

АМЕРИКАНСКИЙ ВАРИАНТ АНГЛИЙСКОГО ЯЗЫКА



**РОССИЙСКАЯ АКАДЕМИЯ НАУК
САНКТ-ПЕТЕРБУРГСКАЯ КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ**

**RUSSIAN ACADEMY OF SCIENCES
ST. PETERSBURG DEPARTMENT OF FOREIGN LANGUAGES**

AMERICAN ENGLISH

FOR EVERYDAY AND ACADEMIC USE

*An Upper Intermediate English Course
For Classroom Use and Self-Study*

Ed. by Yuri P. Tretyakov



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АМЕРИКАНСКИЙ ВАРИАНТ АНГЛИЙСКОГО ЯЗЫКА

*Учебное пособие для взрослых
Продвинутый курс*

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Санкт-Петербург
«Наука»
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Учебное пособие ориентировано на развитие навыков повседневного и делового общения у лиц, имеющих личные, деловые и научные контакты с американскими коллегами или собирающимися посетить США, и содержит страноведческий и лингвистический материал, отражающий современные американские реалии и особенности языка.

ПРЕДИСЛОВИЕ РЕДАКТОРА

Учебное пособие *American English for Everyday and Academic Use* предназначен как для самостоятельно изучающих английский язык, так и для работы с преподавателем на уроке. Он может быть рекомендован лицам, уже изучавшим английский язык в средней школе или неязыковом вузе и желающим усовершенствовать свои разговорные навыки и умение воспринимать живую разговорную речь.

American English for Everyday and Academic Use — один из немногих выпущенных в России учебников, ориентированных на систематическое освоение американского варианта английского языка (в области лексики, грамматики, фразеологии и произношения), что обеспечивает ему особое место среди изданий, традиционно ориентированных на британский вариант. Основное внимание уделено совершенствованию навыков устной речи — говорения и восприятия на слух.

Основная цель пособия, отличающая его от большинства современных пособий, — научить адекватно ориентироваться в конкретных ситуациях реального общения, помочь в решении тех проблем, которые возникают в процессе повседневных контактов с американцами и обусловлены национально-культурными особенностями этой страны. Поэтому главной особенностью учебного пособия является его коммуникативная и культурологическая направленность.

Другая задача учебного пособия — помочь студентам, аспирантам, научным работникам, преподавателям вузов, деловым людям, сотрудничающим с американскими коллегами или участвующим в программах международного обмена, в овладении искусством профессионального общения. Специальный раздел содержит обширную информацию об образовании и науке в США; в уроках обыгрываются типичные ситуации деловых контактов, приводятся образцы документов, необходимых для поступления на учебу или работу. Осо-

бое место уделено проблемам организации и проведения деловых и научных конференций, включая уникальные материалы, касающиеся переписки, составления текстов выступлений, способов ведения дискуссий и т. п.

Каждый урок пособия ориентирован на выработку и тренировку основных языковых навыков — говорения, восприятия на слух, чтения и письма с акцентом на устную речь и ее понимание — и включает в себя тексты и диалоги, связанные между собой последовательностью упражнений, постепенно направляющей учащегося от пассивного восприятия материала к активному владению языком и от монологической речи к диалогической.

Предлагаемые тексты содержат современную страноведческую информацию, ценную для каждого, кто собирается посетить США: как получить визу и решить транспортную проблему, как устроиться в гостиницу и пользоваться кредитными карточками, как вести себя в магазине, ресторане, банке и библиотеке, как ориентироваться в городе, и самое главное — как добиться естественности в общении с американцами в самых различных ситуациях. Усвоение этих сведений обеспечивается лексическими, грамматическими и иными упражнениями, ориентированными прежде всего на устную речь.

Последующие диалоги, основанные на изученной лексике и грамматике, демонстрируют ситуации, участником которых может стать обучаемый в реальной жизни. В диалогах вводятся и активизируются разговорные формулы и речевые клише, типичные для американского языка и отражающие типовые коммуникативные намерения участников диалога: установление контакта, побуждение к действию, выражение мнения и т. д.; специально учитываются типы отношений между участниками диалога (формальные, неформальные, нейтральные). Оригинальная система творческих речевых упражнений обеспечивает быстрое овладение материалом и надежную подготовку к реальной коммуникации на английском языке.

Окончательное закрепление материала урока осуществляется в форме ролевых игр, требующих совмещения полученных знаний в области страноведения, лексики, грамматики и идиоматики.

Специальный раздел урока посвящен написанию деловых и личных писем, заполнению и составлению официальных документов (от таможенной декларации до тезисов выступления).

Самостоятельно занимающимся по настоящему пособию рекомендуется изучать уроки в порядке их следования, поскольку каждый новый урок предполагает освоение всего комплекса страноведческой и языковой информации, содержащейся в предыдущих. В пределах урока также полезно следовать авторской логике подачи материала, постепенно переходя от чтения с целью извлечения страноведческих знаний к упражнениям, закрепляющим лексику и грамматические модели, и далее к восприятию на слух диалогов: успешность этой работы заданий напрямую зависит от того, насколько хорошо усвоен материал первой части урока. Выполнение письменных заданий является хоро-

шим способом закрепления пройденного. Естественно, что ролевые игры доступны лишь для работающих с учебником в группе.

Тексты и диалоги, включенные в учебное пособие, основаны на оригинальных образцах американского варианта английского языка и тщательно проверены носителями этого языка, в том числе профессиональными преподавателями английского языка как иностранного. Диалоги записаны группой американских преподавателей английского языка.

Учебное пособие апробировано на занятиях в разговорных группах Санкт-Петербургской кафедры иностранных языков Российской академии наук.

Оно рассчитано на 140–180 часов занятий. В комплект пособия входит аудиодиск с записью диалогов и некоторых текстов.

Аудиодиск создан в Фонограммархиве Института русской литературы РАН (Пушкинский Дом). Авторы благодарны сотруднику архива В. П. Шиффу за осуществление записи и гражданам США, принявшим в ней участие:

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Anthony Gerritsen, Fulbright Scholar;
Lawrence A. Moore, Brigham Young University, USA.

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Joy Janzen, USIS Teacher Training Fellow, St. Petersburg, Russia;
Dr. John W. Duke, USIS Teacher Training Fellow, St. Petersburg, Russia;
Dr. Linda Werbner, English Language Fellow Program, U.S. Department of State;
Prof. Sandra Thornton, Georgia Institute of Technology, USA;
Prof. TyAnna Herrington, Georgia Institute of Technology, USA;
Dr. Gregory Orr, English Language Officer, US Embassy, Moscow, Russia и его

коллегам по Информационному агентству Соединенных Штатов Америки.

Второе издание учебника существенно переработано с учетом пятилетнего опыта его использования. Обновлена подача лексического и грамматического материала, соответственно чему модифицирована система упражнений. Добавлены два новых урока: «University Education (Undergraduate School)» и «Job Interview», что позволило сделать учебник логически завершенным. В приложении (Appendix E) приведены особенности американского произношения и орфографии, а также специфически американская лексика, встречающаяся в текстах и упражнениях.

EDITOR'S NOTE

American English for Everyday and Academic Use is a textbook for classroom/individual study and is designed for adult learners whose command of English ranges from high school to college level and who need to improve both their understanding and active use of English in real-time communication.

American English for Everyday and Academic Use is among the few book published in Russia to be aimed at an integrated study of American English (lexis, grammar, phraseology, and pronunciation), which sets it apart from the bulk of similar publications traditionally aimed at British English. Special attention is given to improvement of speaking skills and listening comprehension.

The book's major goal is to help students develop appropriate response in person-to-person communication and advise them how to cope with many of the problems stemming from national and cultural features specific to the United States. Therefore, the book's special characteristic is that it offers a combined study of communication and culture.

Another goal of the book is to offer assistance, from the vantage point of both language and culture, to students (undergraduate, graduate, and Ph. D.), researchers, university faculty, etc. participating in international educational and scientific exchange with American colleagues. A separate section contains information on education and science in the USA; special attention is given to organization of scientific and business conferences, including truly unique materials on conference correspondence, presentation of papers and participation in discussions.

Each unit includes the four basic language skills — reading, listening, speaking, and writing with a special emphasis on listening comprehension and oral expression — and contains texts and dialogs with a sequence of exercises leading the student from passive acquisition to an active use of English. Lexical and grammatical exercises are designed to overcome difficulties common to students whose mother tongue is one of the Slavic languages.

The texts offer up-to-date information which is invaluable for anyone traveling across the Atlantic: visa application formalities, transportation problems, hotel accommodation, money and banking, shopping and eating out, recreation, culture and education, etc. Most importantly, the student is advised on how to use this information to communicate with Americans in a natural way. Acquisition of these skills is ensured by a combination of lexical, grammatical, and other exercises with a special emphasis on oral expression. The exercises provide a foundation for understanding the following dialogs, which describe a variety of situations the student may find him/herself in. The dialogs introduce conversational formulas characteristic of American English, that reflect a wide range of typical situations: starting a conversation, expressing an opinion, offering help, etc., with special attention to language register (formal, informal, neutral). An original system of creative exercises facilitates acquisition of the offered material and prepares the student for real communication in English.

Each unit culminates in a role play integrating the acquired language skills and cultural information.

A separate section in most units is devoted to developing writing skills ranging from private and business letters to filling out official forms (including a variety of consular documents) and writing abstracts.

Those who use this textbook for individual study are recommended to follow the suggested order of units: each new unit relies on linguistic and cultural information studied in the previous ones. Similarly, inside a unit, it is advisable to gradually proceed from the texts to grammar and lexical exercises and then to listening comprehension: successful work with the dialogs depends on how well the content, lexis, and structures of the texts have been assimilated. Written assignments are a good tool in further mastering the material of the unit. Naturally, role playing is possible only in class.

The texts and dialogs as well as the exercises are based on original examples of American English and were thoroughly reviewed by native speakers, including teachers of English as a foreign language. The dialogs were recorded by a group of American teachers of English.

Prior to publication, the textbook was extensively used in teaching intermediate to advanced students of the St.Petersburg Department of Foreign Languages, Russian Academy of Sciences.

The textbook is intended for 140–180 hours of classroom/individual study and is supplemented by a cassette with recorded dialogs.

The authors wish to acknowledge the support, advice and wise criticism offered by Dr. James Kenney, USIA, Washington D.C., USA;
Joy Janzen, USIS Teacher Training Fellow, St.Petersburg, Russia;
Dr. John W. Duke, USIS Teacher Training Fellow, St.Petersburg, Russia;

Dr. Linda Werbner, Fulbright Fellow, St. Petersburg, Russia;
Prof. Sandra Thornton and Prof. TyAnna Herrington, Georgia Institute of Technology, USA;

Prof. TyAnna Herrington, Georgia Institute of Technology, USA;

Dr. Gregory Orr, English Language Officer, US Embassy, Moscow, Russia, and his USIS colleagues.

The CD was created at the Phonogram Archive of the Institute of Russian Literature, Russian Academy of Sciences (Pushkinsky Dom). The authors are grateful to Vladimir P. Shiff for making the recording and to the following U. S. citizens for reading the dialogs:

Dr. Linda Werbner, English Language Fellow Program, U.S. Department of State;

Kathleen W. Sander, U.S. Fulbright Scholar, St. Petersburg State University;

Anthony Gerritsen, Fulbright Scholar;

Lawrence A. Moore, Brigham Young University, USA.

The present edition of the *American English for Everyday and Academic Use* has been considerably modified and updated based on the five-year experience in the classroom. Methods of introducing lexical and grammatical material have been partly changed as well as the system of exercises. Two new units have been added, «University Education (Undergraduate School)» and «Job Interview», making the textbook logically complete. Appendix E contains a brief overview of American pronunciation and spelling as well as a list of specifically American words occurring in the texts and exercises.

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Part I

Everyday Matters

UNIT 1. VISA APPLICATION



Subject matter: *Getting a visa for foreign travel*

Conversational formulas: *Making a request; making introductions; offering help; expressing gratitude*

Lexical study: *Time expressions (1)*

Structure study: *Modal verbs expressing obligation / necessity*

Writing: *Filling out a visa application form*

READING AND SPEAKING

Text 1

1. Answer the question before you read Text 1: What do you already know about getting a visa? Summarize your experience.
2. Read Text 1 and try to find the answer to the question: What is the quickest way of getting an American visa in Britain?

GETTING AN AMERICAN VISA (As seen by an Englishman)

In order to travel to the USA you need an American visa. An application form for an ordinary tourist visa can be obtained from a travel agent, at least in Britain. Instructions for filling it out* are given with each form, as is the address to which the completed form should be sent. Note that you need a form for each person, including children.

Once you have completed the form, you or your travel agent — travel agents can often do it quicker — will then have to send it to the United States Embassy, together with your passport, a passport-sized photograph, a stamped addressed envelope, and “evidence” that you intend to return to your native land. A note explaining that you

* For explanation of words and expressions marked with an asterisk see the end of each unit.

have a job/house/family/dog to come back to will usually do. You may also have to swear that your uncle is not a communist (It doesn't matter if he is — just swear that he isn't).

It may take up to four weeks to get the visa, though sometimes it can be much quicker or slower than that. If you are in a hurry, it is possible in Britain to go to the United States Embassy, line up* and wait. This process is tedious and may take hours, but it is quicker than four weeks.

For citizens of many countries, a tourist visa is normally valid indefinitely. This is true even after your passport has expired — you can then gain admittance to the USA by taking both your new, valid passport and the expired one containing the visa.

If you are going to the USA to work or study, your American employer or university are normally expected to send you the necessary forms and tell you what to do.

3. What new information about getting a visa have you obtained from the text? How different is it from your own experience?

Exercises

4. Study the list below and discuss with your fellow students what documents one needs (or doesn't need) in order to get an American visa. Begin with: *To get an American visa, I need/don't need (one needs/doesn't need) ...*

...a valid passport, an invitation, a birth certificate, a health insurance, a passport-sized photograph, a stamped addressed envelope, a driver's license, a political statement, a health certificate, a reference letter from a colleague, the schedule of the visit, a completed form, money to pay the dues, etc.

5. Most textbooks mention *must*, *have to*, and *need* as modal verbs expressing necessity. However, in dealing with contemporary spoken language, the following points should be considered:

1. In spoken AmE, *must* is seldom used to express necessity, except in emotional speech: *I really must go*. When addressed to another person, it sounds like a command or an official instruction: *This work must be done, whether you want it or not. At the border, travelers must declare the value of all goods bought abroad*. Note that *must not* does not denote absence of necessity but a very strong prohibition: *You must not touch this book ever again!* (For the use of *must* denoting probability, see Unit 7).
2. *Have to* (colloquial *have got to*) denotes necessity due to external circumstances: *I have to/I've got to go to the dentist*. *Need to* is used to speak of a person's own needs and wants: *She is very tired; she needs to sleep*. However, *have to* and *need to* are often interchangeable.

A. Choose between *have to/have got to* and *must* in the following sentences.

1. My friend doesn't like his new job. He often _____ work on weekends.
2. Notice in a picture gallery: Cameras, umbrellas and big-size bags _____ be left in the checkroom. 3. You _____ sign your visa application form before submitting it. 4. My tooth is bothering me. I am afraid I _____ go and see my dentist.
5. His eyesight is bad, he _____ wear glasses. 6. To buy this house, I took a bank loan, which I _____ repay with interest. 7. In this company all employees _____ to be at work at 8 a.m. 8. Doctor: You _____ give up smoking, you're ruining your health. 9. Father to son: You _____ do what Granny tells you. 10. John _____ cook his own meals, his wife is away on business.

B. Choose between *have to/have got to* and *need to* in the following sentences.

1. You can't apply for a visa now: first, you _____ get a new passport. 2. To file the application, I _____ be at the Embassy at 8 a.m. 3. My head is splitting, I _____ eat something. 4. I _____ pay a huge sum of money for my health insurance. 5. The Consulate is slow stamping Jim's visa and he _____ call them almost every day. 6. I am very worried about Bob. I _____ call him. 7. We _____ to figure out what we are going to do. 8. I _____ fill out three different forms and bring a photocopy of my passport. 9. Monica _____ get up at 6 a.m. to get to her office on time. 10. It's after eleven; Jay _____ be in bed.

6. *Have to* and *need to* differ in their forms.

Have to has present, future, and past tenses and uses standard auxiliaries to form tense and negative/interrogative forms: *I will have to go there. Do you have to leave? We didn't have to do it.* *Need to* can have both regular and irregular forms: *You don't need to/needn't help me. Do I need to/need I be there?* However, regular forms are much more common in contemporary AmE.

- A. Working in pairs, use *have to/need to* to ask about the necessity of doing the things listed below. Consider the following alternatives: you travel abroad a) as a tourist, b) as an invited guest, c) as a prospective student, d) on an academic exchange program, e) on business, f) under a working contract.**

Model. A: Did you have to buy a health insurance to get a working visa?

B: Yes, and it cost me a whole lot of money.

or No, but I had to get a health certificate.

go to a police station, a consulate, visit a travel agency, a doctor, consult a lawyer, go to the Ministry for Foreign Affairs/the Embassy/the Consulate/your institution's Foreign Relations Office, apply for a visa, fill out an application form, obtain an in-

visitation from the foreign employer/prospective host, receive a new passport, pay the dues, get a work permit/health insurance, etc.

B. Give a negative reply using *have to* and *need*. Point to the necessity of doing something else. Explain why it is necessary.

Model. A: Could you stay a little longer? (to hurry home).

B: I'm sorry I can't. I have/need to hurry home. I am expecting an important call.

1. Could we meet again tomorrow? (to leave tonight).
2. Could you lend me the collection of stories you bought recently? (to use them to write an essay).
3. Are you going to the party on Thursday? (to get ready for the interview)
4. What about having lunch together today? (to meet with the Consulate Visa Officer)
5. Can I mail your passport to the Embassy? (to be there in person)
6. Is my visa valid indefinitely? (to get a new one every time you travel)
7. Can you call the Consulate later? (to make an appointment for an interview)
8. Please consider my proposal. It's worth it (to think it over)

C. Share your experience. What was and what was not necessary for you to do to get a visa?

Model. When I was traveling to Canada as an exchange student, I had to ... but I didn't need to ...

D. Inform your friend or colleague what he/she will have/need to do to get a Schengen visa.

Model. To get a Schengen visa, you will have to ... but you won't need to ...

7. Use different forms of *have to* and *need to* to fill the blanks.

1. You _____ wait for me if you don't feel like it. 2. _____ I bring all these papers for the interview? 3. I remember what happened very well. You _____ tell me the whole story again. 4. I was late for the lecture and _____ take a taxi, as expensive as it was. 5. All the forms look perfect. You _____ worry. 6. I hate wasting time, but I _____ go and meet Harry at the airport. 7. Fortunately, the refrigerator was full and Susan _____ go out shopping. 8. _____ have another meeting on Friday? 9. Jim said he'd call tonight. He _____ ask you some important question. 10. I'm sorry you _____ go to that party tonight. You really look sick. 11. _____ I tell you how serious the situation is? 12. Good Lord! I _____ fill out all these forms in triplicate by tomorrow!

8. A. Getting a visa takes a long time and includes many stages. How long does it take to do the things listed below? Begin your answers with: *It takes ... weeks/days/hours/minutes to ...*

get an application form;
receive an invitation;
obtain a new passport;
fill out the forms;

to get a health certificate;
get to the Consulate/Embassy;
have the photographs ready;
stamp the visa.

B. Mr. Fast travels from New York to London on business every month. The trip takes a long time and includes many stages. How long does it take Mr. Fast to do the things listed below?

ET (Eastern time)

4.57—5.00

wake up

5.00—5.45

put himself in order

5.45—6.00

pack for the trip

6.00—6.20

have breakfast

6.20—7.00

drive to the airport

7.00—8.00

complete all the necessary formalities

8.00—3.20 p. m.

fly

GMT (Greenwich Mean Time)

10.20—10.40

rent a car

10.40—11.30

drive to the hotel

11.30—11.35

check in at the hotel

11.35—11.40

go out to buy a newspaper

11.40—12.40

get ready for the business meeting

C. Give the timing of the different stages of your previous travelling experience listed below and in sections A and B. Begin each sentence with: *It took me ... days/hours to ...*

reserve the ticket;
get the visa;
pack the luggage;
buy the souvenirs;

finish your current work;
get ready for the trip;
get to the airport/train station;
etc.

9. Your friends are planning a trip to Australia. Explain what they have to do in order to get there and how long it will take them to complete each stage of the trip. Begin each sentence with: *In order to ... you'll have to/need to ... or It'll take you ... minutes/hours/days/weeks to*

Text 2

10. Read Text 2. Find out when it is necessary for a foreign visitor to register with the local police.

RED TAPE (A British Visa)

Most people, tourists and business travelers alike, will encounter little red tape* in being admitted to England. Citizens of countries in the EEC (European Economic Community, also called the EC and the Common Market) need only proof of nationality, while citizens of most other countries need only a valid passport. A recent change is that citizens of India, Bangladesh, Ghana, and Nigeria must get a visa before coming to Britain. Most tourists are automatically granted a six-month stay.

If you want to stay in England for a longer period (to study or work, for example), you need a visa and have to show that you have enough money to support yourself during that time. Work permits for most jobs are difficult to get: you need to have professional qualifications or a high degree of skill or experience and must prove that no one in Britain or the EC can fill the position. You do not need a work permit, however, if you can prove that one of your grandparents or parents was born in Britain. Note that a student visa or work permit does not give you the right to residency after your course or job is finished. Long-stay visa holders must register with the local police on arrival (except for some Commonwealth citizens).

11. Study Text 2 and try to find answers to the following questions.

1. How do the rules vary in England for visitors from different countries?
2. What are the conditions of getting a work permit in England for people of different origins?

Exercises

12. A. Below are some words you have come across in this unit. Consult texts 1 and 2 to find synonyms or words with related meanings in lists A and B; try to explain the differences, if any:

A. skill
red tape
residency
wait
grant
obtain

B. bureaucracy
citizenship
forever
experience
expect
usually

indefinitely	give
invalid	evidence
complete	fill out
proof	expired
normally	gain

B. Pay special attention to the similarity and difference in meaning between *wait* and *expect*. Note that *to expect* has the general meaning to anticipate, to look forward to as due, proper, or necessary, while *to wait* means to remain inactive until something expected takes place, as in "We expect you at seven tomorrow", "I waited for you all day yesterday". Study the situations below and choose the right verb in each situation.

1. Have I kept you (waiting, expecting)? I'm terribly sorry, I had to collect my baggage.
2. This flight is seldom late; it is (expected, waited) to arrive on time.
3. My wife is coming tomorrow. I cannot (expect, wait) to see her.
4. There isn't usually much red tape in getting transit visas. I (wait, expect) to get mine in two days.
5. I have nothing to declare, so I (expect, wait) that I won't have to stand in line.
6. We'll have to (wait, expect) for the rain to stop. I left behind my umbrella.
7. Tomorrow is my birthday and I'm (waiting, expecting) some friends of mine to come by.
8. I've applied for a new job and (wait, expect) an invitation for an interview in a few days.

13. Use the words and patterns you have studied to discuss the following points.

1. Ways of getting American and British visas.
2. Peculiarities of obtaining a visa for foreign travel in your own country.
3. The necessity of exit and entrance visas.

LISTENING AND SPEAKING

Dialog 1

14. Listen Dialog 1 on tape and try to guess where the conversation is taking place.

15. Listen Dialog 1 again and repeat after each speaker. Follow the script below, if necessary.

I have an appointment

RENSKY: Excuse me, I have an appointment with Mr. James Peters at three o'clock.

GUARD: Your name, please?

RENSKY: I'm Dr. Rensky of the Academy of Sciences.

GUARD: That's right, Dr. Rensky. Mr. Peters is expecting you. Would you mind leaving your bag here? Mr. Peters will be right down.

RENSKY: Sure, thanks.

16. Read Dialog 1 in pairs; trade roles. Reproduce Dialog 1 in pairs.

Exercises

17. In the text of Dialog 1 find how the guard makes a request and how Rensky reacts to it.

18. Study various ways of making a request and possible reactions ranging from informal to very polite.

Can you wait a moment?

