (of the UN) —
Администрация технической помощи (ООН)

** OJT (on the job training) - подготовка без отрыва от производства

DA: Well, we can state in any proposals we may submit that no trainee will be accepted into OJT until he has reached a certain level of English.

BD: It's all very well stating that in the proposals, but what will we do if some of them haven't got to that level?

DA: Well, we'll just have to recycle them or send them home.

BD: OK. In that case I don't see any problems in my department.

C: Fine, now, any other possible limiting factors ... Good. Well, we've agreed that there shouldn't be any limiting factors in the OJT phase, or in any other areas, and we've agreed to investigate a student welfare position. Let's go on now to costs and benefits.

A: Tom, I'd like to discuss the new training programme.

T: Yes.

A: What are you planning to do in phase one?

T: We don't have much choice, do we? The Rath-Air programme says 6 months basic science and English.

A: Yes, but what will the courses consist of?

T: We'll be using standard commercial texts. I think we're capable of doing that.

A: Oh, I'm not questioning your capabilities, but I want to discuss what the trainees will be doing.

T: These are the coursebooks we'll be using.

A: Mmm, the science looks interesting ... I'm afraid the English one doesn't mean much to me. What I really want to find out is whether it will prepare them for studying technical subjects when they go to the UK.

T: Not in 6 months. I've said that all along. They need to spend 12 months here before they go to the UK.

A: Yes, well I'm afraid that's been decided now.

T: Yes, decided by people who know nothing about language teaching.

A: Tom, I understand your feelings, but the length of phase one is no longer at issue. They're leaving here after 6 months, and they're then going into an electronics classroom for 15 hours a week. Will this English course prepare them for that?

- T:* This is a function-based, communicative English language course. Linguistically and pedagogically it's designed to ...
- A:* Excuse me Tom, I'm sorry to interrupt you. I'm completely unfamiliar with the terminology of language teaching. I simply want to discuss one question. Will this course prepare them for studying electronics?
- T:* We can't do the impossible. I'm ...
- A:* I'm not suggesting you should. I'm ...
- T:* You're asking us in 6 months to bring these students to a level where they can walk into a classroom in the UK and start reading electronics textbooks.
- A:* No, I'm not saying that at all. I'm simply saying ...
- T:* You're trying to keep yourself covered. You know 6 months isn't enough and you want to be able to blame the training department.
- A:* You've no justification for saying that. What I'm trying to ...
- T:* How long has this ...
- A:* Please. Let me finish. What I'm trying to say ... what I'm trying to discuss is how, within the 6 months available, the trainees can be given some introduction to the language they'll need in the electronics classroom.
- T:* Well, what do you suggest?
- A:* I'm not here to suggest. I'm here to discuss.
- T:* OK. Go ahead and discuss.
- A:* Tom, we really can't continue like this. I've come here to talk about trainees who'll be coming to my department, which I have every right to do. If you're not prepared to discuss this civilly, I've no choice but to refer the matter to my general manager.
- T:* I'm quite willing to discuss it civilly. I just fail to see how you can claim to be able to discuss language teaching anymore than I could discuss avionics.
- A:* I don't claim that at all. I've already admitted I know nothing about it. But I do know what these students will need when they go to the UK. That's what I'm here to talk about — what the students need. I'm quite happy to leave it to your professional expertise to decide how they should get it.
- T:* Well, I suppose we could develop some special reading material.

7. ВЕДЕНИЕ ПЕРЕГОВОРОВ NEGOTIATING

Most of your activities as managers involve negotiating. If you're a skilled manager you're probably a skilled negotiator. Successful negotiation is where you get what you want, and the other party is happy with what he gets, where the result is, "I win, you win". This is certainly true of the variety of negotiations, big and small, that you carry on every day with your colleagues, your boss, your subordinates. Losers are not the easiest people to have to go on working with, but it's also true of business negotiations. And not just for negative reasons. A better deal is always possible for both parties if both approach the negotiations as a cooperative enterprise.

There are, of course, many people who would be quite glad to have you as a loser. So plan your strategy carefully. Decide first of all what you want to get from the negotiations. What is the best result you could hope for? What is the best result you could realistically expect? What is the minimum you'll accept? Of the different points at issue, which are the most important to you? Which are most important to the other party? What are your strengths and weaknesses? What are theirs? How can you strengthen your position and weaken theirs — before the negotiations begin? What information do you need? Where can you get it? You want the other party to feel satisfied with the outcome of the negotiations, so consider the disadvantages for him if you get what you want. How can you lessen these? How can you encourage him to feel that he too has won?

There are a number of factors that affect the negotiating process. Your attitude is one. The higher your aspirations, the better your results. The more committed and determined you are, the better you will perform. The attitude of the other party is important too. It's up to you to alter his expectations, to encourage him to be satisfied with less than he originally hoped for.

Take into account the personal needs of the other party — not just what he wants to gain in the issues you're negotiating about, but his underlying needs. Most people want to have a good image of themselves; they want to be liked; they want to impress their boss. Give attention to such needs and you'll find people are more willing to go along with you.

At the centre of all negotiating is the question of power — and it comes from a variety of sources. It comes from knowledge — the more you know about the other party, the more power you'll have. It comes from time — the more time you have to negotiate, the more power you have to negotiate with. But most of all power is in the mind. You need to know that you have it, and you need to know what it's based on. All of these factors — attitudes, personal needs, sources of power — should be considered before you sit down at the negotiating table.

When the negotiations actually begin, it's often a good tactic to start off with a firm demand. Don't bargain unless you have to. This approach needs to be taken carefully though. Present it in a way that doesn't rouse hostility. There are a variety of ways of doing this. You can refer to the policy of your company. Your company has always done things this way. You can refer to regulations, to your published price lists. And allow him to save face — give him time to express his views.

Negotiation, however, usually involves making concessions. But before you start making concessions, find out what the other party wants. Don't let him know what you'll be satisfied with, until you've found out what he'll be satisfied with. Encourage him to present all his demands first, and try not to reveal your own. Then try to secure his agreement to each of your demands, starting with the most important. Don't give concessions easily. The longer you hold out, the more likely you are to get something in exchange.

Don't be afraid of reaching a deadlock. Be prepared to stop the negotiations and to start again. A deadlock can be a useful tactic but, if you decide it's up to you to get the negotiations going again, do it in a way that doesn't reduce your credibility. Say that you want to consult your boss, then come back and say that your boss has suggested a different approach. Or suggest that you both approach the problem from a different angle, and get his agreement that you both do this, so that he sees this as a joint effort to get things moving, rather than a concession on your part.

Throughout the negotiations, try to keep the relationship friendly. It's easier to get the agreement you want when the other party is well-disposed towards you. Negotiation is about rational choices and logical decisions, but it helps if he likes you. Maintain your integrity. You may often hide things from the other party, and you may allow him to

form wrong impressions, but it's essential that trust is maintained.

Negotiating

B: I'm afraid your listed prices are above what our budget allows.

V: Look, we'd like to be able to show an OCR* in actual use in an office, to one or two special customers. If you agree to do that I'll consider reducing it by 5 %.

B: You mean use it as a demonstration model?

V: That's right.

B: Mmmm ... I personally wouldn't mind, but the general manager would object to outsiders coming in.

V: Yes, I could understand that, but they'd be from large organisations, potential customers of your airline. It would do your own marketing no harm.

B: Perhaps I could persuade him, but you'd have to do better than 5 %.

V: Well, we could make it 7½ %.

B: The trouble is, the general manager isn't very interested in marketing. He's only concerned about his own budget. If you make it 10 %, I might be able to persuade him.

V: Ahh, I'm afraid that's really more than I could allow.

B: That's a pity ... what discount will you give me on five electronic typewriters?

V: We don't give any discount on those. They're the latest models.

B: I'm surprised to hear that. At the rate technology is advancing, these models will be out of date in 6 months' time. You mean you expect people to pay the listed price for them?

V: Of course, they're the latest models, but since you're purchasing five of them, we'll give you a 5 % discount.

B: Yes, but will you guarantee they'll be the latest models in 6 months' time?

V: I'm afraid you'll have to wait 6 months for those.

B: I don't want to wait 6 months ... nor do I want to pay the full price now for something that will soon be superseded. What decent discount will you give me?

V: What do you have in mind?

B: Twenty per cent would be reasonable.

* OCR (Office Copier) — копировальный аппарат

- V: Oh, I couldn't possibly give you that. I'd be selling them at a loss.
- B: You'll have a bigger loss if you don't sell them soon.
- V: I've no worries about that ... but look, I'm prepared to compromise. If you settle for a 7¹/₂ % discount on the OCR, I'll agree to 10 % on the typewriters.
- B: Ten per cent is not much on the typewriters, but I'd be happy to accept 10 % on the OCR.
- V: Humm, you drive a hard bargain ... OK if we can show it in operation to one or two clients, I'll give you 10 % on the OCR.
- B: Mmm, that's fine with me.
- V: So, can I take it then we've agreed on 10 % for both the OCR and the typewriters?
- B: Ah, I didn't agree to 10 % on the typewriters.
- V: But you said ...
- B: No! No! I said 10 % wasn't much on the typewriters. However, I'm prepared to accept it ... if you give me a reasonable trade-in deal on our old ones.

8. РАССМОТРЕНИЕ ЖАЛОБ HANDLING COMPLAINTS

Like most awkward situations we'd prefer to avoid complaints, but in fact a complaint should be welcomed. If a customer is dissatisfied, it's better that he comes and tells you and you can do something about it. He'll certainly tell someone, and the worst type of complaint is the one you don't hear about, but everyone else does, including your other customers!

Faced with a complaint, the important question is not who's right and who's wrong. The question you really want to consider is, "How can I exploit this situation?" Any contact with a customer is an opportunity to improve business, and even a dissatisfied customer is no exception. Successfully handled, a complaint can be turned into good public relations. The decision, whether to let the customer be right or to defend your product, should be made on the basis of what is best for business. The compensation itself may be a small price to pay for good customer relations.

Your attitude is crucial. Try to see the situation from the customer's viewpoint. Imagine yourself in his position. People are usually embarrassed about making complaints. They expect an argument. They're afraid they won't be listened to, so they tend to be more aggressive. They're

afraid their honesty will be questioned, so they're sensitive to any suggestion that you don't believe them. Show them that you're concerned, that you take their complaint seriously. If they're tense, help them to relax. You can always show sympathy for their problem without actually accepting responsibility for it.

People, of course, behave differently when they're making a complaint. Some make exorbitant claims. Negotiate patiently and you'll get them to be more reasonable. Some are determined to be proved right. Make some concession, give them some limited compensation. Some are particularly aggressive. Show them that you understand how they feel. If they remain hostile promise to investigate the matter and arrange another meeting. This gives them time to calm down, and it shows you think their complaint is important.

In general it's best to avoid dealing with complaints by phone or through lengthy correspondence. Face-to-face encounters are much more effective. If a complaint is made by phone, try to arrange a meeting. In addition, this gives the customer time to calm down and gives you time to think. Complaints should, of course, be dealt with as quickly as possible, but avoid making a decision right away. Let the customer know, however, that you're acting on it, and deal with any urgent problems at once. It's a good idea to take notes. Again this shows you're taking the complaint seriously, and it allows you to ask questions — which he may not be able to answer adequately.

Some complaints will have to be rejected. The important thing is to show that you've given them your full attention, and that you've carried out a thorough investigation. Produce supporting documents, if you can, preferably a report. Refer to people you've consulted about the problem. Show that the rejection is in no way due to a lack of respect. Establish clearly that the fault was not yours, but don't tell him that he's to blame. Let him work that out for himself.

A complaint may, of course, be totally justified. In that case take three quick steps — accept responsibility, apologise and compensate and hope that it'll soon be forgotten.

Finally, always investigate the causes of a complaint. It's not enough that the customer is now satisfied. You don't want someone else to come back with the same

complaint. So find out what went wrong and make sure it doesn't happen again.

Handling complaints

N: Good evening Mr Dillon...How do you do?

D: Good evening.

N: Please have a seat...Now, what can I do for you?

D: I'm here to demand compensation.

N: Yes?

D: I've just missed an important business meeting. It was Rath-Air's fault

N: Ohh! I'm sorry to hear that. What happened?

D: My baggage didn't arrive. I've just come from Rome.

N: Ahh! And you couldn't attend the meeting without it?

D: Of course I could! I always carry important documents in my briefcase.

N: But the flight arrived on time.

D: I know that.

N: I'm afraid I'm not quite with you, Mr Dillon. If the flight was on time, and you didn't need the baggage for the meeting — what was the problem?

D: It was that idiot of an agent of yours. He kept me standing for an hour filling in forms. And he insisted I tell him everything that was in my baggage.

N: Ohmm! That's terrible. If you'd just give me the details I'll investigate the matter right away.

D: Details? I've told you what happened. What more details do you need. I've already spent an hour giving details.

N: I understand how you feel Mr Dillon. But if I can just quickly note down the main facts, then I'll be able to take whatever action is necessary. You *are* claiming compensation?

D: Mmm — yes.

N: So, you arrived on the Rome flight at 4.15, found your baggage hadn't arrived, and....

D: I went to one of your agents.

N: Yes I see, about 4.30 perhaps?

D: Yes, about that.

N: And you spoke to the agent?

D: Yes. He told me right away that the baggage would be on the next flight. They'd got a telex from Rome. But then he told me I had to fill in two forms.

N: Mmmm. Hmmm.