OK.

Could you tell me the time, please?

Sure.

Do you think you could help me?

Yes, all right.

I wonder if you could do me a favor?

Yes, of course.

Would you mind showing your passport?

Certainly.

I wonder if you could possibly call me at my office?

By all means.

NOTES: 1. A useful negative reaction to a request is: *I'm sorry, I can't* (followed by an explanation).

— Could you help me fill out this form, please?

— I'm sorry, I can't. I've lost my glasses.

2. *By all means* expresses emphatic agreement.

— Do you think you could help me?

— By all means.

It is not to be confused with *by any means* = in any way possible.

19. Working in pairs, use the above formulas in the following situations and let your partner reply.

1. You want a guard to show you the way to the visa section.

2. You want your secretary to type a letter.

3. You want your sister to call back later.

4. You want your Foreign Relations Officer to call you as soon as your passport is ready.
5. You want your friend to help you with your report.
6. You want your colleague to wait for you a moment.
7. You want a clerk to help you with some papers.
8. You want to leave a message for Mr. Peters with his secretary.
9. You want a policeman to direct you to the nearest post-office.
10. You want a consulate official to answer a few questions.

Dialog 2

20. Listen to Dialog 2 and answer the question: *Did Rensky have any problems?*
21. Listen to Dialog 2 again and repeat after each speaker. Follow the script below, if necessary.

Nice to meet you!

PETERS: Ah, Dr. Rensky? I'm James Peters.

RENSKY: How d'you do, Mr. Peters. Nice to meet you.

PETERS: How do you do. Did you have any problems finding us?

RENSKY: Not really. In fact, I've been at the Consulate before.

PETERS: Oh, I see. Now, why don't we go up to my office? It's right over there.

RENSKY: Certainly.

22. Read Dialog 2 in pairs; trade roles. Reproduce Dialog 2 in pairs.

Exercises

23. In the text of Dialog 2 find the expressions Rensky and Peters use to introduce themselves.
24. Study the following conversations and read them aloud. In your opinion, where might they take place?
 - A. How do you do? My name's Jack Mitchell.
 - B. How do you do? I'm Victoria Smith. I think I've read your book.
 - A. Hello! You must be Millie. I'm Fred, your husband's cousin.
 - B. Oh hi, Fred, good to meet you! I've heard so much about you.
 - A. Excuse me. I don't think we've met before. I'm Michael West of the University of Nebraska.
 - B. How do you do, Dr. West. I'm happy to meet you.

- A. May I introduce myself: Paul Simon, Director of International programs.
- B. Pleased to meet you. I've been looking forward to meeting you.
- A. Ken, let me introduce Tom Rogers, our visiting professor. Tom, this is Ken Brown, our dean.
- B. How d'you do, Dr. Brown! Pleased to meet you.
- C. How d'you do, Prof. Rogers! Welcome to our school.
- A. Rita, I'd like you to meet Bill Fargo, my husband's brother. Bill, this is Rita.
- B. Nice to meet you, Rita!
- C. Nice to meet you.
- A. Have you met Anna Harris? She is back after a year in Australia.
- B. Oh hi, Anna, nice to meet you. I'm Sam Foote, but everybody calls me Bud. How was Australia?
- C. Hi, Bud! Australia was great!

25. React to the following introductions. Work in pairs.

- 1. How do you do? I'm John Larsson.
- 2. Excuse me. I don't think we've met before. My name's Paul Simon.
- 3. Hi! I'm Sarah.
- 4. Let me introduce myself: Karen Young, Assistant Professor.
- 5. Hello! I'm Phil Hesser. Are you Jennie's brother?
- 6. Excuse me, my name's Lina Brown.
- 7. Have you met my wife? Liz teaches at the College of Engineering.
- 8. I'd like you to meet my son Billy. Billy, this is Colin Powell.
- 9. Let me introduce my friend from Sweden Sven Seaberg.

Dialog 3

- 26. Listen to Dialog 3 and answer the question: Does Rensky have to extend his visa?
- 27. Listen to Dialog 3 again and repeat after each speaker. Follow the script below, if necessary.

What can I do for you?

PETERS: Please take a seat. What can I do for you, Dr. Rensky?

RENSKY: I've come to apply for a visa to the United States. I've received an invitation to work at Stanford University under an exchange agreement from late August through December.

PETERS: You have your passport ready, I guess*?

RENSKY: Both the passport and the photographs.

PETERS: Then you'll just have to fill out the visa application form.

RENSKY: Well, the problem is I'd like to stay after the end of the semester to see some friends in Georgia. Do I have to extend my visa?

PETERS: You needn't bother if it is only for a week or two. Just indicate the dates you want in the application.

28. Read Dialog 3 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

29. In the text of Dialog 3 find the way Peters offers help and Rensky reacts.

30. Study the following offers of help, then choose suitable replies.

Offers

Replies

1. What can I do for you?

2. May/Can/Could I help you with your coat?

3. Should I get this book for you?

4. Would you like me to type it for you?

5. Let me help you open the lock.

6. May/Can I help? Your bags look very heavy.

7. I'll find it for you.

8. Shall I close the window?

a. Oh, yes, please, it's getting cold.

b. Thank you, you're very kind. I'm a bad typist.

c. No, thanks. I'll just leave them in the car.

d. Thanks, it's all right. I can manage.

e. That's nice of you, thanks. I'm afraid it's broken.

f. Don't bother, I'll get it.

g. I need a ticket to Boston, please.

h. Don't bother, I can find it myself.

NOTE: Phrases with *Shall I ... ?* (*Shall I close the window?*) sound more British than American.

31. React to the following offers. Work in pairs.

1. Perhaps I could send your passport directly to your office?

2. Let me open the door for you.

3. May I do anything for you?

4. Would you like me to call you in the evening?

5. I'll photocopy this letter for you.

6. Let me show you the way.
7. What can I do for you?
8. Could I put your papers in an envelope for you?

32. Working in pairs, offer help (use several variants if you can) to someone who:

1. is standing helplessly in the middle of the hall;
2. is having trouble with his/her pen;
3. is carrying a heavy suitcase;
4. doesn't know how to fill out a form;
5. has finished his/her cup of coffee;
6. can't reach a book on the top shelf;
7. doesn't know how to get home;
8. is tired of typing his/her documents;
9. looks hot and thirsty.

Let your partner react to each offer. Trade roles.

Dialog 4

33. Listen to Dialog 4 and answer the question: When will Rensky receive his papers?
34. Listen to Dialog 4 again and repeat after each speaker. Follow the script below, if necessary.

I appreciate your help

PETERS: Well, that's about it, I guess.* Now, if there's anything else I could do—
 RENSKY: Oh, I'm sure I've kept you long enough. You have been most helpful. I'll send you the papers early next week. And I really do appreciate your help, Mr. Peters.
 PETERS: That's OK. Please don't hesitate to call me if you have any questions.
 RENSKY: Thanks. It was good to meet you.
 PETERS: It was good to meet you. Bye!
 RENSKY: Good-bye.

35. Read Dialog 4 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

36. In the text of Dialog 4 find how Rensky expresses his gratitude and how Peters reacts.

37. Study the following expressions of gratitude.

Gratitude

Replies

Thanks (a lot) for your patience/being so patient.

Anytime.

Thank you very much indeed for the explanation/explaining it.

That's all right.

You're welcome.

It was very kind/nice of you to help me.

My pleasure.

I'm very grateful to you for your assistance/taking all this trouble.

I'm glad I was able to help.

I appreciate it/your help/concern.

NOTE: Use **Thanks** anyway to express your gratitude to someone who has tried to help you but failed:

— I am sorry, I did my best, but it was no use.

— Well, thanks anyway.

38. Express your gratitude in the following situations and let your partner react:

1. your boss has offered you a promotion;
2. a stranger has opened a door for you;
3. a colleague has helped you to read the proofs of your book;
4. your friends have brought you flowers/a bottle of wine for your birthday;
5. a passer-by has explained in every detail how to get to the station;
6. the dean has said he is going to support your proposal;
7. your classmate has asked you to lunch;
8. a student has shown you the way to the library.

ROLE PLAY

39. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A professor is making arrangements with the University's international relations officer to apply for an academic exchange visa. The officer asks for the details of the proposed trip abroad.

Strategy.

Professor

Officer

Introduces him/herself

Offers help

States his/her problem; makes a request

Asks for details (purpose, dates, destination, etc.)

Gives the details

Promises help

Expresses gratitude

Replies to the expression of gratitude

Situation 2. A graduate student asks a Consulate clerk if he/she can get a work permit for the duration of his/her education in the USA. He/she only has a student visa.

Strategy.

Student

Clerk

Attracts the clerk's attention

Offers help

Introduces him/herself Makes a request

Requires an explanation

Gives an explanation (need to pay for tuition, lodgings, etc.)

Promises help

Expresses gratitude

Closes the conversation

WRITING

40. Make up a list of things to do to get a visa. Be careful not to miss anything.
41. Fill out the visa application form (Appendix A). Make sure that you answer all the questions.

Commentary

fill out (AmE, *American English*) = **fill in** (BrE, *British English*), **complete**.

line up (AmE) = **queue up** (BrE)

red tape — unnecessary official rules that delay the action.

I guess (AmE) = casual for *I think/believe*.

that's about it = that's all.

UNIT 2. GETTING READY TO FLY



Subject matter: *Customs regulations and airport routines*
Conversational formulas: *Asking for information, questioning techniques; giving instructions*
Structure study: *Have + noun + Participle II, special questions*
Writing: *Filling out a customs declaration*

READING AND SPEAKING

Text

1. Answer the question before you read the text: What regulations exist in your country concerning export of currency and goods?
2. Read the text. How different are customs restrictions imposed on US residents from those imposed on visitors entering the USA?

CUSTOMS REGULATIONS

Before boarding the plane, you are requested to present a valid passport together with a customs declaration* ensuring that you are not violating any of your country's laws. Thus, it is important to know the existing regulations concerning the export of currency and goods (merchandise). Upon arrival in the United States, you will have your passport inspected by the Immigration Service.* Occasionally you may have your luggage checked by a Customs officer. This is done to prevent importation of goods which for various reasons (economic, health, security, etc.) appear undesirable to the country's administration.

That is why it is equally important to be aware of restrictions imposed on travelers entering a foreign country.

The US Customs Service supplies all people coming to the United States with details of currently existing regulations. They are to be found at the back of the customs declaration form:

WARNING

The smuggling or unlawful importation of controlled substances* regardless of amount is a violation of U. S. law.

Accuracy of your declaration may be verified through questioning and physical search.

Agricultural Products

To prevent the entry of dangerous agricultural pests the following are restricted: Fruits, vegetables, plants, plant products, soil, meats, meat products, birds, snails, and other live animals or animal products. Failure to declare all such items to a Customs/Agriculture Officer can result in fines or other penalties.

Currency and Monetary Instruments

The transportation of currency or monetary instruments,* regardless of amount, is legal; however, if you take out of or bring into (or are about to take out of or bring into) the United States more than \$10,000* (U. S. or foreign equivalent, or a combination of the two) in coin, currency, traveler's checks or bearer instruments such as money orders, checks, stocks or bonds, you are required by law to file a report with the U.S. Customs Service. If you have the currency or instruments carried for you by someone else, you must also file the report. Failure to file the required report or false statements on the report may lead to seizure of the currency or instruments and to civil penalties and/or criminal prosecution.

Merchandise

U.S. residents must declare the total value of all articles acquired abroad (whether new or used, whether dutiable* or not, and whether obtained by purchase, as a gift, or otherwise), including those purchases made in duty free stores in the U.S. or abroad, which are in their or their family's possession at the time of arrival. Visitors must declare the total value of all gifts and commercial items, including samples they are bringing with them.

The amount of duty to be paid will be determined by a Customs officer. U.S. residents are normally entitled to a duty free exemption of \$400* on those items accompanying them; non-residents are normally entitled to an exemption of \$100. Both residents and non-residents will normally be required to pay a flat 10 % rate of duty* on the first \$1,000 above their exemptions.

3. Study the text and answer the following questions.

1. What substances are restricted for importation? 2. What are the reasons for customs restrictions? 3. What articles must be declared by U.S. residents and visitors? 4. What penalties may be imposed for violating U.S. Customs regulations? 5. What are the regulations for importing currency and monetary instruments? 6. What is the difference in duty free exemption for US residents and non-residents?

Exercises

4. In the text find 3 sentences containing the structure *have + noun + Participle II*. Note that this structure is used to avoid mentioning who is going to perform the action. Paraphrase the following sentences using this model.

Model. A customs official will inspect your passport ⇒ You will have your passport inspected.

1. They photocopied the article for me.
2. My watch was repaired at the watch repairer's.
3. I will ask them to type and staple these papers.
4. My old shoes were repaired.
5. They installed a new fax machine in my office.
6. Bill's luggage was checked at the airport.
7. Your telephone must be replaced.
8. They will search your bag at customs.

5. Answer the following questions using the structure *have + noun + Participle II*.

What are you going to do if ...

1. ... your watch is broken? (*repair*)
2. ... your old jacket is falling apart? (*to mend*)
3. ... your hair has grown too long? (*to cut*)
4. ... you don't want to carry your luggage to your room? (*bring*)
5. ... your house needs a new coat of paint? (*paint*)
6. ... you want to make sure your letter doesn't get lost? (*register*)
7. ... the wallpaper in your room is old and dirty? (*change*)
8. ... your eyesight is bad? (*examine*)

6. Note the difference between the structures in exercises 4 and 5 and the Perfect tense forms: *I had the work done* (i.e. somebody did it for me). ⇔ *I have done the work* (myself). Make up sentences based on the information in brackets. Use the

have + noun + Participle II structures or Perfect tenses depending on who performs the action.

1. repair Jack's car (a garage mechanic has done the job);
2. take my luggage to the airport (I have done it myself);
3. dye Lucy's hair (at the Wella salon);
4. register my letter (at the post office);
5. paint our living room pink (we didn't need a painter);
6. type this letter (I have a typewriter);
7. take your things up to your room (I'll ask the bell boy);
8. deliver your ticket to your home or office (the agent was paid to do this job).

7. Make up when?, why? and where?-questions to fit the answers below. Note that in answering a question it is customary to put the essential information at the end of the sentence.

1. Bill had his hair cut at the nearest hair stylist.
2. I had my letter registered because it is very important.
3. Paul had his thesis typed last week.
4. Mrs. Kim has food delivered to her home because she's elderly.
5. We'll have our house painted next summer.
6. You can have your watch repaired just around the corner.
7. I can have this letter sent by e-mail, it's faster.
8. We'll have the new computer installed in Sue's office.

8. Study the chart below and try to find answers to the following questions. Explain how you came up with the answer.

1. Can you bring in 7 liters of table wine bought in a Paris supermarket?
2. Can you import 20 packs of cigarettes and 50 cigars if you got them at the airport in Frankfurt?
3. Can you carry two cartons of cigarettes if you are traveling with your 14-year-old son?
4. Can you bring in a 300-gram bottle of toilet water from Budapest?
5. Do you think that citizens of EC countries have an advantage in importing goods?

Duty-free allowance	
Goods obtained duty and tax free or goods obtained outside the EC	Goods obtained duty and tax paid in the EC
Tobacco products	
200 cigarettes (1 carton) or 100 cigarillos or 50 cigars or 250 grams of tobacco	300 cigarettes or 150 cigarillos or 75 cigars or 400 grams of tobacco
Alcoholic drinks	
2 liters of still table wine 1 liter over 22% vol. (e.g. and strong liqueurs) or 2 liters not over 22% vol. (e.g. low-strength liqueurs or fortified wines or sparkling wines) or A further 2 liters of still table wine	5 liters of still table wine spirits 1.5 liters over 22% vol. (e.g. spirits and strong liqueurs) or 3 liters not over 22% vol. (e.g. low-strength liqueurs or fortified wines or sparkling wines) or A further 3 liters of still table wine
<i>Persons under 17 are not entitled to tobacco and drinks allowances</i>	
Perfume	
50 grams (60 cc or 2 fl oz)	75 grams (90 cc or 3 fl oz)
Toilet water	
250 cc (9 fl oz)	375 cc (13 fl oz)

9. Discuss the following points using words and structures you have learned.

1. Customs restrictions: can we do without them?
2. Your own/your friend's experience with a customs official.

LISTENING AND SPEAKING

Dialog 1

10. Listen to Dialog 1. When does Dr. Rensky have to be at the airport?

11. Listen to Dialog 1 again. Follow the script, if necessary.

Confirming a flight

CLERK: Hello? Delta Airlines at your service.

RENSKY: Oh, uh, hello, I wonder if you could help me. I'd like to confirm my flight to New York.

CLERK: Certainly, sir. Could you give me your name, please?

RENSKY: The name's Alex Rensky, R-E-N-S-K-Y.

CLERK: The date, and flight number, please?

RENSKY: I'm leaving on the twenty-third of October, flight DL 33206.

CLERK: Thank you, sir. Would you mind holding on while I check?

RENSKY: Not at all.

(A few moments later)

CLERK: Are you there, sir? Your flight has been confirmed for the twenty-third of October, flight DL 33206.

RENSKY: Thanks ... Er, something else I'd like to know ... When do I have to be at the airport?

CLERK: At least an hour before the flight. Don't be late for check-in, sir!

RENSKY: Thank you so much.

12. Read Dialog 1 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

13. In the text of Dialog 1 find the expressions used by the speakers to ask for information.

14. Study some phrases used to ask for information ranging from less formal to more formal.

Do you have any idea when our flight leaves?

Excuse me, do you know how to get to the airport?

Can/Could you tell me where the check-in counter is, please?

Do you happen to know if flight BA 7685 is on time?

I wonder if you could tell me TWA's phone number?
Sorry to trouble you, but do I have to confirm my flight?
I hope you don't mind my asking, but I'd like to know who will pay for my travel expenses.

15. How would you ask a question about the following? Use phrases you learned earlier to attract the other person's attention; let other students supply suitable answers.

1. today's date (to your teacher);
2. shortest way to the airport (to a police officer);
3. your boss's wife's name (to your boss);
4. the time of Helen's return (to your close friend);
5. your new colleague's professional background (to another colleague);
6. the nearest pay-phone (to a passer-by);
7. your arrival time in New York (to the flight attendant);
8. a person's native country (to your neighbor on the plane).

16. Working in pairs, make up questions to fit the following answers.

1. Oh, it's just around the corner.
2. On the 19th of April, 1977.
3. Susan, Susan Hill.
4. Pay-day is Friday.
5. Oh, it came in the mail with some other letters.
6. Just your passport and two photographs.
7. One semester, January through early May.
8. It will only take you a few minutes.

17. Ask your fellow-students questions about three pieces of general information and three pieces of personal information. Take care to be very polite when asking personal questions.

18. The use of the expressions listed above may depend on the social roles of the speakers and on the nature of the information asked for: simple facts, complicated information, personal information. What might be wrong about the following questions?

1. I hope you don't mind my asking, but could you tell me what time it is now?
2. Do you happen to know the principles of quantum mechanics?
3. Is your wife really a Filipino?
4. By the way, is it true that you are a professor?
5. Do you have any idea where your wife might be?

How would you change these questions to make them more appropriate?

Dialog 2

19. Listen to the dialog. Where is Dr. Rensky going to have his luggage inspected?

20. Listen to the dialog again. Follow the script, if necessary.

Checking in

CLERK: Next, please!

RENSKY: Here's my ticket.

CLERK (*taking the ticket and looking at the computer screen*): Everything's OK.
Would you like an aisle or window seat?

RENSKY: Window seat, please.

CLERK: OK ... Here's your ticket and boarding pass. Your flight departs from gate G5 on the upper level.

RENSKY: Where do I have my luggage inspected?

CLERK: The luggage inspection area is right in the center of the hall. Anything else I can do for you?

RENSKY: Well, in fact there is one other thing. How do I go about changing planes at Frankfurt?

CLERK: Oh that's easy. The first thing you have to do is to listen to what the flight attendant will say on the PA system.* Make sure you remember the gate number, OK?

RENSKY: Yes.

CLERK: Fine! Now the next thing you do when you get off the plane is go to the gate. At the gate you will have your luggage inspected.

RENSKY: All my luggage?

CLERK: Only your carry-on luggage.* The rest will go directly to the plane. After you've done that, you can either stay in the waiting area or go shopping, but after that they will want to look through your luggage once more. Do you see what I mean? You'll have your passport and ticket checked again. So be careful to have them handy. Is that clear?

RENSKY: Absolutely! Thank you!

21. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

22. In the text of Dialog 2, find the expressions the clerk uses to give instructions and to check Rensky's understanding.
23. Study the lists of expressions used to give instructions and check understanding.

Giving instructions

First you ... , then you
It's like this: first you
This is how you do it: you
You should follow this procedure:
The first thing you have to/should do is The next thing you do is After you've done that, you Then you Finally, you

Checking understanding

Do you follow me?
Are you with me?
Do you see/know what I mean?
I hope that's clear?
Does that make sense?
OK?/Right?
Do I make myself clear?

24. Take turns giving instructions to your fellow student on the following matters. Make sure that he/she has understood. After each item, let him/her repeat the instructions as a coherent story.

1. how to get a visa for foreign travel;
2. how to order an airplane ticket;
3. how to confirm his/her flight;
4. how to get to the airport by public transport;
5. what to do with his/her luggage at the airport on departure and arrival;
6. how to change planes.

25. In pairs, work out a set of instructions for each of the activities listed below, then explain to another pair how to do one of these activities, answering all their questions. Let them offer the instructions to the rest of the class and give your opinion. Then swap roles.

1. how to copy a file on a computer;
2. how to make a good cup of tea/coffee;
3. how to cook your favorite dish;
4. how to use a microwave/dishwasher.

ROLE PLAY

26. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A guest asks a hotel clerk to confirm his/her flight.

Strategy.

Guest

Clerk

Attracts the clerk's attention

Offers help

Expresses his/her request

Asks relevant questions (name, date, destination, company, etc.)

Answers

Promises help

Expresses gratitude

Replies

Situation 2. A passenger is checking in for a flight. The clerk inquires about his preferences. The passenger then asks how to get to gate 24.

Strategy.

Passenger

Clerk

Expresses his intentions

Asks about preferences

Answers

Returns the ticket

Asks for information

Gives instructions

Expresses gratitude

Replies

WRITING

27. Fill out the customs declaration (Appendix B).

Commentary

U. S. Immigration Service is concerned with passport and visa control of all foreign visitors. *Immigration* in that sense does not necessarily mean entering another country for permanent residence.

customs declaration — a written declaration of imported or exported goods and money. **Customs office** — a place where travelers' belongings are inspected when leaving or entering a country. Note that the form is always plural and is not to be confused with *custom* = 'habit, tradition, usual practice'.

controlled substances — substances whose importation is prohibited (e.g. narcotics, etc.).

monetary instruments — financial documents.

\$10,000 — note that in English (,) is used to facilitate the reading of numerals; (.) is used to denote decimal fractions: 1.5; .5 (=1/2).

dutiable = for which duty is to be paid.

duty free exemption of \$400 — no duty is paid on the first \$400 worth of goods.

a flat 10% rate of duty = 10% of the value of goods with no interest.

PA system — public address system, internal radio.

carry-on luggage = hand luggage.

UNIT 3. IMMIGRATION AND CUSTOMS FORMALITIES



Subject matter: *Going through immigration and customs formalities*

Conversational formulas: *Expressing intentions; giving reasons*

Lexical study: *Phrasal verbs*

Structure study: *The Subjective Infinitive Construction*

Writing: *Filling out an immigration form*

READING AND SPEAKING

Text

1. Discuss in class: How much do you know about immigration and customs formalities in the English-speaking countries? In what ways are they different from those in your country?
2. Read the text. What forms do you have to fill out on the plane?

IMMIGRATION AND CUSTOMS

On the plane to the USA you will be given an immigration form and a customs form to fill out. (It's a good idea to have a pen and your passport handy — unless you have memorized your passport number as well as the date and place of issue of your visa.)