- D:* I told him I'd no time to fill in forms. He insisted. Then people started gathering around watching, as if it was some kind of circus act.
- N:* That must have been very embarrassing for you.
- D:* It was. It certainly was.
- N:* And how long did this last?
- D:* Ah hmmm...almost an hour.
- N:* And your meeting was at...?
- D:* 5.30 and it's at least half an hour by taxi to get there... and this office closes at 6.00. Now I'll have to wait till tomorrow morning.
- N:* Do you live in London?
- D:* Yes? (puzzled).
- N:* Fine, Mr Dillon. Now, if you have a little time to spare I'd be very pleased if you'd accept a meal in the airport restaurant, with the compliments of Rath-Air. My secretary will escort you there. In the meantime I'll go and have a word with the agent.
- D:* Oh! Thank you... But still insist on compensation.
- N:* Of course, Mr Dillon, I assure you, you'll be fully compensated for any loss you've suffered due to Rath-Air.
- N:* Ah, Mr Dillon....Did you have a good meal?
- D:* Not bad, not bad.
- N:* Well, here's your baggage. It's come on the Italian flight. It was the ground staff at Rome who misdirected it, but of course Rath-Air accepts full responsibility for this delay and I do apologise for the trouble this has caused you.
- D:* Mmm. Thank you.
- N:* Now, the delay after you arrived. I've talked to the agent. His main concern was the form for customs. The baggage still had to be cleared through customs when it arrived. The customs people insist that this form is completed and signed.
- D:* Well, he should have explained that at once.
- N:* I questioned him thoroughly about that. Perhaps there was a misunderstanding.
- D:* Hmmmm.
- N:* Mr Dillon, I realise this has been a most unpleasant experience for you, and I fully sympathise with you, but I'm afraid we can't accept responsibility for the delay at that stage.
- D:* Well, I'll see how things go tomorrow morning. Maybe I'll be able to get my business done then.

N: I do hope so. I know how frustrating this must have been for you. Now, it can be difficult getting into London at this time of the evening so I'll get one of my staff to drive you in.

D: Oh. Thank you. That's kind of you.



ЧАСТЬ VII



Часть VII
ТЕКСТЫ ДЛЯ БЕСЕД
READING MATERIALS FOR DISCUSSION

Text 1

**UKRAINE'S ECONOMY IN THE CONTEXT OF INTERNATIONAL
ECONOMIC RELATIONS**

On the map of the world appeared a new independent state with a thousand-year-old history — Ukraine. To have an idea of Ukraine's economic potential, her resources, and define the scale of reforms which must be carried out let us get acquainted with some objective data. Ukraine is situated in the geographical center of Europe. The country occupies a territory of 604 thousand square kilometers. Ukrainian's population is 53 million, more than 74 percent of whom are Ukrainians. For comparison, the population of Germany is 79.7 million people, Great Britain — 57, Poland — 39, Finland — 5. Ten million ethnic Ukrainians live outside the country on the territories of the former Soviet Union, and close to 5 million live in other foreign countries. The diaspora is the strongest in Canada and the USA. There are 6 cities in Ukraine with a population of over 1 million. Occupying 0.45 percent of the globe's surface and being populated by 0.8 percent of all earth's dwellers, Ukraine produces almost 5 percent of the world's output.

Ukraine is the first in Europe in iron ore extraction, production of steel, cast iron, tractors, mineral fertilizers, sugar, and grain; second in coal mining, and third in producing concrete, electric energy and various equipment.

In the south the country has access to the Black Sea and the Sea of Azov which are connected with the ocean. Twenty-seven thousand kilometers of railroads intertwine throughout the territory of Ukraine (in Sweden — 12, France — 35, Spain — 20).

All towns and villages of Ukraine are connected by a wide net of highways.

Oil and gas pipelines of international significance go through the territory of Ukraine. Fees from transit oil

pipelines pay for most of the imported oil. Natural and human resources are sufficient for creating a developed internal market and becoming a friendly and equal partner in the world market. There is every reason to believe that Ukraine will quickly enter the family of Europe's leading countries.

Mineral Resources

Ukraine completely satisfies her needs in iron, manganese and titanium ores, as well as rock salt, cement, gypsum, mineral paints, heat resistant clays, bromine, graphite, mercury and uranium. Deposits of ammonium, nickel, polymetallic and magnesium ores were discovered and developed industrially. These resources can be exported. To satisfy her needs the country has to import potassium salts, dolomite, phosphorettes, apatites, as well as clay soil, fluorite and feldspar.

Fuel-Energy Resources

In the Donetsk coal basin a 50 billion tons supply of anthracite coal was discovered. This is a big reserve, taking into account that during the whole history of coal mining (almost 150 years) in Donbas almost 10 billion tons of coal were already extracted. Ukraine's annual coal extracting is 150 million tons. Industrial development of rich deposits of brown coal, combustible slates and peat is being carried out. Exploration of new deposits of oil is being carried out which will improve the situation considerably.

Ukraine produces about 300 billion kW/hours of electrical energy. The biggest part (25 percent) is produced at nuclear power plants (in the USA — 18 percent, in Japan — 23 percent).

Ukraine's main importers of oil and gas are Russia and Turkmenistan. The importance of rock-coal in the energy balance is decreasing, and this tendency will continue in the future because the layers are located very deep and their extraction becomes more and more costly. At the same time, Russia and Turkmenistan showed themselves to be unreliable partners. That is why Ukraine should parallelly orient herself on other oil and gas importers, and pay more attention to regenerational sources of energy: solar, wind, hydrothermal, and even more attention to resources and energy saving technologies.

Land Resources

Steppes and plains compose the most part of the territory of Ukraine (95 percent). The topsoils are mainly black. They are the biggest treasure of the Ukrainian land. Twenty five percent of the world's black rich soils are in Ukraine. Together with the fact, that Ukraine's climate is mainly moderately continental, and the sediments are 300—600 millimeters, it allows for considerable progress in agricultural production after the village is reoriented towards the market economy.

In Ukraine they grow sugar beets, wheat, rye, barley, oats, corn, sun flower, hemp, flax, buckwheat, potatoes, onions, tomatoes, cabbages, also a large variety of grain cultures, fruits and vegetables. Ukraine has about 30 thousand hectares of land under cultivation. Grain production is almost 1 ton per person. Sugar beet production per person is 1000 kg (in France — 415, in Germany — 332, in Hungary — 450). Ukraine produces 100 kg sugar per person (France — 65, Germany — 60, the USA — 25).

Sugar can be called white gold (in the world market it costs 250 U.S. dollars per ton). This product can bring great profits to Ukraine's state treasury. Annual meat production is about 70 kg per person (in the USA — 120, in Hungary — 160, in Germany — 95, in Poland — 75). By carrying out a land reform to create a great number of farms whose activities the state would promote, could lay a foundation for Ukraine's transition to a market economy.

Industrial Potential

Because of her potential Ukraine is an industrial-agricultural country. Her machine-building potential includes tractors and agricultural machine building, production of diesel locomotives and railroad cars, automobiles, rockets, sea and river vessels, refrigerators, TV-sets, washing machines, electric motors, industrial robots, motorcycles, equipment for metallurgic, chemical, mine and textile industries, appliances and many other complicated products. Well-developed are black and colored metallurgy, chemical, oil and wood processing, and the cellulose-paper industries.

From "News from Ukraine"

Text 2

HOW MUCH IS JOB WORTH?