On your immigration form there is a small space in which you are supposed to write your address in the USA, which is rather inconvenient if you are going to be traveling about the country. In that case it is best just to put down where you are staying the first night.

On arrival in the USA the immigration officer will check your visa and the immigration form. You will be given a copy of this form to keep in your passport — often

they staple it in for you. You are supposed to hand this copy in when you leave the country (unless you are leaving to visit Canada or Mexico and intend to return to the USA within thirty days before going back home). This is generally done at the airline desk when you check in for your return flight, as there are usually no passport checks when you leave the USA. However, nothing terrible seems to happen if you don't hand the form in.

The immigration officer will stamp on the immigration form how long you are entitled to stay in the USA. Make sure that he or she knows how long you want to stay.

After immigration comes customs, and somewhere along the line you will be relieved of your customs form. Although there is now a red channel/green channel system as in many other countries (red if the traveler has something to declare, green if he/she doesn't), you still actually have to come face to face with the customs officer. You are quite likely to be asked to open your bags — American customs officers are justified to feel the need for extra security. Keep your passport out even though they often give returning Americans a much harder time than visitors.

It is important to note that you are not allowed to take into the USA any fresh fruit, fresh vegetables, butter, milk, fresh meat or plants.

3. Try to choose the correct answers without consulting the text.

1. Which of the following things will you need on the plane to fill out your immigration and customs forms? (your ID, * passport, pencil, staple, ticket, pen, visa).

2. What information is necessary to fill out these forms? (your home address, your spouse's name, your place of birth, your passport number, your address in the USA, your occupation, date and place of issue of your passport/visa).

3. What officers do you have to face on arrival in the USA? (your airline representative, a customs officer, the police, an immigration officer, your consulate representative).

4. Which of the following are you not allowed to take into the USA? (butter, sweets, dried vegetables, fresh fruit, canned meat, plants, soft cheese, sausage, milk, fresh meat).

Exercises

4. Can you explain the difference in meaning between single verbs (column A) and phrasal verbs (column B)? Use a dictionary if necessary.

A. to fill	B. to fill out/in
to put	to put down
to staple	to staple in
to hand	to hand in
to check	to check in

5. Supply in/out/down where necessary.

1. The customs officer will check _____ your luggage. 2. The test is over; please hand _____ your papers. 3. I was asked to put _____ my name and address. 4. Could you fill _____ this form for me? 5. I'd like to staple _____ these two documents together. 6. Should I put _____ my luggage on the counter for inspection? 7. The waiter filled _____ the cups with coffee. 8. What's wrong with the umbrella? Hand it _____ to me. 9. At what desk do I check _____ for my flight? 10. Let me staple this form _____ for you.

6. A. In the text find sentences beginning with: *You are supposed to ... ; Nothing terrible seems to ... ; You are quite likely to ... ; They certainly seem to ... ; You are entitled to Make sure you understand their meanings.*

B. Combine phrases from columns A, B, C to produce as many sentences as you can.

A. You	B. is supposed	C. to remember my passport number.
Jim	are expected	to be late as usual.
Passengers	is likely	to hand in the forms.
I	is certain/sure	to arrive at 6 p.m.
The plane	am supposed	to be very tired.
The officer	seems/appears	to stay in the USA six weeks.
We	are entitled	to ask you to open your bags.
Your passport	happen	to have expired.

7. You are talking to an airport official. How would he/she answer your questions? Use the words in brackets in structures studied in exercise 6; work in pairs.

Model. When will he be here? (expected) \Rightarrow When is he expected to be here?

1. Do I have to remember my passport number? (expected)
2. When am I to go through passport control? (supposed)
3. What questions will the customs officer ask? (likely)
4. When do you think the plane will land? (expected)
5. How long may we stay in the USA? (entitled)
6. What address should I write on the immigration form? (supposed)
7. Who has the right to check my visa? (entitled)
8. When should I check in for my flight? (supposed).

8. Use structures with seem/be likely/be sure/be certain to show that you are sure about something to a lesser or greater degree.

LESS SURE \Rightarrow isn't likely \Rightarrow seems/appears \Rightarrow is likely \Rightarrow
is sure/certain \Rightarrow **MORE SURE**

1. There's no doubt the immigration officer will check your visa.
 2. They probably have a red channel/green channel system at this airport.
 3. You won't have a passport check when you leave the USA.
 4. It looks as if American customs officers are too busy.
 5. It is possible Dick will meet us at the airport.
 6. He thinks he remembers his passport number.
 7. The American Customs will certainly take away your apples.
 8. I don't think the customs formalities will take a long time.
9. You are talking to a friend. How would he/she answer your questions? Use the words in brackets in structures studied in exercise 8; work in pairs.

Model. Is there any hope we'll catch that plane? (sure) \Rightarrow We're sure to catch it. Don't worry.

1. Do you think the airport will be very busy? (likely)
 2. I wonder if the plane will arrive on time? (sure)
 3. Do you have the impression that the American customs officers are not busy? (seem)
 4. Do you think someone will meet us in New York? (sure)
 5. Will they check my luggage when I leave the USA? (not likely)
 6. Is it possible to find a taxi at the airport? (certain)
 7. Do you remember your wife's passport number? (seem)
 8. Is there a chance they will check my home address? (not likely).
10. Discuss the following points using words and structures you have studied.
1. Speak of the advantages and disadvantages of the red/green channel system in airports.
 2. Compare American customs regulations with those in your country.

LISTENING AND SPEAKING

Dialog 1

11. Listen to Dialog 1. What is the immigration officer concerned about?

12. Listen to Dialog 1 again. Follow the script, if necessary.

Immigration

IMMIGRATION OFFICER: Next, please!

RENSKY: Hello!

OFFICER: Good morning, sir. May I see your passport, please?

RENSKY: Sure, here you are.

OFFICER: Where are you going to stay in America, Mr. ... uh ... Rensky?

RENSKY: I've been invited to give lectures at Stanford. But I plan spend a few days in New York first.

OFFICER: Do you happen to have the invitation?

RENSKY: Oh yes ... yes, it must be here somewhere ... There you go.

OFFICER: Right. How long are you planning to remain there?

RENSKY: Actually, I'm not sure. My original intention was to stay till the end of December, but my work may take a little longer.

OFFICER: Your visa expires on the first of January, so you'd better make sure you extend it in advance.

RENSKY: Thanks, I will. Is that all?

OFFICER: Yes, sir. Here's your passport.

RENSKY: Oh, and where do I collect my luggage?

OFFICER: The baggage claim* is a little further down that way. Welcome to the United States, Mr. Rensky!

13. Read the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

14. In the text of Dialog 1, find phrases expressing the speaker's intention.

15. Study the following list of phrases used to express intention.

I'm going to see them on Friday.

I'm thinking about extending my visa.

I think I'll take a taxi.

I've decided to travel alone.

I'm planning/I plan to stay here until June.
I intend/My intention is to cancel my flight.

Use the phrases you have studied to express your intention in the situations given below. Work in pairs.

- A. How long do you plan to stay in the USA?
B. _____ to leave at the end of the semester.
- A. Have you made up your mind about the tickets?
B. Yes, _____ travel economy class; it's much cheaper.
- A. What time should we expect you in Berkeley?
B. _____ come around Christmas.
- A. Have you made any plans for this summer?
B. Well, _____ going to Palm Beach if I can afford it.
- A. When do you think you will call Maggie?
B. _____ try Monday night.
- A. Are you flying to Frankfurt?
B. No, _____ I'll take a train.

16. You can also express intention by using the Present Continuous forms of most verbs: *I am intending to see John tomorrow* ⇒ *I'm seeing John tomorrow*. Paraphrase the following questions using Present Continuous and let your fellow students supply suitable answers:

1. Are you planning to stay at a hotel in New York?
2. Are you going to take a taxi from the airport?
3. When do you intend to leave?
4. Do you plan to stop in Atlanta overnight?
5. When do you expect to meet Dean Bailey?
6. Who do you think will meet you at the station?
7. Are you intending to work late on Thursday?
8. Where are you going to spend the week-end?

17. Study the different ways of saying how strong your intention is.

DEFINITELY:

I'm certainly going to give up smoking.
I fully intend to work hard on this program.

PROBABLY:

I'm hoping to spend the vacation on the seaside.
I think we'll go out tonight.

PERHAPS:

I'm thinking about/considering taking up yoga.

I thought I might leave a message for him.

PROBABLY NOT:

I don't think I'll go abroad this year.

I don't (really) feel like walking in the rain.

DEFINITELY NOT:

I'm definitely/certainly not going to invite them.

I have no intention (whatsoever) of signing this paper.

Use these expressions to talk about your intentions to visit some of the following countries.

Japan

the Netherlands

the USA

Italy

Russia

Australia

China

Mexico

Kenya

Sweden

Nepal

Switzerland

Poland

the UK

Cuba

Canada

Dialog 2

18. Listen to Dialog 2. Why did the customs officer ask Rensky to turn on his computer?

19. Listen to Dialog 2 again; follow the script, if necessary.

Customs

CUSTOMS OFFICER: Is this all your hand luggage, sir?

RENSKY: Yes, just this bag.

OFFICER: Do you have anything to declare — liquor, cigarettes?

RENSKY: I don't think so. No oranges or apples, either.

OFFICER: Would you mind opening your bag, sir.

RENSKY: Not at all. Is there anything wrong?

OFFICER: Would you mind turning on your laptop computer? Thanks.

RENSKY: You don't leave much to chance, do you?

OFFICER: Well, you see security has been tightened recently.

RENSKY: Is everything OK now?

OFFICER: Yes, sir. That will be all.

RENSKY: Excuse me, one question. I'm changing planes here. What do I do with my other luggage?

OFFICER: Don't worry. Your luggage is checked through all the way to Los Angeles.

RENSKY: Thanks.

20. Read the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

21. In the text of the dialog, find the phrase used to explain a reason.
22. Study the following informal ways of giving a reason and say which of them you would use in the situations listed below.

(Well,) because I hate flying.

It's because we were in a hurry.

Well, you see, I completely forgot her name.

The thing is I have a problem with the review.

Actually, I am not sure about the address (implies a certain hesitation).

1. A. Why did you ask me to turn on the computer?
B. (I have to make sure it's not dangerous)
2. A. Why am I not allowed to take oranges into the USA?
B. (this is a regulation of the Department of Agriculture)
3. A. Why do I have to check in my luggage again?
B. (you are changing flights)
4. A. Why are you flying Lufthansa?
B. (the tickets are a little cheaper)
5. A. Why can't you stay in the States a little longer?
B. (my visa expires on 1 January)
6. A. Why did you have to change planes at Shannon?
B. (there is no direct flight to Washington)
7. A. Why do they staple the immigration form in the passport?
B. (people often lose them)
8. A. Why did you go through the red channel?
B. (I was curious to see what would happen).

ROLE PLAY

23. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. The immigration officer inquires about a visitor's plans during his/her stay in the USA. The visitor talks about the proposed schedule, then asks the officer what he/she should do to extend the visa if he decides to stay longer than expected. The officer asks for reasons and suggests contacting the Department of Immigration in Washington D.C.

Strategy.

Officer

Visitor

Inquires about the visitor's plans

Talks about his/her schedule and a possible change of plans

Asks for reasons

Explains reasons

Gives instructions

Expresses gratitude

Situation 2. The customs officer going over a visitor's baggage is curious why he/she has so many warm clothes. The visitor speaks about the difference in climate and his/her plans to spend a weekend with friends in Montana.

Strategy.

Officer

Visitor

Seeks permission to ask a question

Reacts positively

Asks for explanation

Gives reasons; speaks about plans in Montana

Wishes good luck

Expresses gratitude

WRITING

24. Fill out the immigration form (Appendix C).

Commentary

ID — identification, a document by which a person can be identified, e.g. a student's card or driver's license.

baggage claim (reclaim) area — area where passengers get their baggage (BrE luggage) on arrival.

UNIT 4. GETTING TO AND ABOUT TOWN



Subject matter: *An international airport. Finding one's way in a big city.*

Conversational formulas: *Asking for and giving directions*

Lexical study: *The verb to go*

Structure study: *Sentences with time clauses*

READING AND SPEAKING

Text 1

1. Answer the question before you read Text 1: What problems, do you think, you may face on arriving at a foreign airport?
2. Read Text 1. What services can you find in the airport?

AT THE AIRPORT

New York is served by three major airports: John F. Kennedy International (JFK), La Guardia, mainly for domestic flights, and Newark International. The first two are located in the borough of Queens, the latter in New Jersey, across the Hudson.

These airports, like other large airports of the USA, are organized by airlines, which have their own check-in desks, separate gates, lounges, and even terminals.* The major airlines are American Airlines, Continental, Delta, Eastern, United, to mention only a few. Pacific (West Coast), Republic (the South and Midwest), Texas, Airtran, and some others cover smaller areas of the country.

Imagine that you have just arrived at JFK. You've had your visa checked, the inspector has completed your 1-94 form and stapled it in your passport, you've collected your baggage at the baggage claim area and gone through Customs. Now your behavior is not directed by any regulations, you are on your own. What are you going to do next?

If you have to transfer to another flight (that is, you are taking a connecting flight) the first thing to do is to find out what air terminal your flight takes off from. At JFK there are 9 terminals. A shuttle bus* runs between all the terminals and another shuttle will take you, if necessary, to La Guardia in 30–40 minutes.

While you are delayed at the airport waiting for departure, you can make use of some services. Go to the Information Desk if you have any questions or problems. If you happen to lose something, the Lost and Found Office may help you. You feel hungry? The quickest way to get a meal is to go to stands or shops that sell snacks (they are called snack bars). At a restroom (a toilet) you may wash your hands and put yourself in order. You may exchange your currency or break your large bills at the Currency Exchange.

Now the time of your departure has come, your flight has been announced, and you find yourself in the concourse* of your airline. It is from this place that you go to the gate, the last door you pass through before you board the airplane.

If New York is your destination and you expect to be met, don't worry, you won't be missed. Usually those meeting you know exactly where the passengers of the particular flight pass.

Your journey is over. Welcome to New York.

3. Answer the following questions.

A. 1. Have you had any experience of dealing with New York airports? What can you say about them? 2. What procedure do you go through on arrival? 3. What should you remember to do if you have a connecting flight? 4. You hear the announcement about the departure of your flight. How do you get to your aircraft? 5. What is an airport shuttle bus? 6. Where should you go if you feel like having a cup of coffee? if you lost your umbrella? if you want to find out how you can get to the air terminal you need? if you want to wash your hands? if you want to exchange currency?

B. 1. What big airports have you been to? What services did you use there? What do you think of them? 2. Have you had a connecting flight? Did you have any difficulties in changing planes? What were they, if any? 3. Have you ever had any unpleasant experience during your flight (your baggage was lost or delayed, you were late for your flight, you lost your purse or wallet, etc.)?

Exercises

4. Replace the words and phrases in italics with those from the list below.

1. Bus departures at the City Terminal can't be *held up* for passengers who come late. 2. We can stay in the concourse until our flight is *called*. 3. Let's settle the question of our transportation after we *fetch* our baggage. 4. Only after *entering* the plane I feel relaxed and start enjoying my trip. 5. Big airports are usually *situated* far from

the city center and serve both international and *internal* flights. 6. If you don't know when the next shuttle to La Guardia departs you may *find it out* at Information. 7. To be on time for our flight we should *change to* an express bus.

to be announced, to board, to claim, to be delayed, to inquire about, to transfer to, to be located, domestic.

5. Answer the questions. Remember that in time clauses Present tenses are used to indicate future.

Model. Student 1: When will you write to Bill? (when, to get his address)

Student 2: When I get his address.

1. When will you call me? (as soon as, to be back).
2. When can I get some mints and chewing gum? (before, the plane, to take off).
3. When will you take another day-off? (after, to be through with the present work).
4. Will you see me off? (not until, to have a cup of coffee together).
5. It's time to leave. When will you call for a taxi? (while, to check that gas, water, and electricity are turned off).
6. When, do you think, we should discuss the details of our trip? (before, to reserve the tickets).
7. It was nice having you. When will you come again? (as soon as, to buy a car).
8. When are you going to Italy? (when, to have a longer leave).
9. When will you set the date of your departure? (after, to have more information about transatlantic flights).
10. When are you planning to complete all the necessary formalities? (not until, to receive conformation of the invitation).

Text 2

6. Read Text 2. What are the least expensive ways of getting to town?

GETTING TO TOWN FROM THE AIRPORT

When you arrive at JFK Airport in New York there will be various means of transportation at your disposal to take you to town. These are shuttle buses, the subway, and taxis. They are quick and reliable.

1. Express buses (for example, those of Carey Transportation) depart every 15–30 minutes and the trip takes about half an hour. The buses go as far as the Grand Central Station, stopping on their way at Manhattan Air Terminal. They operate from 5 a. m. to 1 a. m. Carey also runs shuttle buses between JFK and La Guardia.

2. Buses (for example, the JFK express) + Subway. They stop at all the air terminals of JFK Airport and get the passengers to the nearest subway stations. They run every 20 minutes and work from 5 a. m. to midnight.

3. Minibuses (limousines, limmos for short). They have three or four rows of seats and operate as taxis. Your transportation by limousine may take longer time because it successively takes all the passengers to their destinations. It is what is called a share-ride service and may be cheaper than taxis.

4. Taxis (cabs). They can be identified by their yellow color. You can hail a taxi if the center portion of its roof light is on. If the entire roof light is on, it shows that the cab is either off-duty or on call. If you choose to take a taxi, dispatchers will find you one and advise you about the fare. Still it makes sense to ask the driver about the fare before you get in, as the charge may depend on different things. For instance, there is a 50 % surcharge on some cab fares between 8 p. m. and 6 a. m. and all day Sunday. Rates for common destinations are usually indicated on notice boards. But your possible expenses don't only come to that: cab drivers expect to be given up to a 20 % tip.

5. Recently, a new means of transportation was added to those mentioned above. AirTrain is an elevated train line that connects the airport to several New York subway stations, bus lines, and the Long Island Rail Road. Considering that surface traffic is getting heavier every year, AirTrain may be your best choice if you need to travel from or to JFK quickly and inexpensively.

7. Answer the following questions.

1. You arrived at the airport at 2 p. m. How can you get to town? 2. You want to take a taxi. What will you do? 3. You are short of money. What kind of transportation would you prefer? 4. Have you ever happened to fly to New York or any other big city? At what airport did you arrive? How did you get to town? Why did you choose that particular means of transportation?

Exercises

8. In Text 2 you can find the verb *to go* used in its direct meaning, that of physical movement involving the change of position. It can also be used in a figurative meaning. Read the sentences. In which of the two meanings is the verb *to go* used in each sentence?

1. This highway *goes* to New Jersey. 2. You'll find the European counter if you *go* past Information and up the elevator. 3. Are you *going*? It's getting late. 4. I'd like to take this book to read on the plane. It's quite small and easily *goes* in my pocket. 5. The car is *going* 65 miles per hour. 6. Why should you worry so much? All *goes* well so far. 7. What's the matter with my watch, I wonder? It doesn't *go*. 8. Bus

16 goes as far as the Central Terminal. 9. I guess, I'll go into debt because of this trip. 10. If you go north from Wall Street you'll find a lot of stores, restaurants, cafes and snack-bars, and all kinds of entertainment centers.

9. Here are some other figurative meanings of the verb to go. Find its meaning in each case. Consult the verbs below for help.

1. I was asked not to go into detail and present only the gist of the matter. 2. The history of this University goes back to the early 17th century. 3. The decoration of this house goes well with its architectural style. 4. There was a big crowd in the street and the policeman came up to find out what was going on. 5. It was so noisy outside in the street that I could not go to sleep for a long time. 6. When the bill for our lunch arrived we decided to go halves. 7. After the interruption I was asked to go ahead. 8. Though I was very busy with my work I still made a point to go out, just to relax a little.

to date from, to spend time out of one's home, to agree with, to happen, to fall asleep, to consider (smth.) at length, to share equally, to proceed.

10. Name the means of transportation you or your friend/relative use(s) or have used to travel to a certain place (a foreign country, state, region, town, office, library, etc.). Make use of the expressions: to go by plane/air, boat/sea, train, car, bus, taxi, subway, on foot.

Example. I went to Canada by train last year.

My son usually goes to the stadium by subway.

11. A. Compare the expressions with the verb to go in the left and right columns. What's the difference in their meaning?

It's getting hotter and hotter. Let's go for a swim.

We have no swimming pool, and the children go swimming at our neighbors.'

I like going for a drive along the beach on a nice summer day.

Since my friend bought a new sports car, he goes driving regularly.

B. Give your own examples with the expressions to go for a walk, swim, ride, drive, stroll, etc. Mind that in this case you emphasize the fact that your activity is limited to a separate action.

C. Give your own examples with the expressions to go swimming, skating, skiing, fishing, jogging, mountain-climbing, boating, sailing, shopping, etc. Mind that in this case the activity is usually regarded as regular.

12. A. What do you do when something in your activity goes wrong?

Example. If something goes wrong in my research I reconsider the principles it is based on.

B. When do you or your friend/relative go crazy, pale, red in the face, hot and cold, dry in the mouth?

Example: My daughter goes pale when she is frightened.

13. A. In the right hand box, find an equivalent to the expression in the left hand box.

to go on (*working, dancing, etc.*) to start, to continue, to stop, to go ahead

B. Stimulate your fellow students using the expression to go on + ing-form.

Example. Let's go on working, we haven't much time left.

14. A. Use the expressions to go to school, to college, to the university to speak about the educational activity in your own/your friend's family.

Example. Dr. Green's younger son goes to school and his daughter goes to college in Chicago. Dr. Green himself went to Harvard.

B. Share your experience as a traveler. Use the expressions to go on a journey, trip, excursion, outing, expedition, picnic, etc. Extend your statements.

Example. Last summer I went on an expedition to the North. It was a success.

Text 3

15. Read Text 3. What is specific about addresses in the USA?

GETTING ABOUT NEW YORK

New York is composed of five boroughs: Manhattan, Brooklyn, Queens, the Bronx, and Staten Island, the city being centered on Manhattan. Most of the streets (St.) and avenues (Av., Ave.) in New York have numbers, but some have names. Their numbers in different boroughs may coincide, thus in Manhattan, Brooklyn, Queens you may find 7th Avenue or 13th Street.

The streets and avenues are usually laid out in a grid pattern, going east-west and north-south. The numbers, as a rule, increase from lower Manhattan; thus when we say "We are going uptown" we mean "away from the center". Accordingly, "downtown" means "going to the center"; downtown also means the main business section of a town or city.

The address is dependent on how far the block is from the center. The numbers of blocks begin with one hundred and increase by one hundred with each successive block, no matter how many buildings there are in each particular block. For example, if the address is 311 W. 3rd St., Apt. 2C, it means that the building is 3 blocks west of the center, the number of the building is 311, the apartment is located on the second floor and its number is C. The same address may be written in the following way: 311, W. 3rd St. # 2C. It should also be noted that the numbers of buildings in each block don't follow in a strict succession. Number 311 will not necessarily be flanked by 309 or 313.

New York has an extensive transport network: the subway, buses (city buses, express buses and some others), ferries, suburban trains, taxis.

New York subway is the speediest means of transportation. Trains of different routes may go past one and the same station. The route of every train, given in numbers or letters, its destination and its type (express or local) are indicated on all the cars. Unlike locals, express trains stop only at the main stations. So before getting on the train, check the sign on the car to make sure that this is the route you want. You can get a free subway map at any token booth.

The fare on New York subway is the same no matter how far you travel (unlike many other cities). To gain access to the trains tokens are required. You can buy them at booths in the subway stations or from automatic cashiers and then insert in a slot at the turnstiles.

A transfer from train to train is no problem as there are a lot of signs to help you. For example:

<p>Transfer ABC train uptown</p>

It means that you can change here to A, B, and C trains going uptown. Sometimes to change to another train, it is necessary to go out into the street and pass through the turnstile again. To save money ask for a transfer ticket before you leave the station, otherwise you will have to pay twice.

The subway system operates 24 hours a day though some schedules are cut back during the hours between midnight and 6 a. m. The lights outside stations indicate accessibility. A red light means the station is closed, a yellow light indicates that a token is required for entry (no clerk is on duty at the token booth) and a green light means both the station and token booth are fully open.

New York subway has a reputation for being dangerous and dirty but this is to some extent exaggerated. Nevertheless, some precautions might be reasonable. Here are some useful tips:

- avoid using the subway at night;
- if alone, pass over to the head car or find a police officer (there is always one on duty at night);
- mind that there is an emergency push button in every car; take a seat near it.

New York city buses run frequently stopping about every two blocks. At every stop there are route maps and bus schedules. It is advisable to pay attention to the sign on the side of the bus. It may look like this:

**B 68 via Coney Island Ave.
Brighton Beach**

The letter B here means that the route 68 runs within Brooklyn, and the destination is Brighton Beach via Coney Island Avenue.

Express buses have the letter X before the route number. The fare there is higher.

Be sure to have exact change for the fare or a subway token, as bills are not accepted. Ask for a transfer ticket, if you need one, when you board the bus. Most bus routes operate 24 hours a day, but some don't run late at night or on Sundays. Free bus maps are also available at main bus stations.

There are several ferries operating in Greater New York. The most popular is the one running between downtown Manhattan and Staten Island. It passes by the famous Statue of Liberty. The ferry fare is much lower than on any other means of transportation.

16. Answer the following questions.

1. If you are told the address is 21, 5th Avenue, is that sufficient to find it? 2. The address you have been given is: 721 E. 8th St., # 321. What information can you infer from it? 3. You are standing on the uptown platform. Does it mean you can get on any train passing by to go in the direction you need? 4. What's the difference between a token and a transfer ticket? 5. You have to go home by subway late in the evening. How will you know which stations and lines are accessible? When in a subway car what behavior will be reasonable? 6. You have no change to pay the fare, but you have bills and tokens. Could you use the bus? 7. What do you think is the cheapest means of transportation in New York? 8. Have you had any experience using public transport in the US or any other foreign country?

17. Speak about 1) the layout of your home town or city; 2) the means of transportation in your home town or city: a. which are the most popular, comfortable, cheap ones? b. what are their working hours? c. what helps you to choose the right route? d. how do you pay your fare?

LISTENING AND SPEAKING

Dialog

18. Listen to the dialog and answer the question: Where does the action in the first, second and third parts of the dialog take place?

19. Listen to the dialog again. Follow the script, if necessary.

How can I get to the Mayflower Hotel in Manhattan?

A

RENSKY: Excuse me! Could you help me?

PASSER-BY: Yes?

RENSKY: I need to get to Manhattan. Which is the right terminal?

PASSER-BY: The East Side terminal. There's a bus running from there every half an hour.

RENSKY: How do I get there?

PASSER-BY: Turn the corner and go straight. You can't miss the stop.

RENSKY: Thanks a lot.

PASSER-BY: You're welcome.

B

RENSKY: Excuse me! Do you happen to know which bus will take me to Maple Street in Manhattan? I'm a stranger here.

PASSER-BY: Maple Street ... I'm not sure.

RENSKY: That's where the Mayflower Hotel is.

PASSER-BY: Oh, I see. Take the number 10 bus and get off at Market Street.

RENSKY: Thank you very much.

PASSER-BY: My pleasure.

C

RENSKY: I beg your pardon.

PASSER-BY: What is it?

RENSKY: What's the way to the Mayflower Hotel, please?

PASSER-BY: Mayflower Hotel? It's at the corner of Maple Street and Sixth.

RENSKY: Is it far?

PASSER-BY: No, it isn't far. It's a five minute walk. Walk two blocks, then turn right. Go as far as the traffic lights and cross the street. It'll be on the left.

RENSKY: Thank you.
PASSER-BY: Anytime.

20. Read the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

21. Note how Rensky asks for and is given directions. Study the following ways of asking for and giving directions.

Asking for directions

Excuse me,

how do/can I get to the bus terminal?
is this the right way to Union Station?
does this bus go to Times Square?
what's the quickest way to MOMA?

Excuse me,

could/would/will you tell me
the way to Central Park?
how to get to Broadway?
where is the nearest post office?

Excuse me,

will you (please)
direct me to Fifth Avenue?
show me the way to the Astoria?

Giving directions

Walk/Go straight ahead/on till you
come to the traffic lights, then ...

Walk/Go a block (two, three blocks)
up (down) the street.

Walk/Go two blocks and turn right
(left).

Walk/Go as far as the Concert Hall,
etc.

Take the first (second, etc.) turning to
the left (right).

Turn right (left) at the traffic lights.

Cross the street (bridge, square).

Take the number 66 bus and get off at
the second (third, etc.) stop.

Take the number 5 bus, then change
to the number 3 bus.

Take the street car, get off at the se-
cond stop and change to the sub-
way.

It's just around the corner.

It's over there.

It's right across the street.

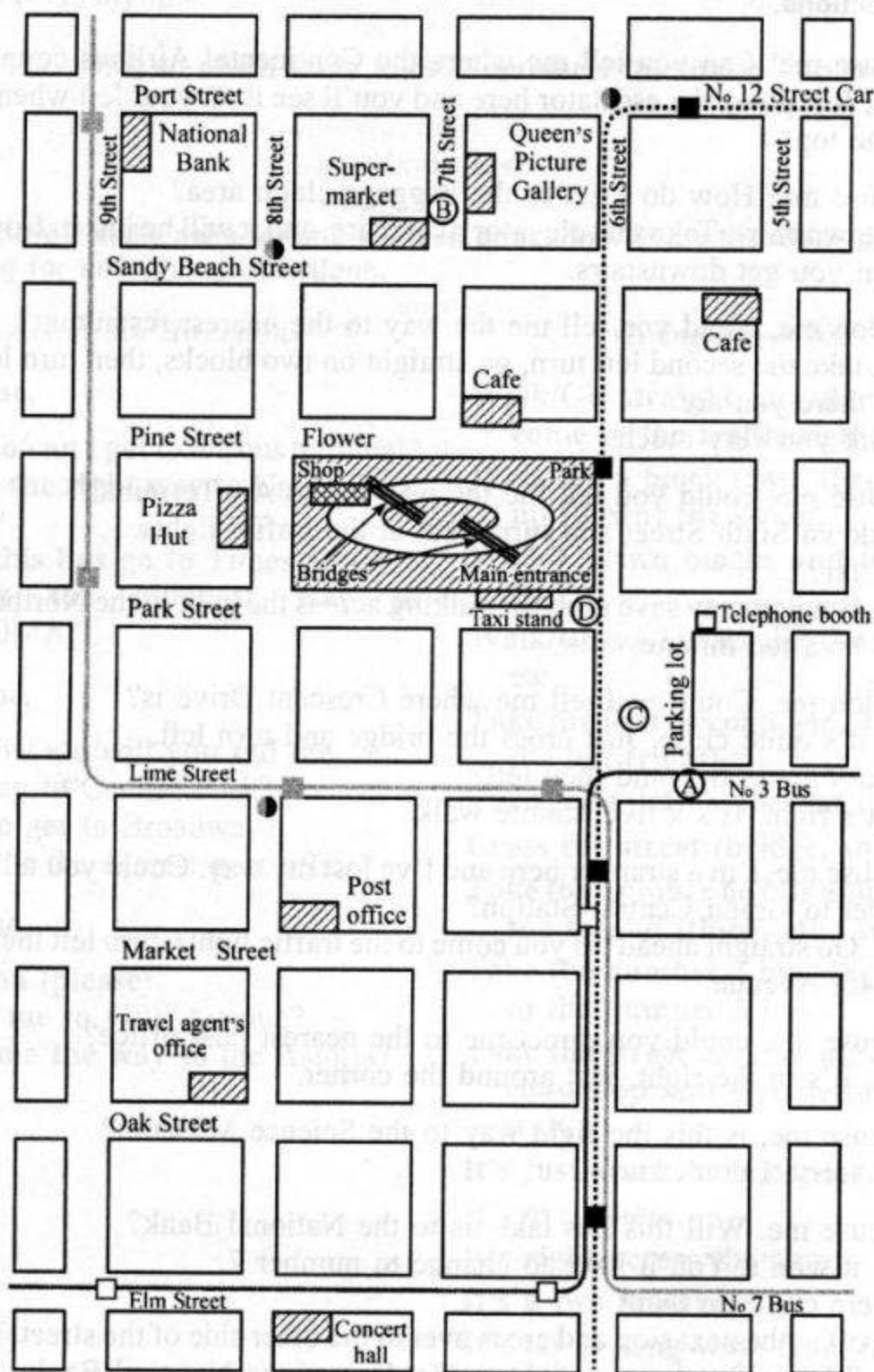
It's a two minute walk.

It's far (a long way) from here.

22. Read the following dialogs in pairs. Try to memorize ways of asking for and giving directions.

1. A. Excuse me! Can you tell me where the Continental Airlines counter is?
B. Sure. Just go up the escalator here and you'll see it on your left when you get to the top.
2. A. Excuse me! How do I get to the baggage claim area?
B. It's downstairs. Take that elevator over there, and it will be just in front of you when you get downstairs.
3. A. Pardon me, could you tell me the way to the nearest restaurant?
B. Yes, take the second left turn, go straight on two blocks, then turn left again and there you are.
A. Thank you very much.
4. A. Excuse me, could you tell me the way to the Air Terminal?
B. Go down Sixth Street and turn right at the traffic lights.
A. Is it far?
B. Yes. But you may save time by walking across the park to the Northern Gate. It'll be a ten minute walk.
5. A. Pardon me. Could you tell me where Crescent Drive is?
B. Oh, it's quite close. Just cross the bridge and turn left.
A. Across the bridge and then left?
B. That's right. It's a five minute walk.
6. A. Excuse me, I'm a stranger here and I've lost my way. Could you tell me how to get to Grand Central Station?
B. Yes. Go straight ahead till you come to the traffic lights, turn left there and go up 4th Avenue.
7. A. Excuse me, could you direct me to the nearest post office?
B. Yes, it's to the right, just around the corner.
8. A. Excuse me, is this the right way to the Science Museum?
B. I'm sorry, I don't know.
9. A. Excuse me. Will this bus take us to the National Bank?
B. No, it won't. You'll have to change to number 7.
A. Where can I do that?
B. Get off at the next stop and cross over to the other side of the street. The number 7 bus will take you right to the door of the National Bank.
A. Thanks a lot.
10. A. Pardon me, how can I get to the Empire State Building?
B. Let me see. Take a Red line train uptown. The stop is just around the corner.

Green Hill Town Map



Green Hill Town Map (a fragment)

- | | | | | | |
|--|------------------|--|-----------------|--|----------------|
| | Bus route 7 | | Bus stops | | Traffic lights |
| | Bus route 3 | | Street car stop | | |
| | Street car route | | | | |

A. Will it take me right there?

B. Not quite. Get off at Penn Station and walk east a few blocks. You can't miss it.

23. Work in pairs. a) On the map of your city find the place where you are at the present moment. Ask your partner to direct you to the place you need. b) Take the subway map of any city, choose two arbitrary points in it, and explain to your partner how you can get from one point to the other. Use the expressions you have studied.

ROLE PLAY

24. Using the plan of Green Hill Town ask for directions and give them.

Situation 1. You are on the number 3 bus (A). You want to get to the National Bank. Ask the driver or fellow passengers how to get there.

Situation 2. Ask to direct you from the Queen's Gallery (B) to the Concert Hall.

Situation 3. Ask to direct you from the parking lot (C) to any of the indicated places: a telephone booth, the supermarket, the Queen's Picture Gallery, the post office, the nearest cafe, the flower shop, and Pizza Hut.

Commentary

terminal — building and adjoining area where aircraft depart from or arrive at.

shuttle bus — bus service operating regularly between two places, e. g., shuttle buses between an airport and a hotel. Cf. shuttle flights between nearby towns.

concourse — the area where passengers gather before boarding a plane.

UNIT 5. MONEY MATTERS



Subject matter: *Money and payment system*

Conversational formulas: *Indirect questions; assessment of other people's behavior; getting/giving what one needs*

Lexical study: *The verb to come*

Structure study: *Compressed constructions*

Writing: *Writing out a check*

READING AND SPEAKING

Text 1

1. Answer the question before reading Text 1: What do you know about American money?
2. Read Text 1. What are the main means of making payments in the US?

MONEY AND PAYMENT SYSTEM

American money comes in bills (paper money) and coins. The denominations of paper money are \$ 1, \$ 2, \$ 5, \$ 10, \$ 20, \$ 50, \$ 100, though 2 dollar bills are extremely rare. A slang word for a dollar is "buck". Remember that whatever the denomination is, all bills are of the same color and size, although new colorful bills are being introduced.

There are 100 cents (c) to the dollar. 1 cent is a small copper coin known as a "penny". A 5 cent coin is called a "nickel", a 10 cent coin is a "dime", and a 25 cent piece is known as a "quarter". Unlike the word "buck", these are standard terms. Half dollar and one dollar coins have no special names and are not very common.

Note the proper way of naming a certain sum: 1.40 — "one dollar and forty cents" or "a dollar and forty cents" or "one forty". 3.60 — "three dollars and sixty cents" or "three sixty".

You can make your payments in cash, traveler's checks, credit and banking cards, or checks.

When traveling the best way to carry your money is traveler's checks. One can use traveler's checks almost anywhere: in hotels, stores, or restaurants. They are insured, and you can get your money back if they are lost or stolen. For this to be possible be sure to write down the check numbers. In order to have your checks replaced you will have to apply to a refund office where you will be asked to fill out a special form providing information, first of all, on their numbers and, if possible, on the date of purchase, as well as amount, date, location and circumstances of loss. The transaction is free of charge. The inconvenience of traveler's checks is that they should be in dollars, as banks in the US usually do not deal with foreign currency. Traveler's checks can be bought at most banks but the service charge may vary.

Another way of making purchases or compensating business transactions is by means of a checkbook (provided you have a bank account). When you write out a check to pay for goods or services you will be asked for an ID — a driver's license will usually do. If you write out a check and it bounces (is returned by the bank as worthless) you'll have to pay a huge service charge.

With Americans, the most common way of making payment is by plastic cards commonly called "plastic money." These are of two kinds — credit and debit. A credit card authorizes purchases on credit (paying sums that exceed one's bank account) on condition that the money is reimbursed to the bank within a certain period of time. To get a credit card, one must meet certain requirements, such as permanent residence and a permanent job. It is common practice for an American to have various credit cards, as every company provides its customers with certain advantages. You receive a bill listing your expenditure from the credit card company once a month. Usually no interest is charged if you pay within thirty days.

Unlike a credit card, a debit card allows its owner to use only as much money as he/she has in the bank. A debit card enables you to withdraw money from your account immediately. You slip the card into an automated teller machine (ATM, cash machine) that is connected to your bank computer and the amount of payment is instantly deducted from your bank balance.

3. Answer the following questions.

A. 1. What are the denominations of paper money in the US? 2. What are the names of coins? 3. Do you think it is convenient to have bills of the same color and size irrespective of their denomination? Give your reasons. 4. How will you name the following sums of money: \$ 3.55, \$ 15.25, \$ 106.41? 5. Why is it convenient to use traveler's checks? 6. What are other ways of completing business transactions? 7. What is the difference between credit and debit cards?

B. 1. What denominations of paper money are used in your country? 2. Do you know what the present dollar exchange rate in your country is? 3. Did you have the experience of making payments when on a visit to the US? How did you do this? 4. How do you usually make payments when traveling in a foreign country? Why

did you choose this method of payment? 5. How do you usually pay for your purchases and services when at home? 6. You weren't very careful with your bank account and wrote a personal check that bounced. Will you suffer only embarrassment, or will there also be a financial penalty? 7. You have lost your traveler's checks. What should you do in this case?

Exercises

4. In Text 1, you can find a sentence containing a compressed construction: *When traveling (= When you are traveling), the best way to carry your money is traveler's checks.* Paraphrase the sentences below using compressed constructions.

Model. When you open a bank account you are required to fill out a special form.
⇒ When opening a bank account you are required to fill out a special form.

1. When I was staying at this hotel, I paid my bill with traveler's checks.
2. Whenever I was in need of cash, I used a cash machine.
3. If they are lost, traveler's checks can be refunded.
4. Whenever it was possible, he made payments using his Visa card.
5. If I am in a hurry, I usually take a taxi.
6. When I am in a new city, I make a point of seeing its places of interest.
7. Though I was invited to this party, I couldn't go.
8. While I was waiting for my friend to come, I looked through some magazines.

5. Complete the following sentences by choosing one of the alternatives.

- | | |
|--|---|
| 1. I read books | whenever possible
whenever necessary
whenever unavoidable |
| 2. I started learning English | when a child
when at school
when at the university (in college) |
| 3. I feel an additional incentive to prove my point | if confronted by an opponent
if contradicted
if misunderstood |
| 4. In a society of people I don't know well I start speaking | if urged to do it
if asked a question
if encouraged |

6. A. Speak of your reactions in the suggested situations. Use compressed constructions.

Model. You are short of cash. \Rightarrow If short of cash, I usually write out a check.

1. You are late for the check-in at the airport. — If ...
2. You are asked to break a fifty-dollar bill by a passer-by. — When ...
3. You are annoyed by another passenger's talkativeness. — Though/If ...
4. You are very tired after the trip. — When/Though ...
5. You are informed that your flight is delayed. — When/If ...
6. You are making payment for a big purchase. — If/When ...

B. Answer these questions using compressed constructions.

1. What did you like/dislike *when a teenager*?
2. What were your favorite subjects *when a student*?
3. What do you usually do *when on holiday*?

7. In Text 1, find the sentence: "American money comes in bills and coins". Can you explain the meaning of the verb *to come* in this sentence?

8. Here is the verb *to come* in other contexts. Find its meaning in each one. Consult the verbs below for help.

1. Come on! The bank is about to close. 2. His earnings come to \$ 40,000 a year. 3. Recently I came across a striking fact. 4. The book first came out ten years ago. 5. The flight came off well and the landing was smooth. 6. Would you come over tonight, Ellen? We've missed you a lot. 7. We'll now proceed to the Department of Modern Art. Come along, please. Don't fall behind the group. 8. All his ancestors came from Ireland though he himself has never been there.

to amount to, to be a success, to be published, to find by chance, to follow, to have as a birth-place, to hurry up, to pay an informal visit.

9. In its primary meaning, expressing movement, the verb *to come* is the opposite to the verb *to go*. *To come* denotes the movement to the place where the speaker is (was, will be, etc.), whereas *to go* denotes the movement away from the speaker. Hence we say: *Come here. Go there.*

A. Answer the following questions.

1. Ann is saying to Bob: "Go upstairs, will you". Where is Ann?
2. Ann is saying to Bob: "Could you come downstairs?" Where is Bob?
3. Ann is inviting Bob to come to the library more often. Is Ann a librarian or Bob's teacher?

B. Use either the verb *to come* or *to go* according to the situation.

1. An airport official is giving a passenger directions to the baggage claim area, "_____ down the escalator on your right, it will be right in front of you". 2. A clerk in the bank addresses one of the customers, "I'm afraid you'll have to _____ again; we'll let you know when your lost traveler's checks will be replaced". 3. One woman says to another other, "I want to _____ to Manhattan for a week to visit my friends". 4. A man is saying on the telephone, "_____ over and stay with us, Jane. We'd love to have you here".

10. The verb *to come* is often followed by words indicating direction: *away, back, down, in, out, round, up, up to*. Study the context to make the right choice.

1. It's raining! Come _____ at once. 2. Is Mr. Green in the classroom? Do you think he could come _____ for a brief talk? 3. Come _____ to the lobby. I'll be waiting by the registration desk. 4. You've parked too close to the red Volvo. You'd better come _____ a little. 5. The main road was blocked and we had to come _____ by side streets. 6. Peter? It's Jack speaking. Come _____. I'm on the top floor. 7. I can't hear you with this noise. Could you come _____ me and say it again? 8. Dr. Reed is away from Boston. We expect him to come _____ next week.

Text 2

11. Read Text 2. What are the functions of a banking card?

OPENING AN ACCOUNT

For a non-resident of the United States who is planning to work there for a reasonably long period of time it makes the most sense to open a checking account. Choose a bank that is closest to where you are staying or one with branches around the country if you are going to travel. Most American banks are confined to a particular area, but it is generally possible to use checks for cash in states other than the one in which your bank account is located, although many businesses only take local checks. You can also use your debit (checking) card to get cash from other banks' ATMs — if you don't mind paying a little surcharge.

Banks in the US usually open at 9 or 10 a. m. and close between 3 and 5 p. m., but some banks have longer hours. All banks are closed on weekends. When you open a checking account at a bank be sure to have an ID (your passport, driver's license, etc.). There is usually no need to fill out any forms: the information is fed directly into the computer. After that, you may deposit your checks (e.g., paychecks) into your account. You must endorse these checks by signing them on the back. Be sure

to use the form of your name that appears on the front of the check. Note that you are supposed to write it sideways (not lengthwise) across the left-hand end. It is also necessary to fill out a deposit slip that comes with your checkbook, indicating the sum you deposit. You can withdraw money after the deposited checks have been verified, which usually takes a couple of days.

When you open an account, you are issued a PIN — a four-digit personal identification number, and in a few days you receive a check book and an ATM debit card by mail. The latter has two functions: it allows you to withdraw money from your account (24 hours a day from ATMs) and make payments at most shops and restaurants. It also confirms your account automatically: you get a receipt after each transaction stating your balance. It is possible to deposit money using a cash machine. In this case, you need to put a check into an envelope and slip it into the machine. Be sure to remember your PIN; you will have to enter it into the machine every time you use it.

From an ATM you can get a pre-determined amount of cash each day. Some banks will pay no more than one hundred dollars at a time and no more than five hundred per day. This easy-to-use machine makes it unnecessary to carry around a lot of cash, therefore reducing the risk of robbery. The only inconvenience is that you have to repeat the process several times if you want more than one hundred dollars, so it makes more sense to use checks to pay large sums of money.

If you happen to lose your ATM card, there is little chance that someone else can use it. The thief will have to guess your PIN, which is kept secret even from the bank clerks. Still, to be on the safe side, you should call the bank, and they will change the number.

12. Answer the following questions.

A. 1. What is the procedure of opening a checking account at a bank? 2. What are the functions of an ATM debit card? 3. What are advantages and disadvantages of an ATM debit card?

B. 1. You have stopped at a drug store to buy a coke. How will you pay? 2. You are making a rather expensive purchase at a department store. You are not a resident of the US. What are the possible ways of making payment? 3. You have received a paycheck for a large sum of money. You are going to make a big purchase. How can you pay for it? 4. You have received a large sum of money. You are afraid to carry it on you. You don't have time to go to the bank to deposit it in your account. What can you do with the money? 6. You want to endorse a check made out to you. What are you required to do? 7. Your wallet has been stolen. There were some traveler's checks, some cash and an ATM card in it. Which of them can be replaced?

LISTENING AND SPEAKING

Dialog (part 1)

13. Listen to Part 1 of the dialog. How is Rensky going to be paid?
14. Listen to Part 1 of the dialog again. Follow the script, if necessary.

Arranging financial matters

RENSKY: I have one more question if you don't mind. About the financial side.

CAMPBELL: The financial side?

RENSKY: Yes. I wonder how I'll be paid, and when, this sort of thing.

CAMPBELL: Well, you'll be paid twice a month, on the second and the fourth Friday.

RENSKY: Will it be in cash?

CAMPBELL: No, it's our usual practice to pay by check.

RENSKY: I must admit I don't know much about checks, or banks for that matter.

You see, our banking system is quite different from yours. We seldom use checks at all, actually.

CAMPBELL: Oh, you'll find it very easy to use our banking system. And it might prove an interesting cultural experience, too. Besides, it saves you a lot of trouble. I mean, you don't have to carry too much cash around.