One of the most difficult questions to answer is how much a job is worth. We naturally expect that a doctor's salary will be higher than a bus conductor's salary. But the question becomes much more difficult to answer when we compare, for example, a miner with an engineer, or an unskilled man working in an oil field with a teacher in a high school. What the doctor, the engineer and the teacher have in common is that they have spent several years of their lives studying in order to get the necessary training for their professions. We feel that this training and these years, when they were studying instead of earning money, should be rewarded. At the same time we recognize that the work of the miner and the worker in an oil field is both hard and dangerous, and that they must be highly paid for the risks that they take.

Another factor we must take into consideration is how socially useful a man's work is, regardless of the talents he may bring to it. Most people would agree that looking after the sick or teaching children is more important than selling used cars or improving the taste of toothpaste. Yet it is almost certain that the used-car salesman earns more than the nurse, and the research chemist earns more than the schoolteacher.

Indeed, the whole question of rewards can be seen from two points of view. You can argue that a man who does a job which brings him personal satisfaction is already receiving part of his reward in the form of a so-called "psychic wage", and that it is the man with the uninteresting, repetitive job who needs more money to make up for the monotony of his work. It is significant that those jobs which are traditionally regarded as "vocations", such as nursing and teaching, for example, continue to be poorly paid, while others, such as those in the world of sport or entertainment, carry financial rewards out of all proportion to their social worth.

Although the amount of money that people earn is largely decided by market forces, this should not prevent us from looking for some way to decide what is the right pay for the job. A starting point for such an investigation would be to try to decide the ratio which ought to exist between the **highest** and the lowest pay. The picture is

made more complicated by two factors: firstly by the "social wage", i. e. the welfare benefits which every citizen receives (such as pay for vacations, pay for illness, etc.); and secondly, by the taxation system, which is often used as a method of social justice by taxing high incomes at a very high rate. Taking these two factors into account, most countries now regard a ratio of 7:1 as socially acceptable. If it is less, the highly-qualified people carrying heavy responsibilities become disillusioned, and might even end up by moving to other countries. If it is more, the gap between rich and poor will be so great that it will lead to social tensions and ultimately to violence.

Text 3

MORE EFFICIENT AGRICULTURAL PRODUCTION.

Agricultural production in Guatemala has increased considerably in recent years and yet for the first time the country is unable to feed its people. This is because the increase in agricultural production is the result of a concentration on production for export. In this way the government hopes to earn foreign currency for the country's economic development program. Unfortunately the prices of these export products have been falling for two decades and in order to provide a minimum well-balanced diet for the present population, Guatemala would need to increase the production of grain, dairy and vegetables by 3 to 5 times what it is today. At present the country imports only a small part of the food which it doesn't grow, but it is possible that food imports will eventually eat up all profits received from agricultural export.

Export crops are grown on large farms. Only these farms have received foreign help for agricultural development. This policy has destroyed the basis of traditional food production — the family farm. A major reason for this situation has been the advice of a small group of experts who were trained in the U.S., Europe. They all argue that large farms are more efficient than the family farm and that specialization means greater production than integrated farms where a variety of products are grown. They encouraged turning over the richest agricultural land in the country to raising animals and also encouraged

the clearing of jungle for large farms which turned the area into a desert.

Yet research has shown that the small farm is more efficient than the large one. Farms of one acre produce no less than farms of more than 1500 acres, yet the energy input on the larger farms is three times as high as the tiny farms. Production of rice, beans and potatoes are between ten and sixty percent higher on the small farms. These farms produce a variety of foods that the specialized farm cannot. They also guard the soil better.

But because of Guatemalan policy people are leaving these farms. In addition since much of the farm land is terraced, if it does not have proper attention it is quickly lost to erosion. Therefore the chance of using it later is negligible.

Guatemala is the size of England, yet it has only six million people. The study showed that under the proper conditions, the land in the most fertile regions, with some of the best soil in the world, could feed not just Guatemala, but the neighbouring countries of Honduras and Salvador, as well.

But these conditions require labor, intensive growing and concentration on products such as soya, oil palms and perhaps a dairy industry. These could be most efficiently worked by associations of family farms.

Indeed, these fertile regions are receiving substantial government agricultural aid. But it has been restricted only to the development of a cattle industry. Half of Guatemala's grain production is already consumed by cattle, almost all of which are exported.

T e x t 4

COMPUTERS DIAGNOSING DISEASES

CADUCEUS is a computer program which has memorized the details of more than 500 ailments. It's intended purpose is to help physicians throughout the country to diagnose diseases. Not long ago most doctors would have objected to receiving a diagnosis from a computer, but times have changed. Medical science is at a stage too complex for any single human brain to grasp all of it. The CADUCEUS program and other computerized medical diagnosis programs, are intended to help, not replace, a physician's judgement. The doctor must still interpret the information that comes from the computer.

CADUCEUS will be a valuable partner for doctors who want to confirm a theory or who are looking for leads in a difficult case. That is why CADUCEUS is perhaps the most ambitious of the new kinds of computerized diagnosticians. While the other programs are limited to diagnosing one type of disease, CADUCEUS covers the broad field of internal medicine, which includes most adult illnesses.

The program begins by recording the available information about the patient: age, sex, race, personal and family histories, symptoms, medical examination results, and laboratory data. It then consults a library of some 4,000 characteristics connected with the approximately 550 ailments in its memory and adds them up to see which diseases are the most likely.

It does so by computing a score for each possible diagnosis by considering several different kinds of information. First it calculates by "evoking strength", a number that is a rough measure of the likelihood that someone with a particular medical problem is suffering from a particular disease. At the same time, the program may subtract points from a diagnosis if, say, an important symptom is missing. The number of points subtracted is determined by a number called frequency, which is the opposite of evoking strength. Similar numerical measures are used to rank the importance of various symptoms and to consider linkages between related diseases.

This first stage often produces several possible diagnoses. At this point, CADUCEUS asks questions designed to narrow the field, e. g. Is the patient in a coma? Is the blood pressure low? After each round of questions, CADUCEUS recalculates the score and may further reduce or change its list of disease possibilities.

A diagnosis is reached as soon as one ailment receives more points than all the others. When this happens, it crosses the symptoms and other diagnosed illnesses off its list. Then, returning to the shortened list, it starts over again to see whether the remaining medical problems indicate a second or third disease. This procedure is repeated until most of the patient's complaints have been accounted for.

The creators say that their diagnosis system is not yet ready for routine use in hospitals yet. They need to add 200 more diseases to its memory to make it more comprehensive. That job is very great as the data for each

disease must be minutely gathered from textbooks, journals and interviews with specialists. In its present form it also has one drawback — it cannot recognize a new or unfamiliar illness. The machine will simply say the disease doesn't exist.

Text 5

EDUCATING TV CHILDREN

From "American English"

Many children act in TV shows. They work several hours every day, so they cannot go to a regular school. How do they get an education?

In Hollywood, where many TV shows are made, about forty teachers give lessons for the children in the shows. They teach wherever their pupils are working.

The teacher's job is very important. She is responsible for making sure that the child works only the permitted hours each week. She is also responsible for making sure that the child learns the required subjects. She makes sure, too, that the child gets enough rest and play, along with his education.

Child actors are required to attend classes twenty hours each week. California law says that they must be taught from September to the middle of June. If they do not get good marks in school, they are not permitted to continue working in TV shows.