15. Read Part 1 of the dialog in pairs. Trade roles. Reproduce the dialog in pairs.

Exercises

16. Note the way Rensky asks an indirect question. Study several ways of putting indirect questions.

I wonder if you could help me.

I'm interested to know if you accept traveler's checks.

I'd like to know how to get downtown from here.

I was wondering if the flight from Paris was on time.

Could you tell me if I could pay with a debit card?

NOTE that it is possible to add *I wonder* to interrogative sentences. So you may ask:
I wonder if the Bank sells traveler's checks. or: *Does the Bank sell traveler's check, I wonder?*

17. Ask questions appropriate to the following situations. Work in pairs. One student asks a direct question (general or special), the other changes it into an indirect one. Trade roles.

1. You want to know more about the bank your friend has an account in. Ask him/her about its business hours, the services it offers, its charges for some operations, etc.

2. You want to get help at the information desk of the airport. Ask about flights (national and international), about the location of some offices (the post office, the lost and found office, the Currency Exchange, the Eastern Airline counter) and their working hours, transportation to town (Manhattan, Bronx), etc.

3. You are at a hotel. Ask questions concerning the possibility of booking a room, the cost of the stay, the services at the hotel, their cost, etc.

18. Ask all kinds of questions appropriate in the following situations.

1. A friend of yours is learning English at a night school. Ask questions about the schedule of classes, their duration, their aim, about the teacher, his/her methods.

2. A colleague of yours has returned from the US. Ask him/her about the length of his/her stay, the cities and towns he/she visited, the places of interest he/she saw, people he/she met and stayed with, about the things he/she liked and disliked, etc.

Dialog (part 2)

19. Listen to Part 2 of the dialog. How much money will Rensky need till his first pay day?

20. Listen to Part 2 of the dialog again. Follow the script, if necessary.

Giving a helping hand

RENSKY: And what should I do with my checks? I mean, where can I cash them?

CAMPBELL: In fact, they'll be paychecks, not cashier checks; they can't be cashed directly. You can either cash them at the University office or deposit them into your bank account. These are the usual safeguards, you see.

RENSKY: Oh, for me it's much simpler to cash it here. I don't have a bank account yet.

CAMPBELL: You don't? Do you have enough money to last you till your first pay day?

RENSKY: Will \$ 100 do? That's all I have, actually.

CAMPBELL: That might not be enough, I'm afraid. You'll probably need around \$ 200. Anyway, it's no problem. I can lend you some.

RENSKY: Oh, thanks, Jim. It's really very kind of you. And that's not a small sum...
 CAMPBELL: That's all right. Actually, I was planning to go and get some money
 this afternoon. We could go together. I mean, if you have nothing better to do.
 RENSKY: Well, I think I'm free till two.
 CAMPBELL: Let's go then. It won't take more than ten minutes.

21. Read Part 2 of the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

22. Note how Rensky expresses assessment. Study some phrases expressing assessment of other people's behavior:

It's/How very kind/nice/considerate/thoughtful of you (him/her/John ...)
 to give us this information.

It's/How very stupid/foolish/careless of me (him/her ...) to be so dependent
 on other people.

It's/How very (un)wise/reasonable/sensible of him (you, Mary ...) to remain si-
 lent.

It's/How very cruel/rude of her (you, him ...) to talk to your parents like that.

23. Respond to the following statements using the phrases suggested above. Add something appropriate to each situation.

Model. Student 1: When I buy traveler's checks I always write down their numbers in case they are lost or stolen (wise).

Student 2: It's very wise of you. This makes one feel so safe about them.

1. I always reserve tickets well in advance (thoughtful).
2. I carried quite a large sum of money about me and was robbed on a street (foolish).
3. I've overdrawn my bank account and my check bounced (careless).
4. I'll show you the way to the baggage claim area. I'm going in the same direction (considerate).
5. I am also going downtown. I can give you a lift (nice).
6. I know you are pressed for time. Don't bother making the flight reservations. I'll do it for you (kind).
7. The office phone is not allowed for personal use, but Miss Robertson often breaks the rule (unwise).
8. Tomorrow is my mother's birthday. I'm going to give her a new dishwasher she has been wanting for a long time (considerate).

9. Mrs. Anderson brings up her children in a very strict manner. She grounds them for the smallest misbehavior (cruel).
10. Oh, this man has such bad manners. He keeps interrupting people and never apologizes (rude).

Dialog (part 3)

24. Listen to Part 3 of the dialog. What was indicated on the slip that came from the cash machine?
25. Listen to Part 3 of the dialog again. Follow the script if necessary.

How to operate a cash machine

CAMPBELL: Here we are. This thing here is called a cash machine. You'll see it's very easy to operate.

RENSKY: Really? How do you make it work?

CAMPBELL: First, you insert the card in this slot. Then you enter the code... It's checking the information... OK, now it's ready.

RENSKY: And what's on this small display?

CAMPBELL: Questions for you to answer. It's done by pushing the appropriate button. I want to withdraw a hundred dollars, so I push this one. Now it's counting the money. Here we are, a hundred dollars. Now we do the same thing again to get another hundred.

RENSKY: And what's this little slip it gave you?

CAMPBELL: This one? It indicates how much is left in my account.

RENSKY: Can I get a banking card?

CAMPBELL: Oh, sure. From the bank you'll be opening your account at. Look, here's the other hundred. Take it.

RENSKY: Oh, thanks a lot once again. And what bank would you recommend?

CAMPBELL: Most of our University people use Citibank. They have a branch on campus.

RENSKY: OK. Thanks for your help and information. I think I have enough time to go to the bank now.

CAMPBELL: Good idea. See you tomorrow then.

RENSKY: See you. And thanks again.

26. Read Part 3 of the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

27. In Part 3 of the dialog, find sentences beginning with *Here* used: a) to stress the act of giving/getting what one needs; b) to indicate where something or somebody is. Note that *Here you are* can express both meanings. Guess at the meanings of phrases with *here* in the dialogs below.

1. A. Here I am. I hope I'm not late.
B. Oh, no. Out of breath but in time.
2. A. Excuse me, I'd like to have some pills for air sickness and a cup of coffee.
B. Yes, of course, ma'am. I won't be a moment... Here they are.
3. A. I know my ticket must be somewhere here, in my purse. I'm sure of it.
B. Take your time. Don't be nervous.
A. Oh, here it is. Sorry to keep you waiting.
4. A. Here you are at last. I was afraid we'd miss the beginning of the lecture.
B. I'm terribly sorry, there was no place to park the car.
5. A. Here are your traveler's checks, sir. And you'd better write down their numbers, to be on the safe side.
B. Thank you for reminding me. I will.
6. A. Could I have the bill, please? I'm in a hurry.
B. Here you are, sir. Come again!
7. A. Here we are. I was afraid we'd never find the place.
B. Oh, it's so pretty here.
8. A. The porter will show you the room and help you with your baggage. Here is your key.
B. Thank you very much.
9. A. I'd like a glass of lemonade, if I may.
B. I'll get it for you. Here you are.
A. Thank you very much indeed.

28. Working in pairs, make requests starting with: *Could I borrow/use/have/see ...?* or *Could you give/pass/ let me have ...?* Mention any object you like. Respond to the request using phrases with *here* and adding some appropriate remark. Trade roles.

Model. Student 1: Could I use your pen?

Student 2: Here it is/Here you are. Don't bother to return it.

29. A. Use one of the responses in B to the statements in A. Try different variants.

- | | |
|---------------|--|
| A. Here I am | B. Late as usual. |
| Here you are | What a pleasant surprise. I didn't expect you so soon. |
| Here it is | Thank God! I was beginning to worry |
| Here he is | Thank you very much. |
| Here she is | It seems to me you might have come a little earlier. |
| Here we are | All right, we can get going then. |
| Here they are | Thank God, I was afraid I've lost it. |

B. You are going to join a group of friends for a hiking trip. When you come you realize you are a little late. What would you say? How could your friends react to your being late?

ROLE PLAY

30. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A customer wishing to open an account is talking to a bank official.

Customer

Official

Greets the bank official

Answers the greeting and offers help

Informs about the wish to open an account

Asks for relevant information
(name, present and permanent address, citizenship, employment)

Answers the questions

Enters the information in the computer; checks its accuracy

Confirms the accuracy. Asks about the possibility to deposit a check on the account

Answers in the affirmative

Asks about the necessary formalities

Gives the information

Thanks and says good-bye

Situation 2. A customer wants to buy some traveler's checks.

Customer

Official

Greets the bank official

Answers the greeting and offers help

Asks about the possibility to buy some traveler's checks

Answers in the affirmative

Asks about the charge

Gives the information

Expresses satisfaction and a wish to buy some checks

Asks about the amount of money to be deposited

Answers the question

Asks about the denomination of the checks

Gives the information

Hands the checks and praises them as a means of protection against robbery or loss

Thanks and says good-bye

Situation 3. A customer has lost his traveler's checks and wants them to be replaced. He/she comes to the Traveler's Check Office and talks to the clerk there.

Customer

Clerk

Greets the clerk

Answers the greeting

States the purpose of the visit, expresses disappointment

Asks about the amount lost, check numbers and the place of purchase

Gives the information

Asks to produce an ID

Produces an ID

Enters the information into a file, gives its number, and directs the customer to the nearest refund office

Asks about the formalities there

Lists the information that will be required: the amount lost, check numbers, and the place of purchase

Asks about the charge for the operation

Gives the information

Thanks and says good-bye

UNIT 6. AT A HOTEL



Subject matter: *Hotel and its facilities*

Conversational formulas: *Greetings; making arrangements; expressing wish and disappointment*

Structure study: *There is/are; many/much/a lot; the order of objects*

Writing: *Writing a request to reserve a room; filling out a registration card*

READING AND SPEAKING

Text 1

1. Answer the question before you read the text: What do you think makes staying at a hotel comfortable?
2. Read the text. What are you supposed to do to check in at a hotel?

HOTEL

Nowadays people travel on business and as tourists much more than in the past. Accommodations as well as rates vary from hotel to hotel. There are deluxe hotels, the most luxurious and expensive. There are resort hotels used for entertainment or recreation. There are also a lot of motels, which grew with the development of highways in America. They provide accommodation with parking space near the guests' rooms. There are hotel chains, consisting of several hotels controlled by one company having its own trademark, or logo.

Most hotels offer their guests single and double rooms, for one and two people respectively. Of course, rollaways (collapsible beds on rollers) can be placed in a room for other family members. If a guest requires more than one room, some hotels have fine suites consisting of several rooms.

Service is supposed to begin at the door. The doorman is stationed at the entrance to the hotel and assists the guests in and out of taxis and cars, calls for cabs, etc. Very

often guests will ask him for directions to restaurants, nightclubs, cafés, shops, or other hotels.

In the lobby of a hotel there is a registration, or front desk, where guests check in and out, pick up and deposit keys, and so on. The check-in procedure takes a few minutes. The guest is given a registration card to fill out: the name and address, the passport number for foreign nationals. The desk clerk, or receptionist, enters the room number, the room rate, and the arrival and departure dates into the computer and provides the guest with a key — a plastic card with a magnetic strip.

When all formalities are over, the bellman shows the guests to their rooms and assists them with their baggage. He shows them where the light switches are and explains the use of the room appliances, such as the television set, cooking facilities, if any, and the air conditioning. He can also run errands for you. For each service rendered the bellman will expect a tip.

If any information is required, it can be received at the hotel's information desk, which is supervised by a concierge. Concierges are always ready to help the guests. They can make reservations for theaters or flights, arrange sightseeing tours and car rentals, mail letters and, in general, provide all kinds of useful information.

A hotel bill can be paid in several ways. Besides cash, credit cards are universally accepted. In fact, many hotels require their guests to produce a credit card when registering. Otherwise, a cash deposit is required. The guests may also pay with traveler's checks when checking out.

Hospitality is of greatest importance for a hotel. Hospitality is not an abstraction — it is a clean room, a comfortable bed, a hot shower, a good meal, a courteous doorman and — last but not least — a good profit!

Exercises

3. Answer the following questions.

A. 1. What kinds of hotels are there in the US? 2. What is the check in procedure? 3. What questions do you have to answer to fill out a registration card? 4. What are important hotel employees and their functions? 5. What kind of information does the hotel provide its guests? 6. How can you pay your bill if you have no cash?

B. 1. What kind of room will you require if you are going to stay: a) alone; b) with your wife (husband); c) with your whole family? 2. Who will you apply to if you want: a) hotel accommodation; b) a car for a couple of days; c) information about an air flight; d) assistance in turning on the air conditioner?

4. Replace the words and expressions in italics with those from the text that have the same meaning.

1. *Lodgings for travelers* as well as rates are different from hotel to hotel.
2. Many hotels offer *rooms for one and two persons*, or even several rooms used as a

unit. 3. A visitor may be requested to *complete* a registration card giving the name, address, and other particulars. 4. In the *vestibule of a hotel* there is an area where guests register when arriving, or leaving. 5. There are several employees important during the reception procedure: *the one who registers the guest's name and address, the one who shows the guests their rooms, the one who provides different kinds of information* 6. Welcoming behavior to guests is of greatest importance for a hotel.

5. A. In Text 1, find sentences introduced by *there is* and *there are*. Make up sentences according to the patterns:

1. *There is a registration desk in the lobby of the hotel.*

2. *There are (some/several) resort hotels along the beach.*

a subway station near the hotel

a motel near the highway

gift shops down the street

a doorman at the entrance to the hotel

a good restaurant around the corner

cooking facilities in the room

a well-stocked minibar in the room

a parking space in back of the hotel

several hotel chains in the US

flowers in the lobby.

B. Working in pairs ask and answer questions about things listed below. Don't forget to attract the other's attention, be polite. Remember that *any* is commonly used before plural nouns but is rare before singular.

Model. Is there a letter for me?

Yes, there is one.

Are there any letters for me?

Yes, there are several.

I'm afraid there isn't.

No, there aren't any, I'm afraid.

I don't think there are any.

There are none.

a supermarket near the hotel

a restaurant on the roof

messages for you

a newsstand in the lobby

a double room for two nights

souvenir shops nearby

a package for you

sightseeing buses

a vending machine on your floor

pay-phones in the lobby.

6. Speaking about quantity, use *many* for countable nouns, *much* for uncountable or *a lot* for both. Note that *a lot* is generally used in affirmative answers; with countables, *a lot* follows both *there are* and *there is*. Give extended answers.

Model. — Are there many hotels in this part of New York?

— Yes, there're a lot (*or* Yes, there's a lot). There're dozens of them.

or

— Is there much information on this tour?

— Yes, there's a lot. You can pick up a brochure in the lobby.

Working in pairs, use the model above to speak about:

people in the lobby

time left before breakfast

motels in the area

services offered by the hotel

baggage left in the car

museums in the city

papers at the newsstand

TV channels in New York

space in the parking lot.

7. In the text, you can find a sentence with two objects: *Most hotels offer their guests single and double rooms.* The order of objects may be different: *Most hotels offer single and double rooms to their guests.* The alternative word order is possible after the verbs *bring, buy, give, offer, pay, promise, read, reserve, send, show, tell, write*. If both objects are pronouns, only the latter order of objects is appropriate: *Give it to me.*

A. Make a request using the phrases given below.

Model. show a single room (Mr. Roy). ⇒ a) Could you show a single room to Mr. Roy?

b) Could you show Mr. Roy a single room?

1. give the key (me); 2. send an e-mail (him); 3. deliver breakfast (the guest in room 503); 4. tell a story (the child); 5. show the way to the market (Mary); 6. buy a scooter (Billy); 7. offer a job (her); 8. promise immediate help (me); 9. write a few words (a friend); 10. give a message (the manager).

B. Respond to the questions, substituting pronouns for nouns.

Model. A: May I give Rensky the key?

B: Yes, give it to him.

1. Will you send Rensky a fax? 2. Can I bring Mary a cup of coffee? 3. Could you save Tom some tickets for the performance? 4. Can you promise your colleague support? 5. May I show the guest his room? 6. Could you write the chairperson a letter? 7. Would you like to show Mary your New York slides? 8. Could I give you my telephone number? 9. Can you read this note to your father? 10. Would you give John this letter?

Text 2

8. Read the text. Find out what kind of services are offered by hotels to their guests.

GUEST SERVICES

Hotels offer a variety of services to their guests. The most traditional are laundry service (clothes washing) and valet service (shoe shining and clothes dry-cleaning and pressing), although some hotels run them on the do-it-yourself basis. A big hotel will also have a restaurant, a bar and a coffee shop, a bookstore or a newsstand, a gift shop selling a variety of souvenirs, and a drugstore providing the guests with medicine and cosmetics. At a luxury hotel one can often find a barbershop and a beauty salon. The guests might also need the services of a car rental agency, to be able to rent a car through the hotel. Many hotels provide a free morning paper and free drinks ("cocktails") in the afternoon.

Local phone calls are usually free, long distance calls are added to the room bills, and are 2 to 3 times more expensive than from a pay-phone down in the lobby. You can also order various services from the front desk by dialing "0".

A number of hotel staff rely on tips to raise their wages. The bellman expects at least \$1 per bag for taking your baggage to your room. The hotel door attendant gets at least 50 cents if he summons a taxi (and of course your taxi driver should be given 15 percent of fare!). Hotel cleaners usually receive a few dollars if you stay at a hotel for several days, or else you may leave a dollar note under an ash-tray as you leave the room every morning. In restaurants and nightclubs, you are expected to tip 15 to 20 percent of the bill (before taxes are added). No tipping is required for elevator operators or hotel desk clerks.

Tipping allows you to reward good service. On the other hand, if the service has been particularly bad no tip need be left. It is a good idea to consider all these expenses when you are anticipating the cost of your stay at a hotel.

Exercises

9. Study Text 2 and try to find answers to the following questions.

1. What is the right place to go to if you want: a) to buy medicine; b) to have your hair cut; c) to have your shirt washed; d) to have a light meal; e) to have your clothes pressed; f) to buy a souvenir; g) to rent a car; h) to buy a newspaper?

2. Which services at a hotel: a) are free; b) require tipping; c) can be managed by the guest if he/she doesn't want to waste money?

10. Replace the words and expressions in *italics* with those from Text 2 that have the same meaning.

1. Our hotel offers its guests both *clothes washing* and *clothes dry-cleaning*.
2. At a big hotel one can often find a *place for cutting men's hair* as well as for *cutting and styling women's hair*, for *buying cosmetics*, for *buying souvenirs*. 3. You should give a *gift of money* for personal services. 4. *Calls within the local area* are usually *not to be paid for*. 5. *Room cleaners* and *baggage carriers* expect to be tipped by hotel *residents*. 6. One can order additional services by phone from the *registration desk*. 7. The *assistant at the door* expects to get at least 50 cents if he *calls* a taxi.

11. Share your experience of staying at a hotel. Use expressions from the text to speak about the following:

1. your first experience in a foreign hotel;
2. your preferences in choosing a hotel;
3. difference between hotels in your country and abroad.

LISTENING AND SPEAKING

Dialog 1

12. Listen to Dialog 1. What are the check-in formalities at this hotel?

13. Listen to Dialog 1 again. Follow the script below, if necessary.

Checking in at a hotel

DESK CLERK: Good evening, sir, may I help you?

RENSKY: Good evening. My name is Rensky, Alexander Rensky. I believe you have a room reserved for me.

CLERK: Just a moment, sir. Let's see. When did you make the reservation?

RENSKY: On the 15th.

CLERK: Oh, yes. Here is the entry. Single room with a bath, number 503 on the fifth floor. Would you fill out this card, please?

RENSKY: Well, now... name in full, place of permanent residence, passport number. Here you are. Is it OK?

CLERK: Absolutely, sir, thank you! How are you going to pay, sir, cash or credit card?

RENSKY: Credit card.

CLERK: May I have it?

RENSKY: Here it is.

CLERK: How long do you intend to stay, Mr. Rensky?

RENSKY: I'm not sure. It all depends. I'm probably going to leave on Wednesday.

CLERK: Would you tell us as soon as you know?

RENSKY: Yes, certainly. I'll let you know in advance. By the way, what's the check-out time in this hotel?

CLERK: It's eleven o'clock. Here is the key, sir. The bellman will show you up to your room, sir. Just follow him.

RENSKY: Thanks.

14. Read Dialog 1 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

15. Note how the desk clerk and Rensky greet each other. Study some more ways of greeting people ranging from more formal to less formal.

Good morning/afternoon/evening (gentlemen/Mr. Stone/sir)!

Morning/Evening (Mike)!

Hello (Jim/everybody)!

Hi (Linda/everybody)!

16. Read the short conversations below. Pay attention to what people say when greeting each other depending on whether the relations are formal or informal. Note accompanying formulas used in polite conversation.

1. You meet your colleague at a conference:

— Hello, Susan, **it's so good to see you. How're you?**

— Hello, Jack, it's good to see *you*. I'm fine, and you?

— Fine, thanks.

2. You meet your friend John on the way to the Institute:

— Hi, John. **How're you?**

— Hi, Bob. **I'm O.K. And you?**

— **Couldn't be better!**

3. You've come to the laboratory:

— Hello, everybody. **Glad to see you.**

— Hello, Bob.

4. You meet Mary, your old acquaintance:

— Hello, Mary. **You look great. How've you been?**

— Hello, Nick. **Just fine, thank you. How're you doing?**

5. You meet your University professor at 4 p.m.:

— Good afternoon, Prof. Brown.

— Good afternoon. **Nice to see you. How've you been?**

— **Fine, thank you.**

6. You meet your very close friend:

— Hi, Bess, it's great to see you again! **How're things?**

— **It's great to see *you*, you look wonderful!**

17. Working in pairs, use the above formulas to greet people in the following situations. Add suitable formulas of polite conversation.

Greet: 1. your professor, Dr. Rundle; 2. your colleagues at a meeting; 3. your friend, Jane; 4. your friend Bob, with whom you work; 5. Dr. Evans, whom you met at a conference last year; 6. the desk clerk at a hotel; 7. your old acquaintance Sam, whom you haven't seen for a long time; 8. a visiting researcher from Berkeley; 9. Julia, the director's secretary. 10. your husband/wife, at the airport.

Dialog 2

18. Listen to Dialog 2. What facilities are offered to the guests?

19. Listen to Dialog 2 again. Follow the script below, if necessary.

Checking in without a previous reservation

CUSTOMER: Good evening. Do you have any vacancies?

CLERK: Yes, sir. Double or single?

CUSTOMER: Single.

CLERK: I have a single on the second floor.

CUSTOMER: What's the rate for the room per day?

CLERK: \$80, sir. You'll find the room very comfortable. It has a kitchenette with a microwave and a coffee-maker. Breakfast is included, of course.

CUSTOMER: May I see the room before registering?

CLERK: Of course, sir. The bellman will show you.

(A few minutes later)

CUSTOMER: I guess the room suits me. I'm going to stay for three or four days. Do I pay in advance?

CLERK: How are you going to pay?

CUSTOMER: Cash.

CLERK: Will you then make a cash deposit, please? The total bill will be presented at the end of your stay.

20. Read Dialog 2 in pairs; trade roles. Reproduce Dialog 2 in pairs.

Exercises

21. Note what phrases the customer uses to make arrangements with the hotel clerk. Study some more ways of making arrangements:

Making arrangements.

Where/When do we meet?

What about having lunch together?

Will it be all right with you if I come around lunch-time?

Let's make it six o'clock. Does it/Will that suit you? Is that OK with you?

Can I pick you up at the hotel/call you at the office?

Does it suit you if we meet at 10 o'clock/see each other tonight?

NOTE: to make a formal arrangement you can say, "**Could you arrange for me to visit your laboratory?**"

Possible responses

It suits me very well.

Sorry, I can't. Tomorrow is my son's birthday.

It would be fine.

I'm afraid, that's impossible. I am teaching at 11.

It's OK/all right.

I'm afraid, I won't be able to do that. My car is broken.

It's a good idea.

I'm afraid, I can't possibly do that. It's too late.

Sounds fine.

Sorry, I've got an appointment.

I don't mind.

Sorry, I'm busy. Let's make it some other day.

NOTE that a negative reply requires an explanation.

22. Read the following dialogs in pairs.

1. — How about having lunch together?
— Good idea. When should we meet?
— Let's make it 12.30.
— Fine. See you at 12.30.
2. — Could you come over to our place this Sunday?
— With pleasure.
— I'll be at your hotel at exactly 10 o'clock to pick you up.
— All right. I'll be ready.
3. — Let's meet tomorrow to resolve some points in the contract.
— What time?
— Would one o'clock suit you?
— Yes, that will suit me perfectly.
4. — Could you arrange for me to visit your laboratory on Tuesday?
— Would it be OK with you if we meet at 10?
— That'd be fine, thank you.
— Good. I'll see you then.
5. — Will you arrange for me to meet the head of your department?
— I'm afraid, I won't be able to do that. She's away on business.

23. A. Working in pairs, arrange an informal meeting with your friend or colleague.

1. to have a beer together; 2. to visit a new art exhibition; 3. to dine out together; 4. to spend a weekend in the country; 5. to have a cup of coffee and talk some things over; 6. to discuss certain problems; 7. to spend an evening at the theater; 8. to go on a sightseeing tour of the city.

B. Ask the person you are talking with to make a formal arrangement for you.

1. to take part in the seminar; 2. to meet Dr. Bell, a colleague of his/hers; 3. to examine his/her laboratory equipment; 4. to visit a computer center; 5. to see the latest library acquisitions; 6. to attend a conference in Boston.

Dialog 3

24. Listen to Dialog 3. Answer the question: What kinds of inquiries are being made?

25. Listen to Dialog 3 again. Follow the script, if necessary.

Making inquiries and asking for services

CLERK: Good afternoon, sir. May I help you?

RENSKY: Where can I have my laundry done?

CLERK: We run a special laundry service. It's on the second floor on your left as you leave the elevator. Anything else?

RENSKY: Is there room service?

CLERK: Yes, sir. You can have any meals brought up to your room.

RENSKY: Will you give me a wake up call at 7 o'clock in the morning?

CLERK: Yes, of course.

RENSKY: And could you arrange a sightseeing tour of the city for me?

CLERK: No problem. There are sightseeing buses. What time is most suitable for you?

RENSKY: Let us say Sunday morning.

CLERK: Will ten o'clock be OK?

RENSKY: Perfect. Incidentally, do you have a *DO NOT DISTURB* sign? I'm dead tired and I want to have a rest.

CLERK: You'll find it on your doorknob. Have a good rest.

RENSKY: Thank you.

26. Read Dialog 3 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

27. Note how Rensky expresses his wish. Study some more examples of expressing a wish depending on the situation.

1. *I want to* (a general expression of wish in a rather categorical way):

a) I want to buy some presents for my family.

I want to see the room before registering.

b) I want you to give me a wake up call at 7 o'clock.

I want the bellman to take my bags upstairs.

2. *I'd like to* (used to express a tentative, non-categorical wish):

a) I'd like to buy a new bag, mine looks quite shabby.

Dr. Cole, there's something I'd like to discuss with you.

b) I'd like you to join us for lunch.

I'd like you to make some comments.

3. *I feel like* (expresses a tentative wish often related to the speaker's physical or mental state):

I'm very tired. I feel like taking a nap.

It's quite early. I don't feel like going home.

28. Express your wish or lack of it:

1. to get a copy of Dr. Cole's recent paper;
2. to get acquainted with Dr. Cole;
3. to have a drink with your colleague;
4. to buy some souvenirs for your family;
5. not to stay at home because the weather is fine;
6. to send a letter by air-mail at the post office;
7. to dine out together;
8. to discuss some matters with your colleagues after the conference;
9. not to participate in the meeting because you are pressed for time;
10. to get some rest after a day of hard work;
11. not to go on the subway but rather to walk;
12. to pay cash at the hotel;
13. to see as much of Manhattan as possible;
14. to go home because it is getting late;
15. to visit Greenwich Village in New York because you have heard so much about it;
16. not to be disturbed in your room because you need a good rest;
17. to have a cup of coffee.

29. Express your wish for someone to do something in the following situations. Use *want* or *would like*.

Model. 1. You are fond of music and ask the clerk to make reservations for a concert.

⇒ I want you to make reservations for a concert, please.

2. You think that it's time for Tom to summarize the data.

⇒ Tom, I would like you to summarize the data.

1. You insist that Mary help you.
2. You invited Dr. Rensky to be a guest of your department.
3. You expect that Dr. Cole will lend you the journals for a few days.
4. You made reservations by fax and expect the desk clerk to confirm them.
5. You are a newcomer and ask the doorman to show you where the parking lot is.
6. You think that Dr. Simpson should give a talk at the seminar.
7. You require that the clerk make reservations for a non-stop flight to New York.
8. It's your wish that Dr. Carr join you for lunch.
9. It's your first visit to New York and you expect your friend will take you on a sightseeing tour.

30. Ask if anyone wishes something from you.

Model. 1. — Your paper is too long for the journal. (shorten)

— Would you like me to shorten it?

2. — I don't know how to place a collect call. (help)

— Do you want me to help you?

1. I don't know how to fill out the arrival form. (show)
2. Something is wrong with the air conditioning. It doesn't work. (fix)
3. The suitcase is very heavy. I can't possibly carry it myself. (help)
4. I don't know where to buy tickets for a Broadway show. (get them for you)

5. I can't leave my child alone and join you for dinner. (find a baby sitter)
6. I'm a stranger in New York and hate getting about the city alone. (accompany you)
7. I know that the admission to the Museum of Modern Art is free one day a week. I wonder which day? (find out)
8. I've been on my feet all day long touring the town and seeing sights. Now I feel quite exhausted. (get something to eat and to drink)
9. I've heard that there is a fine view from the top of the Empire State Building. (take you there)

31. Note that *I wish* can have different meanings depending on what follows it:

- a. regret referring to a present situation: *I wish I knew it (= I don't know); I wish I could help (= I can't help)*
- b. regret referring to a past situation: *I wish she had done it (I'm sorry she didn't do it)*
- c. dissatisfaction with the present situation and a wish for a change in the future: *I wish you would quit smoking.*

NOTE that after *I wish* (pattern *a*) the form *were* may be used for all persons: *I wish I/she were younger.*

NOTE also that in sentences expressing regret (patterns *a* and *b*), affirmative verb forms following *wish* actually have negative meanings (see examples above) and vice versa:

I wish I were not here (= I'm sorry I'm here)
I wish I hadn't said it (= I'm sorry I said it)

A. Express regret in the following situations using structures *I wish I knew/didn't know it; I wish I could do it.*

1. I don't know her address. 2. I am sorry I can't help you. 3. It's a pity the room is so dark. 4. I am sorry I live so far from the university. 5. What a pity I can't accept your invitation. 6. I am sorry the tickets for the concert are so expensive. 7. It's a shame I don't know French. 8. He's so irritable; he upsets me a lot.

B. Express regret in the following situations using structures *I wish she had (not) said it.*

1. I regret having written to him. 2. I'm sorry I didn't apologize. 3. I forgot about her birthday. 4. I am sorry I didn't reserve a ticket in advance. 5. I was looking forward to seeing this movie but missed the chance. 6. I am lost; I should have asked for directions. 7. I regret I overdrew my bank account. 8. It's a pity I didn't buy traveler's checks.

C. Express a wish for a change in the following situations using structures / wish you would/wouldn't go there.

1. I'd like Jim to give up smoking, but he wouldn't listen.
2. It would be good for her to lose some weight but she is too good an eater.
3. Oh, it's raining so hard. There's little hope it will ever stop.
4. He's a good researcher but I'm afraid he won't join our team.
5. Our room in the hotel is good, but the service is poor.
6. He drives so carelessly. It worries me a lot.
7. Tom is a good friend but he's always arguing.
8. Pete's always slamming the door. It annoys me.

32. Give suitable responses using / wish structures. Add explanations.

Model. I am afraid you'll have to go alone. ⇒ Oh, I wish we could go together!

1. Mary was offended by what you said.
2. Do you know Jim's phone number?
3. Did you like your hotel room?
4. Can we talk a little longer?
5. I enjoy driving.
6. I am afraid this motel was a bad choice.
7. Will you give me a hand with the computer?
8. I hope you can join the guided tour tomorrow.
9. Your joke last night didn't go over very well.
10. Do we have to discuss this problem again?

Dialog 4

33. Listen to Dialog 4 and answer the question: Why will the customer have to go to another hotel?

34. Listen to Dialog 4 again. Follow the script below, if necessary.

No vacancies

CUSTOMER: Good afternoon.

DESK CLERK: Good afternoon, sir. What can I do for you?

CUSTOMER: I want a double room for my wife and myself.

CLERK: I'm afraid we are out of doubles, sir. It's the weekend, you know.

CUSTOMER: May I have an extra bed placed in a single room?

CLERK: I'm sorry, sir. The hotel has no vacancies. We're booked solid.

CUSTOMER: What a shame. Then I'll have to find another place.

CLERK: I'm sorry. I wish I could do something for you. Next time make reservations well in advance, especially for the weekend. Here is our phone number to call for reservations.

35. Read the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

36. Note how the customer expresses his disappointment when he learns there are no vacancies. Study some other ways of saying you are disappointed.

What a shame!

That's a shame.

What a pity!

It's too bad I can't have a vacation in summer.

It's really a shame that you have to rewrite that essay.

I'm very sorry to hear about it.

That's very disappointing, I must say.

I'm rather disappointed about it.

I'm disappointed that he failed the exam.

37. Working in pairs, use the above formulas (Exercise 36) to express your disappointment in the following situations. Give reasons.

Model. 1. — It's the weekend and the hotel is sold out.

— That's a shame. I hoped to get accommodations at this hotel.

2. — Dr. Cole has fallen ill. He won't be able to participate in the seminar.

— I'm very sorry to hear that. I was looking forward to seeing him.

1. There are only the most expensive rooms left.
2. They don't seem to have a room with a bathroom.
3. The Metropolitan Museum happens to be closed for two days.
4. The hotel doesn't accept traveler's checks.
5. Dr. Evans whom you hoped to meet at the conference is sick.
6. Your travel expenses can't be covered and you won't be able to attend the conference in the US.
7. Your friend can't accept your invitation to spend the weekend together.
8. There are no tickets to the opera because the house is sold out.
9. You can't cash \$500 worth of American traveler's checks.
10. Dr. Cole declined the invitation to attend the panel discussion because he is pressed for time.

ROLE PLAY

38. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A guest goes through all the check-in formalities at a hotel.

Strategy.

Clerk

Customer

Greets the guests

Introduces himself. Asks to confirm his reservation

Confirms reservations. Asks for details (duration of stay, form of payment, etc.)

Supplies required information. Makes inquiries about the rate, meal times, services, etc.

Gives explanations

Expresses satisfaction/dissatisfaction with some details. Decides to check in

Asks to fill out the arrival card

Indicates his wishes for the next day (car rental, sightseeing, theater, etc.)

Promises full cooperation, gives the key to the room

Expresses gratitude

Situation 2. A new arrival cannot get accommodation at a hotel.

Strategy.

Arrival

Clerk

Greets the desk clerk

Answers the greeting. Offers his help

Expresses his wish

Denies assistance. Gives reasons

Expresses his disappointment

Offers his apologies. Expresses regret

Asks for advice

Gives advice

Expresses gratitude and disappointment again. Takes leave

Situation 3. Make arrangements with your foreign colleague to take him/her to an exhibition.

Strategy.

A

B

Expresses his/her wish

Welcomes the idea

Specifies the time of the meeting

Suggests another time; gives reasons

Expresses agreement. Specifies the place of the meeting

Expresses agreement

Confirms agreement

WRITING

41. Write an e-mail message requesting a hotel reservation for a certain period of time, give specific details. Use the pattern suggested below.

Dear Sir or Madam:

I would like to reserve a ... room with a bathroom for ... nights from ... through

Please let me know if you require a deposit. Could you confirm my reservation at your earliest convenience. You can contact me by phone (number) or e-mail (address).

Sincerely,
Signature

42. Fill out a hotel registration card.

THE MARRIOTT HOTEL

Last name _____

First Name _____

Date of birth _____

Place of birth _____

Country of Citizenship _____

Passport Number _____

Car model, license number _____

Room # _____

Arrival date _____

Departure data _____

UNIT 7. PHONE AND MAIL



Subject matter: *Telephone and mail services in the USA*

Structure study: *Different meanings of must/may/might*

Lexical study: *The use of do and make*

Conversational formulas: *Making a phone call; asking to repeat what has been said*

Writing: *Writing the address on envelopes*

READING AND SPEAKING

Text 1

1. Answer this question before reading Text 1: What do you know about using the telephone in the USA?
2. Read Text 1. What must you know to make a long-distance call?

COMMUNICATION BY PHONE

A local call from a telephone booth usually costs 25 cents for the first five minutes; the caller drops the coins into the slot (nickels, dimes, and quarters are accepted), or uses a phone card, or a credit card. Long-distance calls are naturally more expensive. Note that today you must dial the three-digit area code even if you are calling locally.

Calls from pay phones to most places in the USA and Europe can be dial-direct or operator-assisted. The dial-direct system is much quicker and cheaper. To make a long-distance dial-direct call within the USA dial 1, followed by the area code and the number you are calling. The operator or a computer will tell you how much money to deposit. At the end of the time you paid for, you will be cut off unless you put in more money; the operator will usually interrupt to request more money.

If you want to make an operator-assisted call, first call the operator by dialing 0. The operator will connect you and tell you the cost of your call. Alternatively,

you may dial 0, the area code and number and the operator will then come on the line; you may then ask the operator to tell you the cost, or charge it to a credit card.

The procedure of making an international call from the USA is almost the same whether it is dial-direct or operator-assisted. You must dial 011, then the code for the country, the code for the city, and then the number you are calling.

Operator-assisted calls can be as follows.

1. Person-to-person. Made to a particular person. There is no charge if the person is not available.

2. Station-to-station. Connects you to the number you want.

3. Collect. Paid by the person you are calling. Here you absolutely cannot do without an operator's assistance. To place a collect call, you must dial 0 followed by the area code and the number and tell the operator, "Collect call from (your name)". The operator will then speak to the person you are calling and inquire if he/she is prepared to take the call. If the answer is "yes" connection will be made. If you are using AT&T,* you may dial 1-800-COLLECT* and receive the service of an AT&T operator.

If you do not have the telephone number of the person you want to call, you may call 411 for the Directory Assistance operator. It is helpful if you know the exact full name and address of the person you are contacting. You can also look up the number in the telephone book (the telephone directory) in the booth; telephone directories are normally found in hotel rooms. Phone books have white, blue and yellow pages. The white pages contain telephone numbers of private residences and businesses. The blue pages give the numbers of city services, government services and public schools. Business and professional services organized by category (e.g. attorneys, physicians, plumbers, television sales) are provided in the yellow pages.

3. Answer the following questions.

A. 1. What are the advantages of the direct-dial call? 2. When is it necessary to make an operator-assisted call? 3. What is the procedure for making an international call from the USA? 4. You don't know the phone number of the person you want to call. How can you get it? 5. You need information about the opening hours of the Metropolitan Museum. What should you do? 6. You want to make a local call. What coins can you use?

B. 1. Have you ever made a long-distance call when in the USA? If so, share your experience. 2. Have you ever made an operator-assisted call? Why? 3. How do you make local calls in your country? long-distance calls? international calls? Share your experiences.

Exercises

4. Find the verb *may* in the text; try to decide whether it denotes permission or probability.

A. Ask permission using *may*.

Model. Would you mind my using your telephone, sir? ⇒ May I use your telephone, sir?

1. Would you mind my making a collect call, Dr. Reed?
2. Karen, is it OK if I call you at your office?
3. Mr. Chairman, do you mind my asking a question?
4. Mr. Burton (*the boss*), would you mind if I take the day off this Friday?
5. Marian, mind if I borrow your pen for a moment? I have to fill out a form.
6. Mrs. Jordan (*the librarian*), do you mind my keeping the book for another week?
7. Professor, would you mind my missing the lecture? I have an urgent call to make.

B. Respond to the questions. Estimate the probability of the events discussed. Justify your opinion. Use *must* for more probable events, *may* for less probable events and *might* for events that are not very likely to happen.

Model. Question: Do you think Jack'll call from Thailand?

Answer 1: He absolutely must. After all, it's his son's birthday!

Answer 2: I think he may. It's not all that difficult.

Answer 3: He might, but you know how busy he is when he travels.

1. Do you think I'll be able to get in touch with Prof. Nicholson? It's urgent.
2. Is Mr. Brown going to Boston? I need to see him if he is.
3. Will we get to Sunny Beach in time? We left too late.
4. Is it going to rain? The sky looks pretty cloudy.
5. Will she come to see us? I heard she was ill.
6. I hope she will have no difficulty getting the visa. Am I too optimistic about it?
7. Will they let me in? I don't have a ticket.
8. He went off so suddenly. Do you think he left a message for us?

5. A. Respond to the statements. Offer assumptions referring to the past. Use the structure *must/may/might* + *Perfect Infinitive*.

Model. Teacher: I didn't see Dr. Green at the last seminar although I know he was planning to come (change his plans).

Student: He must (may, might) have changed his plans.

1. I failed to reach Dr. Wilson although I called him several times (go away).

- Where are my notes, I wonder? I'm sure they are somewhere around here (put them in a drawer).
- Why hasn't he answered my letter? I sent it long ago (not receive it).
- Why didn't he send his paper? The deadline is May 2nd (not get it ready).
- I don't know why, but she canceled her reservation at the hotel (to put off the trip).
- Jack refused to join our party last week. What was the matter with him? (be short of time).
- John was enthusiastic about the new project, but now he is quite critical of it (be disappointed with it).
- He didn't speak in the debate, which is unlike him (not feel well).

B. Express different degree of probability using *must/may/might* + an appropriate form of the infinitive.

- I cannot get through to him. The phone _____ (be) out of order.
- I know it's getting very late, but he still _____ (call).
- Don't worry, their plane _____ (be) a little late.
- I am afraid my letter _____ (be delivered) to the wrong address.
- I can't believe he walked home so fast. He _____ (take) a taxi.
- Doris _____ (call) while we were out. Let's call her back.
- Check the answering machine. Bob _____ (leave) a message.
- The lights are out. They _____ (go) to bed.
- Let's wait until Thursday. The parcel _____ (come) any day now.
- He wasn't sure but he said he _____ stop by on the way home.

6. Work in pairs. Respond to the following statements expressing regret or reproach. Use the structure *might* + *Perfect Infinitive*.

Model. A: I'm sorry, but I couldn't contact him on the phone as you asked me.
He was _____ out (leave a message).

B: You might have left a message for him.

- I couldn't make a long distance call from the airport. I had no cash on me (make a collect call).
- I didn't call him because I didn't have his phone number. I lost it. (look it up in the white pages).
- My room in the hotel was rather chilly. I'm afraid I've caught cold (ask to turn on the heater).
- At the airport it took me a long time to find the luggage claim area (ask a uniformed airport official).
- I couldn't reserve a room at the Ritz. They were full (try the Savoy).
- I'm afraid he didn't understand what I meant (make your meaning clearer).
- I couldn't watch TV in my hotel room. The TV set was out of order (have it fixed).

8. I couldn't sleep in my hotel room. The traffic outside was too noisy (change it for another one).
9. I could hardly eat that Chinese dish in the restaurant. It was too spicy (try to order something else).
7. In Text 1 find the phrases with the verb *to make*. Note that this verb has the general meaning "to produce, to bring into existence". Here are some other examples with the verb *to make* in the same meaning. In the list below find expressions to substitute for the italicized phrases with the verb *to make*.

1. He is quite sociable. He *makes friends* easily. 2. I'm leaving next week. I've already *made* all the necessary *arrangements* for my stay in Rome. 3. He has worked very hard and *made every effort* to master Japanese. 4. We can talk it over either right now or after the session. It *makes no difference*. 5. The film is exciting and rich in humor. It has *made a great impression* on me. 6. I've *made an appointment* with Prof. Snow. I'm afraid I can't cancel it. 7. I'm not Dr. Reed, you've *made a mistake*. 8. He is good at *making plans* but no good at putting them into effect. 9. No one's answering the phone. It *makes no sense* to call again. 10. Can you come Saturday morning? — I'm afraid I can't *make it* before noon.

to try hard, to produce an impression, to set up friendship, not to matter, to settle things, to arrange to meet, to suggest ideas, to come, to be wrong, to be pointless.

8. In Text 1, find the phrase with the verb *to do*. Note that this verb has the general meaning "to act, to be engaged in a certain activity, to perform". In the list below find expressions to substitute for the italicized phrases with the verb *to do*.

1. John *did very well* on all the exams and is going to be at the top of his class. 2. I'm not satisfied with the way you *did* the work. 3. That walk in the open air has *done me good*. I feel better. 4. John *did his best* to contact him but failed. 5. The maid came in and asked if she could *do the room*. 6. We will have to *do without* a vacation this summer. We have to finish up our research project. 7. My husband and I take turns in *doing the dishes*. It is not a very pleasant job when you don't have a dishwasher. 8. The customs officer *was doing his duty* when asking these questions. Don't be irritated. 9. Would you *do me a favor*? Will you read my paper and give your opinion? 10. The rapid change of the time zones and climate during a long flight may *do harm* to one's health.

to wash plates, to lend a hand, to clean up, to be harmful to, to make every effort, to manage without, to be good for, to show excellent results, to carry out one's responsibilities, to perform.

9. Choose between *do* and *make*. Use the correct form of the verb.

1. He _____ well at school and is one of the most brilliant students at the college. 2. Don't worry about booking a room at a hotel. I'll _____ all the arrangements for you. 3. The competition will be hard but I'll _____ my best to win it. 4. He _____ a big mistake in doing business with such a firm. 5. Take a few days off and relax. It will _____ you a lot of good. 6. You may call any time you like. It _____ no difference. 7. Could you _____ me a favor? I'd like to leave a message with you for Dr. Stay. 8. Which of the pictures you saw at the exhibition yesterday _____ the greatest impression on you? 9. He has many things to attend to. He can't _____ without a secretary. 10. We've _____ an appointment for 5 o'clock tomorrow but I'm afraid I can't _____ at that time. What about a little later?

Text 2

10. Read Text 2. What are the competitors of the U.S. Postal Service?

POSTAL SERVICE IN THE USA

Letters or packages can be sent to and from the USA by airmail or surface mail, which goes by train, truck or ship (generally referred to as 'snail mail' in contrast to e-mail). If you want to speed up the delivery of your mail don't fail to use a zip code (i. e. five to nine numbers that follow an address). Each post office in the country has a different zip code. Most telephone books have a map showing local zip codes.

If you want to send things safely through the post you should send them by registered mail. In this case a letter or package carries a number that is recorded in the post office so that it can be found if it does not arrive at the address indicated. Mailers are required to declare the full value at the time of mailing on all registered mail articles, whether insured or not. Domestic postal insurance against loss or damage may be purchased by paying the appropriate fee. Postal insurance covers the value of the contents at the time of mailing if lost or totally damaged, or the cost of repairs. In case of complete or partial loss of contents, damage or probable pilfering* claims must be filed immediately. The wrapper of the parcel and the damaged goods must be presented. Domestic postal insurance is limited to \$ 25,000.

Coverage for international registered mail is restricted to the maximum set by the Convention of the Universal Postal Union.

For transients and customers who are not permanently located general delivery service is provided. The mail will be held ten days, or up to a month if the sender writes "Please hold 30 days" on the envelope.

If you change your address you should file a forwarding order according to which your mail will be forwarded to you. A written request (a hold order) should

also be handed in if you expect to be gone for some time and want your mail to be held up.

Remember that you cannot usually send telegrams or make telephone calls from U.S. post offices.

The US Postal Service has competitors. Courier services such as Federal Express or DHL* deliver messages overnight, although they may be expensive. Parcels are also delivered by a number of companies; United Parcel Service is the best known. You can find information on them in the Yellow Pages.