TV children are usually good pupils, and most of their teachers like this special kind of work. Their classes are held in many interesting places. Sometimes the "classroom" is a Mississippi riverboat. Sometimes it is the inside of a spaceship. Often the pupils become famous stars.

Text 6

AS COMPUTERS START TO TRANSFORM SCHOOLS

From "U. S. News and World Report"

Classrooms without books or teachers? It's a growing trend as machines that can teach become as common as blackboards in many schools.

At the university of Maryland, students hear a full

semester of history lectures from electronic consoles. They never see a teacher, even during exams.

At high school in Illinois, students simulate a chemistry experiment on a computer, and then the device instantly translates the lesson into Spanish.

Both of these learning activities are part of a process — keyed to “teaching machines” such as computers, video recorders and other devices — that is bringing dramatic change to schools across America.

In some classrooms, the computer has virtually replaced the book, to the horror of some teachers and the delight of others. While the overall verdict on computers has yet to come in, many educators are convinced that the equipment may still fulfil a prediction by the Carnegie Commission on Higher Education that “new electronic technology is potentially the greatest educational innovation since the invention of the printing press”.

Math to Shakespeare. Backers say such devices are becoming valuable tools in education mainly because of their versatility. They can teach a geometry lesson, conjugate Latin verbs, give a test on Shakespeare and demonstrate the proper method of treating a heart attack victim.

After a series of false starts in the early 1970s, such educational machinery is in widespread use. A study for the National Science Foundation found that more than half of all highschool students use computers and predicted that all US high schools would have such equipment by the early 1990s.

Other studies show that teaching devices already are effective in some areas. In lower grades, they are helpful in drill and practice routines, such as spelling and multiplication, that can be tedious when done by an entire class. At the college level, computers are giving students a practical feel for their course work.

In one college course, students pretended to be city managers. Using computers, they prepared a budget, fought pollution, provided housing and planned mass transportation. Then the computer projected their actions 50 years into the future and showed the consequences.

Many educators believe that computer-assisted instruction can supplement traditional schoolwork and be of particular use in educating slow learners, the handicapped and the academically gifted.

But teaching machines are regarded with suspicion, even alarm, by others. They are skeptical about what they

regard as the overselling of the devices, and fear that computers might replace instructors, reduce classroom discussion and dehumanize the schools.

Rough start. Both critics and supporters agree that, at first, computers were widely misused in some schools.

"Teaching machines had two big problems to overcome: the high cost of the equipment and the opposition of teachers", explains David H. Ahl, "We also had to contend with a lot of overblown promises about educational computers that simply weren't technically feasible in the beginning".

Initially, classroom computer terminals were to be connected by phone lines with central dataprocessing units, where they would be charged on a time-sharing basis. That approach proved to be too expensive for most schools, however. Now small, self-contained microcomputers priced as low as 600 dollars perform all the tasks needed by most schools.

"The big need is for more software — the programs that can be used on these smaller computers", says John Nevison. "There are still many poor computer materials being peddled in a highly competitive, multi-billion dollar market, and schools that buy them will lose learning along with their money".

Resistance among teachers also is declining, primarily because students tend to become intrigued with the computer's possibilities, making the teacher's job more satisfying.

"The instructor is the key to making the computer a useful tool", says Lola Rhea Appel, who conducted a study of teaching for the Educational Testing Service, a private research group. "Rather than replace teachers, computers give them new duties and enhance their role as educators".

John Kemeny agrees that teachers will not become outmoded. He says: "For supplementing and enriching the curriculum, I am probably the No. 1 advocate of computers. But I still believe there is no substitute for the interaction between two human minds".

Do computers actually help students learn better than traditional methods? Many educators agree that most competent students using computers do not perform markedly better on academic work than their equals who are not exposed to teaching machines.

According to a report by the institute, language training was a natural outgrowth of these programs.

Text 7

MODERN EXAMINATIONS

From "American English"

In ancient times the most important examinations were spoken, not written. In the schools of ancient Greece and Rome, testing usually consisted of saying poetry aloud or giving speeches.

In the European universities of the Middle Ages, students who were working for advanced degrees had to discuss questions in their field of study with people who had made a special study of the subject. This custom exists today as part of the process of testing candidates for the doctor's degree.

Generally, however, modern examinations are written. The written examination, where all students are tested on the same questions, was probably not known until the nineteenth century. Perhaps it came into existence with the great increase in population and the development of modern industry. A room full of candidates for a state examination, timed exactly by electric clocks and carefully watched over by managers, resembles a group of workers at an automobile factory. Certainly, during examinations teachers and students are expected to act like machines. There is nothing very human about the examination process.

Two types of tests are commonly used in modern schools. The first type is sometimes called an "objective" test. It is intended to deal with facts, not personal opinions. To make up an objective test the teacher writes a series of questions, each of which has only one correct answer. Along with each question the teacher writes the correct answer and also three statements that look like answers to students who have not learned the material properly.

For testing student's memory of facts and details, the objective test has advantages. It can be scored very quickly by the teacher or even by a machine. In a short time the teacher can find out a great deal about the student's range of knowledge.

For testing some kinds of learning, however, such a test is not very satisfactory. A lucky student may guess the correct answer without really knowing the material. Moreover, some of the wrong answers are usually more incorrect

than others, yet the scores on the test will not take account of this fact.

For a clearer picture of what the student knows, most teachers use another kind of examination in addition to objective tests. They use "essay" tests which require students to write long answers to broad general questions.

One advantage of the essay test is that it reduces the element of luck. The student cannot get a high score just by making a lucky guess. Another advantage is that it shows the examiner more about the student's ability to put facts together into a meaningful whole. It should show how deeply he has thought about the subject. Sometimes, though, essay tests have disadvantages, too. Some students are able to write rather good answers without really knowing much about the subject, while other students who actually know the material have trouble expressing their ideas in essay form.

Besides, in an essay test the student's score may depend upon the examiner's feelings at the time of reading the answer. If he is feeling tired or bored, the student may receive a lower score than he should. From this standpoint the objective test gives each student a fairer chance, and of course it is easier and quicker to score.

Most teachers and students would probably agree that examinations are unsatisfactory. Students dislike taking them; teachers dislike giving them and scoring students' answers. Whether an objective test or an essay test is used, problems arise. When some objective questions are used along with some essay questions, however, a fairly clear picture of the student's knowledge can usually be obtained.

Text 8

TEACHER LEARNS LESSON OF MISLEADING ADVICE

By Robert Miller

Maureen Anthony, a teacher at Queen's School in Wisbech, Cambridgeshire, counts herself lucky. Two years ago, she and her husband, John, also a teacher at the same school, decided to take some financial advice. They contacted a salesman from Confederation Life as they had dealt with him over their mortgage.

Mrs Anthony said last night: „I was just coming back to teaching after the birth of my three children and I felt

it was the right time to be sorting out our financial affairs and, in particular, my pension. The salesman from Confederation Life said I would be better off taking out a personal pension plan with his company rather than joining the Teachers' Superannuation scheme, which I was entitled to do. So I took his advice. I don't think he was being malicious, I really believe that he didn't recognise that the Teachers' Superannuation scheme was better. It was just poor training and lack of knowledge."

A year later, the Anthonys were moving house and they talked to several financial advisers about mortgages. Mrs Anthony said: "The message that we were getting from them was that I should have stayed in the Teachers' scheme. I wrote to Confederation Life and they said I should take the matter up with the Pensions Ombudsman. In the end, someone suggested that I should contact my union, the Association of Teachers and Lecturers. They took up my case for me."

Confederation Life has since paid Mrs Anthony 3,793 in compensation and she is now back in the Teachers' pension scheme. "When you are a busy person with little knowledge of complex pension matters you tend to trust the person giving advice. I now know that this is not always the case."

Text 9

HUBBLE SEES UNIVERSE ONLY HALF AS OLD AS ITS STARS

By Nigel Hawkes, science editor

Cosmologists have been thrown into confusion by the discovery that the universe is only half as old as the stars it contains.

The conclusion — a logical impossibility — results from a discovery by the Hubble space telescope. By measuring the varying brightness of a series of stars in galaxy in the Virgo constellation, the telescope has shown that they are only about 51 million light years away, rather nearer than previously thought.

Given the speed at which they are receding, this implies that the universe must have begun about eight billion years ago, yet some stars are believed to be as old as 16 billion years. The contradiction means that the Big Bang theory of cosmology is in serious difficulty.

"We may be forced to accept something new about the ages of the stars or the nature of the universe", writes George Jacoby, an American astronomer in this week's *Nature*.

The long-awaited Hubble findings, also published in *Nature*, confirm recent results from a ground-based telescope in Hawaii. Both were pointed at stars known as cepheid variables in the constellation of Virgo. These are young, massive stars 1,000 to 100,000 times brighter than the Sun, whose light output varies over periods of a few days. Cepheids have a useful property: their absolute brightness depends on the rate at which they wax and wane. Thus, by measuring the period of the variation, the intrinsic brightness of each star can be calculated, and then compared with its apparent brightness, as we see it. The difference is a measure of how far away it is.

Until now this method could not be used for more distant galaxies because the light from the cepheids is easily confused with that of other stars after it has passed through the blurring effect of the Earth's atmosphere. The space telescope, which produces a much clearer picture, has got around that problem.

A team led by Wendy Freedman of the Carnegie Observatories in Pasadena, California, has now identified 20 cepheids in the galaxy M100 in Virgo and has arrived at a value for the Hubble constant — a measure of how fast the universe is expanding — which suggests that the universe is a mere eight billion years old. That would not be a problem if astronomers did not believe that many stars are twice as old.

To resolve the paradox, says Professor George Efstathiou of Oxford University, cosmologists have three options: the new value of the Hubble constant is wrong; the age of the stars is wrong; or the expansion of the universe may have accelerated the bigger it became. "Of the three, I would still bet on the Hubble constant being wrong", he says.

Text 10

PROFESSOR J. M. CASSELS

J. M. Gessels, FRS, Professor of Physics at Liverpool University, 1956—82, died on October 19 aged 70. He was born on September 9, 1924.

James Cassels was a leading member of that group of young physicists who, in the years after the war, laid the foundations for the study of high energy particle physics in this country. He was always much interested in the planning of scientific facilities at the national and European levels and in later years his interests extended beyond those of particle physics. He was one of the first to study in detail and to argue for the use of combined heat and power systems in this country.

James Macdonald Cassels was educated at St Lawrence College, Ramsgate, and Trinity College, Cambridge, where he obtained his PhD in 1948.

From Cambridge University he went to work on the new synchrocyclotron at the Harwell Laboratory, where he rapidly became the driving force within a small team carrying out an innovative programme of experiments.

Sir James Chadwick at Liverpool had built a synchrocyclotron which was then the most powerful in Europe and Cassels moved there in 1953. Chadwick had by then left and when his successor died suddenly in 1960 Cassels was appointed professor and head of department in his place. He had established himself as one of the international leaders in the rapidly developing field of high energy particle physics and this was recognised by his election to the Fellowship of the Royal Society in 1959 and the award of the Rutherford Medal of the Institute of Physics in 1973.

As head of department his personal involvement in experimental work was necessarily reduced but he immediately applied himself to plans for the future. Apart from his work for the CERN Laboratory at Geneva he was concerned to obtain the next national accelerator for a site near to Liverpool. This he achieved when the electron synchrotron NINA was brought into operation at the Daresbury laboratory in 1966.

Within the university the expanding requirements of research were satisfied by the construction of the Oliver

Lodge laboratory. This has turned out to be one of the more successful university buildings both in function and appearance.

Cassels was always much concerned with teaching and student affairs, and was the author of a book which became one of the standard texts on Quantum Mechanics and was widely translated.

When he decided to relinquish the headship of the department in 1974, he took up a new field of study in the area of energy conservation. This he prosecuted to such good effect that he became one of the leading experts in the technology of combined heat and power schemes. In his spare time he took up flying and was always a keen student of the stock exchange.

His first wife, Jane, died in 1977 and a second marriage ended in divorce. He leaves a son and a daughter.

Text 11

THE SECRETS OF THE WORLD'S OLDEST SHIPWRECK

Chris Roland reports from Turkey on the secrets revealed by what is probably the world's oldest shipwreck

One of the world's oldest shipwrecks has given up its treasures but its origin is still a mystery.

For 3,400 years the ship lay on the seabed off the southern Turkish coast near Kas, with its cargo of gold, jewels, ivory, amber and glass, and enough copper and tin ingots to make bronze weapons for an army.

Marine archaeologists, who have taken 11 years to bring every item to the surface, now believe the ship was carrying gifts from one ruler to another. The cargo, lying some 60m under the sea, included tonnes of raw materials, including the oldest known tin and glass ingots.

"We now have perfectly preserved examples of Bronze Age construction materials that predate the earliest known examples by 1,000 years", says Cemal Pulak, the site director. "It was worth the wait".

Analysis of the 15 tonnes of cargo indicates that there was trade between seven different cultures and provides a vivid picture of commerce around the eastern Mediterranean between the Phoenicians in the Near East and the Mycenaeans in Greece.

According to Dr George Bass, head of the US Institute of Nautical Archaeology, the copper ingots were mined in Cyprus, the tin came from Turkey or Afghanistan, the glass ingots match Mycenaean and Egyptian glassware, the ivory and resin are Syro-Palestinian, and the amber is of Baltic origin. Wood in the cargo is of the same tropical African variety as was used to make King Tutankhamen's bed.

One of the most exciting artefacts is what the diving team call the world's oldest book. It is a diptych: two pieces of boxwood held by ivory hinges. It contained beeswax inscribed with writing. Homer, in the *Iliad*, makes reference to "baneful signs in a folding wooden tablet", and Bass thinks the diptych matches that description.

Initially, archaeologists thought the ship was Mycenaean. Then, the discovery of 24 Phoenician-style stone anchors pointed to the Lebanon as a more likely origin.