11. Answer the following questions.

A. 1. What is a zip code? Why must it be used? 2. What are the advantages of registered letters? 3. You received a parcel that had the traces of pilfering. One of the books is missing. The parcel was registered and insured. What should be done in this case? 4. You are a transient and have no permanent address. What arrangements can you make regarding your correspondence? 5. You have moved to a new address, but want to be sure you receive your mail. What will you do? 6. What should be done if you want your addressee to get a letter or package quickly?

B. 1. Have you ever used the US Postal Service? If you have, under what circumstances? 2. What can you say about the postal service in your country? Do you think it's efficient and reliable? 3. Are there any ways to speed up the delivery of the mail in your country? 4. What's the best way to ensure delivery of a valuable object or document?

LISTENING AND SPEAKING

Dialog 1

12. Listen to Dialog 1. What's the date of the appointment?

13. Listen to Dialog 1 again. Follow the script if necessary.

An appointment with a dentist

NURSE: Good morning. Reed's Dental Surgery. Can I help you?

RENSKY: Good morning. I'd like to make an appointment with Dr. Reed, please.

NURSE: Certainly. When would you like to come in?

RENSKY: I'm free Tuesday afternoon. Will that be OK?

NURSE: Just one moment, I'll check. Hold the line please. I'm sorry, all Tuesday afternoon is booked. Could you have an appointment Wednesday morning at 9.30? Does that suit you?

RENSKY: Let me see... I guess I can manage it.
 NURSE: Fine. So that's 9.30 on Wednesday. Could I have your name and telephone number please?
 RENSKY: It's Rensky and my number is 555-4811.
 NURSE: Will you spell it please.
 RENSKY: R-E-N-S-K-Y.
 NURSE: Thank you. We'll see you then. Good-bye.
 RENSKY: Good-bye.

14. Read the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

15. Note how the nurse answers the phone call. Study different ways of starting a telephone conversation.

- Hello. Is this Alex Green? It's Mary Ford.
- Hello. This is John Smith speaking. Could I talk to Ann?
- Hello. May I speak to Dr. Williams please?
- Good morning. Reed's Dental Surgery. Can I help you?
- Dr. Gray's Office. May I help you?
- Hello. Animal Shelter Service. What can I do for you?

NOTE: You may answer the call by merely repeating your number; this is common on answering machines.

16. Study the following dialogs. Note different ways of starting a telephone conversation.

A. The caller starts.

1. A: Hello. May I speak to Prof. Sidney please?
 B: Speaking.
 A: Good evening. This is Dr. Rensky calling.
2. A: Hello. This is Ann speaking.
 B: Hi, Ann. What's the problem?
 A: I'm calling to remind you of our lunch date.
3. B: Hello, George is here. Is Mary in?
 A: Hi, George! Hold on a moment. I'll find out. *(Pause.)* Sorry she's out. Would you like to leave a message?
4. A: Hello. Is this Mr. Roberts?
 B: No. I'm sorry, he isn't in at the moment. Can I help you?

- A: Thanks. My name is George Finn. Mr. Roberts called me earlier and left a message on the answering machine. Could you tell him I am at 684-8890?
5. A: Hello. May I speak to Mary Lynn?
 B: I'm afraid you have the wrong number.
 A: Oh, I'm terribly sorry.
 B: That's all right.
6. A: May I have extension fifty-six please?
 B: The line is busy. Could you hold on?
 A: Well, yes, if it doesn't take long.
7. A: I'd like to make a long-distance call to Pittsford.
 B(operator): What's the number please?
 A: Two-four-three; eight-seven-forty three.
 B: Would you like to make a person-to-person call?
 A: No, just regular.
- B. The person called starts*
8. A: Somerset College. How can I help you?
 B: Good morning. I'd like to speak to Dr. Freeman of the Physics Department.
 A: What is the extension number, please?
 B: I'm afraid, I don't know.
 A: Don't hang up, please. (Pause.) It's eleven twenty-five. I'm connecting you.
9. A: Hello. Four-seven-seven two-one-four-six.
 B: Is this Jeremy Brook?
 A: Yes. This is Jeremy Brook speaking.
 B: Hello, Jeremy. It's Janice Wall calling.
 A: Pardon, Janice who?
 B: Janice Wall.
10. A(operator): Will you accept a collect call from Mr. Rose in New Jersey?
 B: Yes, sure. Go ahead.
11. A: Thank you for calling Delta. May I help you?
 B: I'd like to make a reservation please.
12. A: Reception desk, Green Town Hotel. Can I help you?
 B: Hello. I'd like to know if you have a single room for tonight.
13. A: Russell Toy Company.
 B: Could I speak to Mr. Russell please?
 A: I'm sorry. Mr. Russell is on the other line. Could you call back in ten minutes?
 B: All right.

14. A: You've reached Bill Sharp's residence. I'm not at home at the moment.
Please leave your message after the tone. I'll return your call as soon as I can.
B: Hi, Bill, this is Brian. Ann and I are going to the beach on Saturday. I was wondering if you'd like to join us. Could you call back? It'd 10 a.m. now and I'll be home after seven. Or try to reach me at my office at 392-2036. Talk to you later. Bye.

17. Supply the missing remarks.

1. A: May I speak to Mr. Richardson please?
B: _____
A: Good morning, Mr. Richardson. This is Mr. Stock calling.
2. A: May I speak to Mr. Weston?
B: _____
A: Could you take a message for him?
B: _____
3. A: Hello. This is Bob speaking. Is Ann in?
B: _____
4. A: _____
B: I'm afraid you have the wrong number.
A: _____
B: That's all right.
5. A: _____
B: Hold on please. I'll see if he is in.
6. A: May I have extension 74 please?
B: _____
A: Well, yes, if it doesn't take long.
7. A: _____
B: Yes, that's right.
A: _____
B: Sorry. There's no one by the name of Simpson here.
8. A: Operator, I've been disconnected. Could you help me?
B: _____
9. A: I'd like to make a call to Pittsford.
B(operator): _____
A: Area code: seven-one-six; number: two-four-six four-zero-twenty-one.

10. A (operator): Would you like to make a person-to person call?

B: _____

11. A (operator): Will you accept a collect call from Mr. Henderson?

B: _____

18. Working in pairs, act out the following situations.

1. Call up the Modern Art Gallery and ask about the admission days and hours.
2. Make a call to the firm of your business acquaintance. Start a conversation with the secretary. The person you want is out.
3. Call a doctor and make an appointment with him/her through the secretary.
4. You want to invite your friend to your birthday party. Call him/her up.
5. You want to speak to your friend. She/he is out. Leave a message.
6. You dialed a wrong number. Apologize.
7. Call International Products Limited. Ask the operator to switch you to an extension number. Agree to wait while the line is busy.
8. Call up the Lost Property Service. Ask about the briefcase you left on the bus.

19. Leave a message on an answering machine.

Introduce yourself:

Hi! This is ...

Hello! My name is ...

Give the day and time:

It's 5 o'clock on Friday afternoon.

Explain the purpose of your call:

I am calling to ask/inform/tell/remind you ...
because I want ...
in case you forgot ...

Request action:

Give me a call, please.

Could you call me back?

Can you get back to me?

Give your phone number:

My number is ...

You can reach me at ...

I am/I'll be at ...

Finish your message:

Thank you. Bye

Thanks a lot

Dialog 2

20. Listen to Dialog 2. Are they going to see each other?

21. Listen to Dialog 2 again. Follow the script if necessary.

An unexpected call

WARREN: Hello.

RENSKY: Is this David Warren? This is Alex Rensky speaking.

WARREN: Pardon? Alex who?

RENSKY: Rensky. We met in Salonica last year.

WARREN: I'm sorry, where?

RENSKY: In Salonica, in Greece.

WARREN: Oh, Alex! Great to hear you! Where are you calling from?

RENSKY: I'm here in town and I thought I might give you a call.

WARREN: That's fine. Why don't we get together? Are you free Friday evening?

RENSKY: I think I am.

WARREN: OK. Let's go out to dinner together. Could you call me Friday at six?

RENSKY: Certainly. Bye.

22. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

23. Note the way Warren asks Rensky to repeat the words he did not catch. Study the following ways of asking to repeat what has been said.

Pardon?/(I'm) sorry?/I beg your pardon?

What did you say?

(I'm) sorry, I didn't hear what you said.

(I'm) sorry I did not catch the last word, etc.

Sorry, where/when/who/what, etc.?

Would you repeat that please?

Will you say that again?

24. Ask to repeat what has been said. Specify, using any of the phrases (on the list) above.

Model. Student 1: My niece is in Naples now. She is very impressed with it.
Student 2: Pardon? Where is she?

1. Yesterday I saw "The Fantasy in Red" on Broadway. I enjoyed it.
2. I think the only way to resolve the difficulty is to use the hit or miss method.
3. Bob is arriving on flight 2135.
4. Charles Barkley plays for Phoenix Suns.
5. Colin got his Ph.D. in 1983.
6. She went to Warsaw and never came back.
7. The only person who didn't say a word against the project was Mr. Centerville.
8. They're staying at the Fordham Hotel. Let's go and see them.
9. He's persuaded everyone with his *in vivo* data.

ROLE PLAY

25. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A customer is calling the airport to book a round trip ticket to Chicago. He tells the clerk that he wants to travel economy class and leave on Monday morning.

Clerk

Customer

Answers the call. Gives the name of the airline. Greets the customer. Offers service

Returns the greeting. Expresses his/her request

Asks the customer to hold on. Checks the schedule and advises the customer about the time of the flight

Expresses satisfaction. Makes a reservation giving the name

Asks to repeat the name

Repeats the name

Asks to spell the name

Spells the name

Advises the customer about the necessity to come early to pick up the ticket and check in

Thanks the clerk, says good-bye

Situation 2. Dr. Smith is looking for a room to rent. After reading an advertisement, he calls the landlord.

Landlord

Dr. Smith

Answers the call

Responds, gives the name and the purpose of the call

Acknowledges

Inquires about the rent

Answers; advises about the necessity to pay weekly and make a one-week deposit

Agrees to the terms. Asks about extra charges (heating, etc.)

Gives a negative answer

Asks about any particular house rules to be observed

Sets some requirements (*no loud music after 11 p.m., no noisy visitors, pets, etc.*)

Approves of the terms. Asks about the address

Gives the address

Repeats the address. Promises to come soon

Acknowledges

Expresses gratitude

Situation 3. A customer is calling the Stella Hotel to reserve a room. He wants a single room with bath for five days.

Desk clerk

Customer

Answers the call. Gives the name of the hotel. Offers services

Asks the customer to hold on. After checking advises the customer about a vacancy

Names the price (\$50 per day + 12% service charge)

Advises the customer about the necessity to confirm the reservation shortly before arriving

Thanks the customer and says good-bye

Expresses his/her request

Asks about the daily rates

Expresses satisfaction and makes a reservation giving his/her name and credit card number

Promises to do so

Situation 4. A customer wants to make a long distance person-to-person call to Pittsford, N.Y.

Operator

Customer

Answers the call, offers his/her services

Expresses the request

Asks for the Pittsford resident's number

Says he/she does not know it. Asks the operator to find it out for him

Asks for the full name and address of the person

Provides the information

Advises the customer about the number

Thanks the operator and asks to be connected immediately

WRITING

26. Pay attention to the place and order of addresses on the envelopes: the address of the sender is given in the upper left-hand corner of the envelope, while that of the addressee is in the center.

Philip Besser
320 North Edmonston Drive
Knockville, MD 20 852-2112

Professor Irving FOOTE
School of Literature and Culture
Georgia Institute of Technology
Atlanta, Georgia 30332-0165

Dr. Sandra THORNTON
School of Slavonic Studies
University of Maryland
College Park MD 20 852-2113
USA

Stanley ELLIS
32 Robin Lane
Weeton, Leeds
LS17 0AN
Great Britain

27. Write the address on a letter to be sent to the USA.

Commentary

AT&T — American Telegraph and Telephone, one of the major communications companies.

1-800-COLLECT — in the United States, each digit between 2 and 9 on the telephone dial (keyboard) has three corresponding letters: 2 = ABC, 3 = DEF, ... , 9 = WXY. Thus, COLLECT means 265-5328.

pilfering (here) = theft.

DHL — one of the major express mail services.

UNIT 8. COMMUNICATING WITH AMERICANS



Subject matter: *Informal communication*

Conversational formulas: *Making, accepting, and declining invitations; expressing concern and sympathy, likes and dislikes; saying good-bye*

Structure study: *the Present Perfect Tense*

Writing: *Informal letters of invitation*

READING AND SPEAKING

Text 1

1. Answer the questions before you read Text 1: Have you ever visited with a family in the USA? Did you have any difficulties communicating with your American friends/colleagues?
2. Read the Text 1. What is specific about Americans and communication with them?

COMMUNICATION DIFFICULTIES

While you are in the United States you will certainly be interested to be invited to American families, visit their homes or even stay with them. When people from different cultures meet, they may sometimes find that their communication is complicated by a number of factors that may be little understood by either side. Every person has been conditioned by his or her society and culture. These unconscious conditionings color the way they speak and the judgment they make of one another. It seems useful to try to adjust to one another when we become aware of communication difficulties and learn something about another culture.

For many Americans, the old tradition of hospitality to strangers is still very strong. The ease with which Americans speak to people they've only casually met, the habit of informality, may surprise a foreign visitor. The casual friendliness of

many Americans is neither superficial, nor artificial, but has its historically based cultural meaning, which should be interpreted properly. As anywhere else it takes time to become real friends.

There are three most frequently mentioned American "national characteristics": friendliness to strangers, a strong sense of community and a general informality. Americans enjoy meeting new people and having guests. When they are introduced, men usually shake hands, women usually don't. Saying good-bye Americans rarely shake hands, except on business occasions. Americans tend to use first names in most situations and speak freely about themselves. There are topics, though, for example, income and religion, that many Americans feel are best avoided in casual conversations.

As a guest you may ask your host if there is anything you can do to help in the kitchen. It will be appreciated as a gesture and may be even more important than actually helping. Yes, being friendly is a virtue that Americans value highly and expect it from neighbors and strangers. So let Americans realize you are interested in them. Ask them questions about their families, leisure and interests. This will help the conversation. Hopefully after a light-weight conversation you can go on to a more substantive communication. Have a good time, say anything you want to, smile and above all laugh with them!

Exercises

3. Answer the following questions.

A 1. What can cause communication difficulties? 2. What are people most often interested to learn in a foreign country? 3. What can be done in a conversation with Americans to overcome communication difficulties? 4. What are some communication habits of Americans? 5. What questions would you ask if you were invited to an American home? 6. What questions should be avoided when communicating with Americans?

B 1. Have you had experience of communicating with Americans or any other foreigners either abroad or in your own country? 2. What cultural peculiarities have you noticed? Are they difficult to understand for those who belong to other cultures? 3. What are your suggestions as to how to achieve mutual understanding and good communication with a person from another culture?

4. Replace the words and phrases in italics with those from the list below.

1. Sometimes communication *becomes difficult* due to the difference in cultures. 2. When people speak of one another they *form opinions* of each other. 3. When communicating people try to *adapt* themselves to each other. 4. When people *come to realize* communication difficulties, they want to overcome them. 5. Americans shake hands only at very formal social *events*. 6. Let people *understand* that you res-

pect their culture and are interested in it. 7. Most Americans *like* meeting new people and having guests.

to adjust, to become aware of, to be complicated, occasion, to make judgements, to enjoy, to realize

5. In Text 1, find three sentences with verbs in the Present Perfect Tense. Try to guess at the general meaning of the Present Perfect forms in these sentences.

6. The Present Perfect Tense is used to denote an action completed by the present moment. It is often used with time expressions, indicating a) that the action is included into the present period of time: *this morning, to-day, this week (month, year, century), ever, never, twice, several times, often, in recent years, recently, lately, in the past/last (few) years, etc;* b) that the action is completed: *already, just, yet.*

A. Give information about yourself using the Present Perfect tense of the following verbs.

1. I have recently ... (come across, play, move, become interested in, learn) ...
2. Today I have ... (post, phone, visit, be introduced to) ...
3. This week I have ... (meet, buy, finish) ...
4. I have already ... (read, write, speak to) ...
5. I have never ... (be, see, meet) ...
6. This year I have ... (travel, go, attend) ...
7. I have just ... (try, change, find, think about) ...
8. I haven't yet (start, send, invite, visit) ...

B. In combination with *already, just* and *yet*, Present Perfect expresses a completed action: *already* implies that something happened sooner than expected, *just* means "a short time ago", *yet* is only used in questions and negative sentences to show that something is expected to happen. Note that in American English Simple Past (Past Indefinite) is often used in the following sentences.

A: Have you had breakfast *already*?

B: Yes, I've *just* had it.

C: No, I haven't had breakfast *yet*

A: Did you have breakfast *already*?

B: Yes, I *just* had it.

C: No, I didn't have breakfast *yet*.

Answer the following questions using *already, just* and *yet*.

1. Have you finished your work yet?
2. Shall I pay the waiter?
3. Have you seen Pat?
4. Do you remember you wanted to call Sam?
5. Have you heard from James?
6. Has your friend found a job yet?

7. Hello, I haven't seen you for ages! Where have you been?
8. When are you going to finish your translation?

C. Work in pairs: ask your partner questions about his/her activities using the Present Perfect forms. Let him/her give you a full answer, following the model and the list of activities below. Trade roles.

Model. Student 1: Have you ever stayed with an American family?

Student 2: I've never stayed with an American family, but I've once lived in an English home.

or Yes, I've once stayed with a family in Arizona, and I have also hosted my friends from the US a few times.

<i>Activities:</i> to go abroad	to see films directed by ...	to stay at a motel
to learn to dive	to talk to a dog	to be to Africa
to go hitch-hiking	to drive a Mercedes	to read thrillers
to write poetry	to eat Mexican food	to ride a horse

7. A. The Present Perfect Tense can be used with *since* or *for* indicating the starting point or the duration of the action respectively. Re-phrase these sentences using *for*-expressions and *since*-expressions as in the models.

Model. I've studied this problem for 5 years.

⇒ I've studied this problem since 1999/since I came to work here.

or It's been years since I last saw Tom. ⇒ I haven't seen Tom for years.

1. We've known him for two years.
2. It's 10 years since we married.
3. I haven't been to Rome for three years.
4. I last saw Jack on Tuesday.
5. I last went to the movies a week ago.
6. He last drank champagne at his wedding.
7. It's years since he last spoke French.
8. Last time I was abroad was in 1998.

B. Answer the following questions according to the model.

Model. Student 1: Can you read Latin?

Student 2: Yes, but I haven't read it since I left school/since 1994/for years.

- | | |
|------------------------|--------------------------------|
| 1. Can you play chess? | 3. Do you often hear from Sam? |
| 2. Do you live here? | 4. Can you put up a tent? |

5. Can you ride a motorbike?
6. Do you know Steve?
7. Do you smoke?
8. Can you play the guitar?

8. Answer these questions using the Present Perfect Tense.

Model. Student 1: Do you like math?

Student 2: (to be good — *always*) Yes, I've always been good at it.

1. S.1: Do you know Esperanto?
S.2: (to study — *never*).
2. S.1: Do you spend much time with your family?
S.2: (to be busy — *this year*).
3. S.1: Do you travel a lot?
S.2: (to be to France — *a few times*).
4. S.1: Do you often meet with your school friends?
S.2: (to have a reunion — *recently*).
5. S.1: Do you live in a big city?
S.2: (to live — *for a year/all my life, etc.*)
6. S.1: Would you like a cup of coffee?
S.2: (to have — *just*)
7. S.1: Do you like animals?
S.2: (to keep — *always/never*)
8. S.1: Do you have a family?
S.2: (to be married — *never, twice, since ... , for ...*)

9. A. Compare the sentences in the left and right parts of the table:

Present Perfect	Simple Past (Past Indefinite)
The period of time extends to the present	The period of time belongs to the past
<p>Tom has called three times this morning (<i>it is still morning</i>).</p> <p>He has served in the army for two years (<i>he is in the army now</i>).</p> <p>I've never been to casino.</p> <p>The semester has started already.</p> <p>How long have you studied English?</p> <p>I've studied English since I was 8.</p> <p>Have you met before?</p> <p>We have met several times.</p> <p>Have you seen Ann recently?</p> <p>I haven't seen her lately.</p> <p>I haven't seen her for a few days.</p>	<p>Tom called three times this morning (<i>it is afternoon or evening now</i>).</p> <p>He was in the army for/during 2 years (<i>he is not in the army now</i>).</p> <p>I went to casino last week.</p> <p>The semester started on Monday.</p> <p>When did you start learning English?</p> <p>I started learning English when I was 8.</p> <p>Where did you meet him?</p> <p>We met in London.</p> <p>Did you see Ann last week?</p> <p>I didn't see her at the party.</p> <p>I saw her a few days ago.</p>

B. Put the verbs in brackets into the correct tense: the Present Perfect or Simple Past.

- I (buy) a new car last year, but I (not sell) my old car yet, so at the moment I have two cars.
- Mary (be) in Japan for two years. She is working there and likes it very much.
- You (be) to the theater lately? — Yes, I (go) to see *Othello* last week.
- How long you (work) for Jones and Company? — I (work) for them for six months.
- You (be) to Spain? — Yes, I (be) there last Easter.
- You (have) breakfast? — Yes, I (have) it at seven o'clock.
- Do you smoke? — No, I (not smoke) for nearly 3 years.
- When you last (visit) your relatives? — I (not see) them since June.

10. You are talking to a colleague from an English-speaking country. Make up a dialog using the following questions. Work in pairs.

- Have you been here before?
- How long have you stayed here?

- What have you seen?
- Have you visited ... ?
- Have you met ... ?
- etc.

Text 2

11. Read Text 2. What do you know about social customs in the USA? Have you been to formal and casual events there?

SOCIAL CUSTOMS IN THE USA

As you might imagine, there are many different types of social events and each carries its own degree of formality. At one extreme, you might be invited to a dinner at the White House with the President of the United States — this would certainly be a very formal event. At the other extreme, entertaining family or close friends is done on a very casual basis. Most activities seem to fall somewhere in the middle.

Business events are moderately formal. At a company dinner party you might put on your best manners. For men, attire would be a business suit, jacket, tie and probably a white shirt, for ladies, a dress. Invitations would be written for these occasions and a response required. On arrival there would be a cocktail party where people stand and mingle and talk with the others present, usually have a drink in one hand, music playing in the background. Typical informal American entertainments are sportive events, the barbecue or cookout, at which meat is cooked in the open air. Other enjoyable forms of meals are the picnic and the potluck supper. At potluck, each family brings part of a meal, enough to feed several families taking part in this get-together. Then each person may pick and choose from among many offerings of meat dishes, salads and desserts brought by the others.

In Florida, for example, there are many visitors who come to enjoy the warm weather. Entertainment is casual. One might have a good day fishing and decide to invite some friends over to share the catch. Obviously these are the last minute's spontaneous invitations. So they put together a dinner for six or eight friends. The host will have told them to come over at about six o'clock at night. Somewhere within the appointed hour friends will start arriving. The host will have the bar open and serve liquor or soft drinks to those who wish. The women will have brought something to contribute to the dinner — rolls, or salad, or perhaps a dessert. The hostess will have gotten the fish ready too, either baked, fried, or barbecued depending on the type of fish and what she is in the mood to do. Guests may sit down at a table or they will often serve themselves and eat in the living room, holding their plates or trays on their knees. They'll chat about what has happened in each other's lives since they last saw each other. Topics of conversation will range everywhere from what travel plans they have, how their children are, all the way through religion and politics and, of course, football, baseball, and golf.

12. Answer the following questions.

A. 1. How is a formal event usually held? 2. What events can be called casual? 3. What is a barbecue, a cookout, a potluck? 4. What do guests usually contribute to such get-togethers? 5. How can meals be served? 6. What do people usually talk about at such parties?

B. 1. Are informal events in your country similar to those in the United States? 2. What cultural differences can you note? 3. Have you ever been invited to a barbecue or a potluck?