"We may never know for certain", says Bass, "but our detective work indicates that this was a royal shipment, possibly a gift from one ruler to another, or an exchange of goods for which a reciprocal shipment would have been expected. It represents an enormous loss for the sender".

Analysis of the contents continues in Turkey and at INA headquarters near Houston, Texas. Eventually the entire collection and the reconstructed ship's hull will be exhibited in Bodrum, southwest Turkey.

Text 12

FAR AWAY FROM THE TOURIST HORDES

Peter Strafford on the tranquil and unspoilt beauty of Northern Cyprus

Northern Cyprus is a good place whether for a conventional seaside or sightseeing holiday or for a walking or painting tour. The summer is hot, but in spring the mountains are carpeted with wild flowers — rock roses, cyclamens and many others — and the winters are mild.

Kyrenia makes a good starting point. It has a pretty harbour, full of fishing boats and yachts, and is flanked, suitably enough, by both a mosque and a Greek Orthodox church, though the latter is closed. Towering over it is a massive castle which goes back to Byzantine times, but

was heavily rebuilt by the Venetians in a forlorn attempt to keep out the Turks.

Inside the castle is a remarkable discovery from the 1960s: the remains of a wrecked Greek sailing ship from about 300BC, found under water off Kyrenia. Many of the timbers are intact, together with a cargo of amphorae, used for transporting wine, hand-mills and almonds.

Outside Kyrenia, the ruined abbey of Bellapais, in a village on the slopes of the Kyrenia range where Lawrence Durrell wrote *Bitter Lemons*, is a marvel of tranquil beauty. The Gothic arches of the cloister still stand, surrounding a quartet of cypresses, and the abbey refectory, with fine carvings on its doorway, is largely intact.

Bellapais abbey is just one example of the architecture imported from France by the Lusignan dynasty, which ruled Cyprus from the 12th to the 15th century. The castle of St Hilarion, up above on a mountain peak, is another. Seen from below, it has a fairytale quality, while those who clamber up to the top on a clear day have stupendous views of the mountains and the coast.

Nicosia, the former capital of a united Cyprus, lies inland, its centre enclosed within imposing Venetian fortifications. The city is now divided, and its northern part is the capital of Northern Cyprus. The central area is bustling and often untidy, with the atmosphere of a large bazaar, and is full of historic buildings.

They include the Selimiye mosque, formerly the Roman Catholic cathedral of Ayia Sophia, which is another masterpiece of the Lusignan period; two Ottoman caravanserais; several other mosques; and a handful of museums.

There are more beaches in the Famagusta area. Famagusta itself, like Nicosia, is a working city, with Northern Cyprus's main port, but it too has a centre that is full of history, evoking the days when Famagusta was one of the most prosperous ports in the eastern Mediterranean.

Further up the coast is one of the most spectacular sites in Northern Cyprus, the ruins of Salamis, an important city in pre-classical and classical times. Tall marble columns surround what was once the city's gymnasium, there are mosaics in the former baths, and the semicircular theatre has been restored.

Salamis is a vast site, much of it still unexcavated, which lies alongside a long sandy beach. Occasional ruins stand out among the scrub and bushes that now cover

most of it — of a Roman house, a temple, or the former *agora*, or marketplace. One of the most spectacular is the Kampanopetra basilica, which has a few columns still standing against a backdrop of the deep blue sea, and an elaborate mosaic floor.

Near Salamis, but a short way inland, is the former Orthodox monastery of St Barnabas, which has been turned into a museum. The church itself has a collection of icons, but more remarkable is the pretty cloister, full of orange, fig and olive-trees, whose rooms now house an extensive collection of archaeological finds, from the Bronze Age to classical times.

Text 13

HOW THE MONTE CARLO BALLET GOT THE POINT OF INNOVATION

Monte Carlo is one of the most resonant names in the history of 20th-century ballet. Its tiny, jewel-box opera house (Charles Garnier's miniature version of his design for the Paris Opéra) once housed regular seasons of Serge Diaghilev's Ballets Russes from 1911 and saw Vaslav Nijinsky's famous leap through the window at the premiere of *Le spectre de la rose*.

Officially linked to the principality in 1922, Diaghilev's company was succeeded by other troupes. They had the label de *Monte Carlo* — which was shorthand for glamour and brilliance in the dance world.

Some of this spirit clings to the present-day Ballets de Monte Carlo, which was founded ten years ago and today is headed by 34-year-old Jean-Christophe Maillot. It is now embarking on a tour of France, Spain, Turkey and Israel, with three new works premiered during its Christmas season.

Thanks to patronage from the Casino-owning Société des Bains de Mer, and the backing of the Monaco government, the company enjoys financial stability and freedom from the bureaucratic labyrinths that can choke state-funded companies.

Maillot has led the troupe since 1993. In that time he has made the most of the existing repertoire and increased it by commissioning new work — a luxury that few ballet companies can afford on a regular basis. But he thinks that encouraging new classical dance works is a vital

part of his job — a lively challenge to both the public and the dancers.

“Classical dancers are undernourished, and so are audiences”, he says. “I want Monte Carlo to be known as a site of creativity, as it was in the past. That we use pointe shoes and ballet technique doesn’t mean that we can’t innovate”.

When the company celebrates its tenth anniversary at the end of this year, it will have danced 12 new works commissioned since Maillot’s arrival. It will also have acquired 26 new productions and increased the number of performances. The company’s New Year season had three new works — by Bertrand d’At, Renato Zanella and Maillot himself — which tour Israel this month. These alternated with a *Programme Ballets Russes* and a *Programme Balanchine*, named after the founder of the New York City Ballet, who created his first ballets in the West in Monte Carlo, for Diaghilev.

Maillot admits that in the long run some of the new ballets being performed by his troupe may not survive. But that is only to be expected: “If three of the new works we have done so far remain in the repertoire, that would already be excellent”.

Roslyn Sulcas

СОДЕРЖАНИЕ

Часть I

Наиболее употребительные выражения общего характера, оформляющие высказывания в научно-профессиональной речи	8
1. Слова и обороты речи, выражающие процесс говорения .	9
2. Слова и обороты речи, выражающие процесс мышления	17
3. Слова и обороты речи, выражающие чувства . . .	25

Часть II

Вводные высказывания для оформления речи в лекциях, докладах и выступлениях	27
1 Введение лекции	29
2. Введение практического занятия	32
3 Контроль знаний	37
4 Обсуждение лекции, практического занятия	38
5. На конференции, симпозиуме, совещании	42

Часть III

Тематический словарь повседневного общения	59
1. Телефон 61	1. Telephone 61
2. В гостях (деловой визит) 62	2. On a Visit (Business Visit) 62
3. Общественный транспорт 65	3. Public Transport 65
4. В магазине 68	4. In the Shop 68
а) продукты питания 68	а) foods 68
б) вещи 70	b) things 70
5. Ресторан 73	5. Restaurant 73
6. Погода 78	6. Weather 78
7. Дата 78	7. Date 78
8. Времена года 79	8. Seasons 79

Часть IV

Диалогическая речь повседневного общения	81
<i>1. Разговорные формулы</i>	<i>83</i>
1 Приветствия. Возможные ответы на приветствия 83	1 Greetings. Possible Answers to Greetings 83
2. Передайте привет 86	2 Sending Compliments 86
3. Прощание 86	3 Saying Good-bye 86
4 Знакомство. Представление. Возможные ответы 88	4 Acquaintance. Introducing People. Possible Answers 88
5. Человек: имя и возраст 91	5 A Person: his Name and Age 91
6 Происхождение, национальность, язык 94	6 Origin, Nationality, Language 94

7 Занятие. Профессия	97	7 Occupation. Profession	97
8 Благодарность. Возможные ответы	100	8 Gratitude (Thanks). Possible Answers	100
9 Извинение. Возможные ответы	103	9 Apology. Possible Answers	103
10 Просьба об услуге. Выражение желаний, согласия, несогласия	105	10 Asking Favours. Expressing Wish, Agreement, Disagreement	105
11 Время	108	11 Time	108
12 Как пройти (по городу)	113	12 Asking the Way	113
2 Что сказать	116		
1 Знакомство и приветствие	116	1 Meetings and Greetings	116
2 Здравствуйте и до свидания	119	2 Hello and Goodbye	119
3 Реплики вежливости	112	3 Some Polite Remarks	112
4 Пожалуйста и спасибо	125	4 Please and Thank you	125
5 Извинения	128	5 Apologies	128
6 Вопросы и ответы	131	6 Questions and Answers	131
7 Согласие и несогласие	134	7 Agreement and Disagreement	134
8 Начало разговора: вопросы	138	8 Conversational Openings: Questions	138
9 Начало разговора: реплики	140	9 Conversational Openings: Remarks	140
10 Выражение мнения	142	10 Expressing an Opinion	142
11 Просьбы	147	11 Requests	147
12 Приглашения	150	12 Invitations	150
13 Предложения	153	13 Suggestions	153
14 Беспокойство	156	14 Trouble	156
15 Сочувствие и утешение	159	15 Sympathy and Consolation	159
16 Восклицания	161	16 Exclamations	161
17 По телефону	165	17 On the Phone	165
3. Повседневное общение по прибытии в Америку (американский вариант английского языка)			
1 У стола таможенного досмотра		1 At a Custom's Desk	167
2 В аэропорту	167	2 At the Airport	167
3 Телефонный разговор	168	3 Telephone Conversation	168
4 В агентстве по прокату машин	170	4 At a Car Rental Agency	170
5 У стола оформления проката	171	5 At the Rental Counter	171
6 В городском автобусе	171	6 In a City Bus	171
7 В такси	172	7 In a Taxi-Cab	172
8 На автовокзале	172	8 In a Bus Depot	172
9 В гостинице	173	9 At the Hotel	173
10 Бытовые услуги	174	10 Personal Services	174
11 В комнате бытового обслуживания	174	11 At the Service Room	174
12 Оплата услуг	175	12 Service Charge	175
13 На телеграфе	175	13 At the Telegraph Office	175
14 В ресторане	176	14 At the Restaurant	176
15 У врача	178	15 At the Doctor's	178

16 Как здоровье?	179	16 Asking about Health	179
17 Посещение театра	180	17 Going to the Theatre	180
18 Я бы хотел послушать хорошую музыку	181	18 I'd Like to Hear Good Music	181
19 Назначаем встречу	182	19 Making an Appointment	182
20 Какие Ваши планы?	183	20. What are your plans?	183

Часть V

Деловые контакты

<i>1 Факсы, деловые письма, телефонные переговоры, отчеты</i>		185	
1 Факс	187	1 A Fax	187
2 Деловые письма	187	2 Business Letters	187
3 Составление меморанду- мов	190	3 Writing Memos	190
4 Деловой разговор по те- лефону	191	4 A Business Call	191
5 Почему задерживается . отчет?	191	5 Why is the Report Late?	191
6 Разговор по телефону о командировочных расхо- дах	192	6 A Telephone Call on the Expence Claim	192
7 Отчет о расходах по ко- мандировке	193	7 A Report on an Expence Claim	193
8 Докладная записка о про- верке работы отдела	193	8 A Report on Checking-up the Work of the Depart- ment	193
9 Деловой разговор о рас- четах	194	9 A Business Talk of Accounts	194
<i>2 Организация работы конференции</i>			
1 Запрос о конференции и заявка о желании принять участие в ней	195	1 Inquiring about the Confe- rence and Submitting an Appication for Participa- ting in the Conference	195
2 Принятие приглашения участвовать в работе кон- ференции	195	2 Accepting an Invitation to Participate in the Confe- rence	195
3 Отклонение приглашения принять участие в конфе- ренции	196	3 Rejecting an Invitation to Participate in the Confe- rence	196
4 Образцы объявлений	197	4 Advertisements	197
5 Образец расписания ра- боты конференции	198	5 Schedule of the Conferen- ce's Work	198
6 Образцы пригласитель- ных билетов	198	6 Invitation Cards	198
7 Образцы ответов на при- гласительные билеты	199	7 Answering Invitation Cards	199

Часть VI

Управление персоналом			201
1 Беседа с поступающим на работу	203	1 Interviewing a Job Applicant	203
2 Аттестация сотрудников	206	2 Staff Assessment	206
3 Беседа о должностных обязанностях	208	3 Conducting a Staff Assessment Interview	208
4 О дисциплине	210	4 The Discipline Interview	210
5 Советуюсь с сотрудниками	214	5 Consulting the Staff	214
6 Проведение собрания	217	6 Holding a Meeting	217
7 Ведение переговоров	223	7 Negotiating	223
8 Рассмотрение жалоб	226	8 Handling Complaints	226

Часть VII

Тексты для бесед			231
1. Text 1 Ukraine's Economy in the Context of International Economic Relations			233
2. Text 2. How Much is Job Worth?			236
3. Text 3. More Efficient Agricultural Production			237
4. Text 4. Computers Diagnosing Diseases			238
5. Text 5. Educating TV Children			240
6. Text 6. US Computers Start to Transform Schools			240
7. Text 7. Modern Examinations			243
8. Text 8. Teacher Learns Lesson on Misleading Advice			244
9. Text 9. Hubble Sees Universe Only Half as Old as its Stars			245
10. Text 10. Professor J. M. Cassels			247
11. Text 11. The Secrets of the World's Oldest Shipwreck			248
12. Text 12. Far away from the Tourist Hordes			249
13. Text 13. How the Monte Carlo Ballet got the Point of Innovation			251

Л. Кулиш, Е. Друянова, М. Хачатурова

АНГЛИЙСКИЙ ДЛЯ ОБЩЕНИЯ

(Наука, образование, бизнес, быт)

Сдано в набор 07.02.95. Подписано к печати 31.03.95. Формат 84×108/32. Бумага типографская. Печать высокая. Гарнитура литературная. Усл. печ. л. 13,44. Зак. 5-211.

ООО «Астарта», 252133, Киев, бул. Леся Украинки, 20/22

Головное предприятие республиканского производственного объединения «Полиграфкига»
252057 Киев, ул. Довженко, 3.

АНГЛИЙСКИЙ
для общения