Exercises

13. Replace the words and phrases in *italics* with those from the list below.

1. This book describes some *habits* of African tribes. 2. That was the main *happening* of the year. 3. For an *informal* gathering you need not put on a shirt and tie. 4. We *give hospitality to* friends at home very often. 5. Company dinner parties are *fairly* formal. 6. Lots of people came to celebrate the famous man's birthday; music was composed for this *event*. 7. For the potluck dinner there were many *contributions* of meat, salads and dessert. 8. Americans love *entertainment outdoors at which meat is roasted and eaten*.

customs, barbecue or cookout, event, casual, offerings, moderately, entertain, occasion.

14. Share your experience of attending formal or casual events in other countries.

LISTENING AND SPEAKING

Dialog 1

15. Listen to Dialog 1 and try to answer the question: How will Rensky get to Dobson's place?

16. Listen to Dialog 1 again and repeat after each speaker. Follow the script below, if necessary.

Inviting to a party

DOBSON: Hello, Dr. Rensky?

RENSKY: Speaking.

DOBSON: Good morning, Alex. Dobson here.

RENSKY: Morning, Jack. How're you?

DOBSON: Fine, thank you, and you?

RENSKY: I'm OK, too.

DOBSON: Listen, we're having a little dinner party tonight, and I wondered if you might be able to come over.

RENSKY: Oh, thank you, what time?

DOBSON: How about 6? Is it OK?

RENSKY: Yes, it is. I'll dress casually then?

DOBSON: Yes, please, do.

RENSKY: Where are we meeting?

DOBSON: Do you think you could take a taxi to my place? Or I can come over and pick you up, if you like.

RENSKY: Uh, that would be fine, if you're sure it's no trouble.

DOBSON: No trouble at all.

RENSKY: It's very kind of you.

DOBSON: It's settled then. Bye.

RENSKY: Bye-bye, Jack.

17. Read Dialog 1 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

18. Note the way Dobson invites Rensky to the party. Study various ways of inviting a person to a party and ways of accepting/declining an invitation.

Invitations

Can I buy you/get you/invite you for a drink?

Are you doing anything special tonight?

Come and see me at my place/home.

Come over/round for a glass of beer.

We are planning a party next week.

Would you like to join us?

We'll be happy to see you at our family gathering on Thanksgiving.

Would you care to join me for lunch?

We'll be happy if you join us.

Replies

Sure, thanks!

Nothing special. Why?

Oh, thank you. I'd love to come.

Thank you very much. With pleasure.

I'd love to. Thanks a lot!

Thank you for inviting me. I'll be very glad.

I'll do my best. Thanks.

Well, yes, maybe. I'll try my best.

I'd like you to come to our home some time next week.

Oh, I'm afraid I can't make it next week. I'm leaving town.

Do you think you could come for a small get-together at our place Friday night?

Sorry, I'll be busy. Jane is coming back from Paris.

Can I invite you to my place for a cup of coffee?

I'm sorry, I can't/couldn't possibly come. I need to pick up Andy from school.

How about going to the concert tomorrow?

I wish I could, but I'm afraid can't.

NOTE: use *Why?* to inquire about what your partner is about to suggest:

— Have you got any plans for this weekend?

— No, why?

— Would you like to go fishing with us?

NOTE also that a negative reply requires an explanation.

19. Read the five short conversations and say which of the invitations are formal and which are informal.

1. A: We will be happy to see you at the start-of-term breakfast at our Department on Friday at 8 a.m.

B: Thank you very much. It'll be a pleasure for me.

2. A: I'd like to invite you to my house for a party at 7 o'clock on Saturday. Will you come?

B: Sure, thank you.

3. A: Hey, we are having a party at my place. Come on over. I'll be expecting you around 7.

B: OK, thank you.

4. A: Hey, I had a great day fishing today. Have you planned anything for today? Do you want to come and join us?

B: Oh, yes. I'd love some fresh fish. Can I bring some salad?

A: Sure, and I'll call Susie and get her and her husband Tom to come too.

5. A: Were you going out to lunch, Ms. Gale?

B: Yes, why?

C: Would you care to join me? There's something I wanted to discuss with you.

20. Study some ways of asking about and explaining the details of an invitation.

Guest

Host

Where will it be?
Where should we meet?
What time?
What time will it start?
What time do you expect us to come?
When are we meeting?
What will people be wearing?
What can I bring?
Could we meet some place before the party?
Could you give me a lift/drive me to your place? Are you sure it's no trouble?

At our department/at my place. Does it suit you?/Is it convenient for you?/Is it OK?
I'll be expecting you around 7.
Do you think you could come at 6?
Is noon good for you?
Can you make it 7 o'clock?
Say, Sunday at 11.
What about Saturday night?
It's a fairly casual party. A jacket will be appropriate.
Well, a bottle of wine, maybe, but that's not really necessary.
Sure. Where/When?
No trouble at all.

Possible replies

Positive

Uncertain

Negative

Thank you, I'd love to/like to.	Don't know. Not sure, can't say.	Sorry, I can't
Gladly.	Not sure I'll be able to.	I'm afraid I can't
Why not?	Can't promise you anything definite.	I wish I could ... , but ...
No objection. I don't mind.	Not sure I can make it.	Unfortunately...,
I'm all for it.		I'd be delighted ..., but I really can't.
Agreed. Settled. OK.		
All right.		

NOTE that if the reply is uncertain or negative an explanation is expected.

21. Working in pairs, use the above formulas in the following situations and let your classmate reply.

Example A. Student 1: We are going out to the movies. Will you join us?

Student 2: I'd love to.

Example B. Student 1: Come over for a beer this Sunday.

Student 2: Thanks. I'll do my best. Not sure I'll make it.

You invite:

1. your friend to the game on Sunday.
2. your foreign colleague to the theater for the premiere.
3. your business partner to lunch at a restaurant.
4. your guest to go and see the new exhibition.
5. your friends to come over for a cup of tea.
6. your colleague to your place.
7. a famous writer to the readers' conference.
8. your colleagues to attend a public lecture.
9. your friend's family to join you and go to the zoo.
10. your neighbor to come over for a game of chess.

21. Complete the dialogs below using words and phrases you have studied.

A. What do you say?

1. — Do you think you could come to my place at 8?

— _____.

2. — Can I invite you to my place for a get-together?

— _____.

3. — What about Saturday at about 11?

— _____.

4. — Are you doing anything special Friday night?

— _____.

5. — Should I pick you up at your hotel?

— _____.

6. — Can I dress casually?

— _____.

7. — Have you planned anything for today?

— _____.

8. — Do you want to come and join us?

— _____.

B. What did you hear?

1. — _____
— Sure. I'd love to come.
2. — _____
— Thank you very much, it's very kind of you.
3. — _____
— Yes, it'll suit me fine.
4. — _____
— Yes, it would be great, if you are sure it's no trouble.
5. — _____
— It's settled then.
6. — _____
— We live over at 125, North Willow Drive.

22. Working in pairs, use the phrases you have studied to invite your partner and to accept/decline the invitation and discuss the details.

Dialog 2

23. Listen to Dialog 2. What happened on the highway?

24. Listen to Dialog 2 again and repeat after each speaker. Follow the script below, if necessary.

Arriving at a party

CAROLINE: Oh, hello, Dr. Rensky. Welcome to our home! Did you have any trouble finding us?

RENSKY: Hello, Caroline, no trouble, I followed the instructions you gave me. Have you met my friend Ron?

CAROLINE: Hi, Ron. Alex has told me a great deal about you.

RON: I'm sorry we are late. There was a traffic jam north of the city. The car ahead got into an accident.

CAROLINE: Oh, bad luck.

RENSKY: Yes, indeed.

CAROLINE: What can I get you, Alex?

RENSKY: May I have a little Scotch?

CAROLINE: Of course. Soda or water?

RENSKY: Just ice, please.

25. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

26. Note how sympathy is expressed in the dialog. Study various ways of expressing sympathy and concern.

Oh no!

Oh dear.

Oh, it's awful!

That's dreadful!

That's a shame/pity.

Hard/Bad luck.

You must be very upset.

I do sympathize, I assure you.

I'm (very/extremely) sorry to hear that/about *the accident*.

NOTE the common phrase to express reassurance: Don't worry. Everything will be fine/OK.

27. Express your feelings in these situations adding an appropriate remark.

1. You call a friend to invite her to a party. She tells you she has flu.
2. Your business acquaintance has just heard that he is to be made redundant.
3. Your colleague's baggage was lost on the way.
4. Your son has broken his CD player.
5. Your friend's bank has gone bankrupt.
6. Your fellow traveler's briefcase has been stolen.
7. Your friend has been taken to the hospital with a broken arm.
8. Your neighbor's pet has just died.
9. Your senior colleague has received news that his country house has been broken into.
10. Your friend is flying to London tomorrow, but he has heard the air traffic controllers at the airport are on strike.

28. Working in pairs, make up dialogs giving sad news and expressing sympathy/concern.

Dialog 3

29. Listen to Dialog 3. What are Rensky's and Stout's hobbies?
30. Listen to Dialog 3 again and repeat after each speaker. Follow the script below, if necessary.

Small talk

RENSKY: And what do you do when you are not working?

STOUT: Well, my particular interest is collecting antiques. And I'm also a bridge fan.

RENSKY: Oh, really. How interesting.

STOUT: And what are your hobbies?

RENSKY: I'm a museum goer. I also like to look at historic buildings.

STOUT: Well, how do you like our city?

RENSKY: Oh, I'm delighted to be here. Its architecture and history are fascinating.

31. Read Dialog 3 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

32. Note how Rensky asks Stout about what he likes to do. Study various ways of speaking about likes and dislikes:

Questions

Answers

Do you like *dancing*?

Yes, I do very much/a lot.

Do you enjoy *traveling*?

I like/love *hiking/soccer*.

Are you keen on *music*?

I (really) enjoy *gardening*

Are you interested in *sports/collecting stamps*?

I'm (really) very fond of *painting/ballet*.

Are you a *sports/rock, bridge fan*?

Not very much.

Do you care for *boxing*?

I'm afraid I don't like *gambling/poetry*.

I'm not very keen on *watching TV/hard rock*.

I must say I'm not too/particularly fond of *detective stories*.

33. Working as a group, ask and answer questions about likes and dislikes. Give reasons.

Dialog 4

34. Listen to the short conversations. Pay attention to what people say when parting on formal and informal occasions. Which conversation is the least formal?

35. Listen to the conversations again and repeat after each speaker. Follow the script below, if necessary.

Saying good-bye

A

A: Well, Mrs. Brown. Thank you so much for the lovely party. It was very kind of you to invite me. I enjoyed it very much.

B: It was a pleasure for us to have you. I hope you'll come again.

A: Thank you very much. Good-bye and hope to see you again.

B: Bye, have a safe trip home.

B

A: Will you excuse me? I have to go. Thank you for a nice evening.

B: I'm glad you could come.

C

A: Well, we certainly enjoyed ourselves. It was a lovely party. But we really must be off now.

B: Must you really? Well, it was nice meeting you. Can I drive you home?

A: No, thanks. The bus is just up the street.

D

A: Well, I've got to run.

B: Oh, really?

A: Yes, I do have to go. Thank you very much for inviting me round.

B: You're welcome anytime.

A: Bye-bye, it was a pleasure meeting you all.

36. Read the dialogs in pairs; trade roles. Reproduce the dialogs in pairs.

Exercises

37. Study various phrases used in parting:

Expressing gratitude.

Thank you for inviting me/for having me here *this afternoon!*

Thank you for a wonderful party. I enjoyed every minute/moment of it.

It's been a pleasure. Thank you very much.

It's been (really) nice/good knowing/meeting/seeing you!

Accepting gratitude.

Thank you for coming!
It was nice meeting/seeing you!
I'm glad you could come/enjoyed it!
We enjoyed meeting/seeing/talking to you!

NOTE: *knowing* and *meeting* are used only if you have got acquainted with the person earlier in the day; *seeing* indicates previous acquaintance.

Saying that you must go.

(Sorry,) I must be off. I have an appointment.
(Sorry,) I must be going. I've got work to do.
I'm afraid I've got to/must go now.
I really hate to say goodbye, but I have to go.

Possible responses.

Please don't go!
Are you sure?
Do you really have to go?

Saying goodbye.

Bye/Bye-bye!/Bye for now!
See you soon/tomorrow/on Friday/around!
I'll be seeing you!
Goodbye (I'll look forward to seeing you again)! (formal)

Giving good wishes.

(Give) my best regards to Doctor Nichols!
Give my love/Say hello to your wife!
Good luck with your interview!
Keep in touch!
Have a nice weekend/evening!
Take care!
Drive carefully!

NOTE: The usual replies to these phrases are *Thanks!* or *Thanks I will!*; the last three good wishes can be answered with *(Thanks,) You too!*

38. A. Imagine you are the host. What do you reply to the following?

1. — Will you excuse me? I have to go.
— _____.
2. — Thank you very much. It was very kind of you to invite me.
— _____.

3. — Thank you very much for the evening. I enjoyed it very much.

4. — I'm afraid I've got to run. I am meeting someone at five.

5. — We really must be off now. It was a pleasure seeing you

6. — Well, I do have to go. Thank you for the wonderful evening.

7. — I really hate to say goodbye. I wish I could stay longer.

B. Imagine you are a guest. Reply to the following.

1. — It was a pleasure for us to have you.

2. — Must you really go?

3. — It was nice meeting you.

4. — Can I drive you home?

5. — I hope you'll come again.

6. — Well, maybe you'll come for lunch some Sunday?

7. — You are welcome any time.

39. Go around the class and say goodbye to everyone. Imagine you're going to see some of them soon and some not for a long time.

ROLE PLAY

40. Work as a group. You are planning a party at home and wish to invite: a) the Chair of your Department; b) a visiting foreign professor Dr. Gorin; c) your cousins Ann and George; d) your close friends the Reeds.

Situation 1. Make telephone calls and invite them all, find suitable formal and informal phrases for invitations. Answer the invitations, give reasons if you decline. Reply accordingly if some people cannot come. Give hints as to what to wear and what they can bring.

Situation 2. The guests are arriving. Welcome them. Make proper introductions, put suitable questions to Dr. Gorin who is on his first visit to your country, ask old friends about what's new in their life. Accept their offer to help in the kitchen. Make a dialog with each of the guests.

Situation 3. The party is over. Thank every guest for coming. Invite them to come again. Wish them a happy journey home. Offer to drive Dr. Gorin home.

WRITING

41. Study the following sample correspondence dealing with inviting people, accepting and declining invitations, and expressing gratitude.

1. *A letter of invitation.*

Dear Tom and Betty,

We are planning a little dinner to celebrate our third anniversary, and of course we want you and Tom to come. It's next Friday, 8 June, at seven o'clock. I do hope you can make it, and Fred and I are looking forward with great pleasure to seeing you both.

Yours,

Fred and Diana

2. Accepting the invitation.

Dear Diana,

Tom and I are delighted to accept your invitation to dinner on Friday, 8 June. Thanks for asking us.

Love,

Betty

3. Declining the invitation.

Dear Fred,

I am so sorry I won't be able to come to dinner next Friday. I'd love to come, but I have to be in San Francisco next week. Betty will have to go alone, but she will bring my very best wishes.

Yours,

Tom

4. Letter of gratitude after a party.

Dear Tom and Betty,

Thank you so much for the wonderful dinner on Friday. It was just about the most delightful party we've ever been to.

With love,

Fred and Diana

42. Using the examples above, write short letters:

- to invite some guests to a party you give;
- to inform that you accept the invitation to a party;
- to apologize for declining the invitation to a party;
- to thank the host for the party you went to.



UNIT 9. EATING OUT: RESTAURANTS AND FAST FOOD

Subject matter: *American restaurants*

Conversational formulas: *Expressing preferences; making informal suggestions; ordering*

Structure study: *Pronouns other, others, another; conditional sentences*

Writing: *Information about social events, formal letters of invitation*

READING AND SPEAKING

Text 1

1. Answer the question before you read Text 1. What do you know about eating habits in the USA? Summarize your own experience, if any, or mention the source of your information (books, films, TV programs).
2. Read Text 1. What is the quickest and cheapest way of getting a meal in the United States?

EATING OUT IN NEW YORK CITY

A wide variety of dining pleasures awaits a visitor to New York City, from luxuriating in the fanciest of French restaurants to grabbing a hot dog. With cuisines from every corner of the globe, New York City will feed you very well regardless of your budget.

The least costly alternatives are those used by many natives at lunch time: street vendors, fast food places and delis.

Street vendors' offerings — hot dogs for \$ 2.00 or less — are fast, inexpensive and very "New York." Hot dogs (also called "franks" or "frankfurters") are a kind of sausage placed inside a bun. They are often made from pork and can be steamed, boiled, or grilled.

The fast food places, such as McDonald's, Burger King or Wendy's are much the same everywhere in the United States. They offer a pretty standard fare: hamburgers, french fries, and coke (Coca-Cola), at a pretty standard price. A meal will rarely exceed \$ 5.00 per person. Hamburgers are made from beef, not ham, and served in a round bun. They are often eaten with tomato, or lettuce, or onion, mustard, and ketchup. A hamburger with melted cheese is called a cheeseburger. There are also some other kinds of burgers with other names, such as the jumbo burger (very big), mushroom burger, or bacon burger, depending on the extra ingredients added.

With so many people traveling in cars, fast food places can be found all along the highways. If you are in a hurry, you can drive round to a "drive through" window and pick up your food packed in a paper bag without leaving your car. Likewise, other fast food places may have "drive-in" facilities. A waiter will meet you in the restaurant's parking lot, take your order and deliver the food to your car, where you can eat in the relative comfort of the parking area.

Along highways and in town, "diners" give you a fine opportunity to have a quick snack. They are small-size restaurants, traditionally shaped like a railroad car.

Another option, the delis — short for delicatessen — offer sandwiches and assorted salads. Americans eat a lot of sandwiches, especially for lunch. They are made with two pieces of bread and a filling. Some common fillings are tuna fish, eggs, ham, chicken, turkey, roast beef, cheese, and peanut butter and jelly. Some sandwiches are served hot, for example, a hot roast beef sandwich. Another special type is the "club sandwich" which is made with three pieces of bread and two fillings between them. One common sandwich is called a BLT, which means bacon, lettuce, and tomato. Although the bill in delis may run as high as \$ 8.00 per person, their advantage is quick service, and of course, as the name implies, the food is delicious.

Another relatively inexpensive alternative is the gourmet take-out shop stocked with foods for home or picnic.

Some places call themselves "family restaurants". This usually means home style cooking. The food is almost as reasonably priced as in delis or better cafeterias.

In a cafeteria you walk through a line, choose your food, put it on a tray, pay at the end of the line, and carry your food to a table.

Turning to foreign cuisine, New York City's excellent and inexpensive offerings include pizza and a wide choice of Chinese and Mexican food. Pizza comes in two varieties — thin-crust "Neapolitan" and thick-crust "Sicilian" — and is served by the slice or by the pie. The best Chinese food, of course, is in Chinatown. To snatch a quick taste of Mexican cooking one may go to Taco Bell or Taco-Time, where you will be offered tacos, chunks of marinated and broiled meat rolled in tortillas (flat bread made from wheat or corn), or chili, a spiced ("hot") seasoned dish of beef, beans, chili peppers, and tomatoes.

3. Answer the following questions.

1. What new information about eating habits in the USA, if any, have you gathered?
2. Where can one go to have lunch in the USA?
3. What fast food chains are spread all over the USA? What do they offer?
4. What two kinds of fast food places can one discover while traveling in the USA by car? How are you served there?
5. What kind of food is one offered at delis?
6. What foreign dishes have become popular in the United States?

Exercises

4. Replace the words and expressions in *italics* with those from the list below.

1. A *rich choice* of dining pleasures awaits a visitor to New York City, from *luxuriating in the most exquisite* French restaurants to *snatching* a hot dog. 2. With *cuisines from all over the world*, New York City will feed you very well *whatever your budget may be*. 3. The *cheapest varieties* are those used by many natives at lunch time. 4. A meal at McDonald's will seldom *be over* \$ 4.00 per person. 5. There are some other kinds of burgers with other names, such as the *giant* burger. 6. Although the bill in delis may run high, their advantage is quick service, and the food is *very good*. 7. Another *comparatively cheap* alternative is the gourmet take out shops stocked with foods for home or picnic. 8. The food in family restaurants is almost as *inexpensive* as in delis or better cafeterias. 9. Pizza comes in two *kinds*: thin-crust "Neapolitan" and thick-crust "Sicilian".

reasonably priced, regardless of your budget, the fanciest, the least costly alternatives, delicious, from every corner of the globe, a wide variety, jumbo, relatively inexpensive, varieties, grabbing, exceed

5. Read Text 1 once more and take turns telling your fellow students where they can get a meal in New York if they have only \$ 2; \$ 5; \$ 10; \$ 25, etc.

Model. If you have \$ 100, you can go to an expensive, first class restaurant.

6. A. Working in pairs, ask and answer *what* and *where*-questions based on lists A and B.

Model. Where can you get a hot dog?
or What can you get at a deli?

A. a hot dog
Chinese food
a hamburger
food for a picnic

B. a gourmet take-out shop
a fast-food place
a street vendor
an ice-cream parlor

fish or lobster
a cup of coffee
assorted salads
ice-cream

a seafood restaurant
a deli
a Chinese restaurant
a cafeteria

B. Use lists A and B above to ask and answer questions expressing condition.

Model. Where will you go if you need a loaf of bread? — If I need a loaf of bread, I'll go to a grocery store ("Real condition" referring to the future).
or Where would you go if you needed a loaf of bread? — If I needed a loaf of bread, I would go to a grocery store ("Unreal condition" referring to the present or future).

7. Change the verb forms in the sentences below to refer them to the past. Add appropriate time expressions.

Model. If we went to a fast food place (now), we would save a lot of money ("Unreal condition")? If we had gone to a fast food place last night, we would have saved a lot of money ("Unrealized condition" referring to the past).

1. If Jack had enough money, he would go to a better restaurant.
2. If they were really hungry, they would order a jumbo burger.
3. If I wasn't so short of time, I wouldn't grab a hot dog.
4. If she wanted Chinese food, she would find it in Chinatown.
5. I would make the cake if I knew the recipe.
6. Sue would eat faster if the french fries weren't so hot.
7. If I had only a couple of dollars, I would buy something from a street vendor.
8. Jane and Bill would celebrate their wedding at the Metropol if it wasn't so outrageously expensive.

8. Complete these sentences using different types of conditional sentences.

1. I'll be glad to take you out to dinner if you _____.
2. If we wanted some hot and spicy food, we _____.
3. If the car hadn't broken, they _____.
4. I would have ordered half the menu if _____.
5. If I see a deli that is still open, I _____.
6. We would have enjoyed the meal much better if _____.
7. If you order now, _____.
8. We would go to a take-out restaurant if _____.
9. If we had chosen a family restaurant, _____.
10. If the bill runs too high, _____.

9. Supply the missing questions using different types of conditional sentences.

1. A: _____ ?
B: For a picnic? I would make some sandwiches and salads.
2. A: _____ ?
B: To lose weight I would go on a special diet.
3. A: _____ ?
B: I would go to a fancy French restaurant.
4. A: _____ ?
B: Of course not! I had no idea the restaurant was so expensive.
5. A: _____ ?
B: But I *am* free. Give me the shopping list.
6. A: _____ ?
B: I wouldn't have eaten out at all. But you know how busy my wife has recently been.
7. A: _____ ?
B: No, I wouldn't have ordered it. It wasn't worth the money.
8. A: _____ ?
B: I wouldn't drive even after a tiniest glass of whisky.

10. Study Text 1 to find sentences where the words *other/another* are used. Read the dialogs below and fill the blanks with the right words.

A. Choose between *another* and *the other*.

THE OTHER — 'the second of two'; followed by a noun in the singular: *the other hand/eye/shoe, etc.*

ANOTHER — 'a different one, some other' or 'one more'; followed by a noun in the singular: *I don't like this cafeteria, let's go to another place. Would you like another cup of tea?*

1. WAITER: Anything else, sir?
CUSTOMER: I'd like to have _____ helping of pudding. It's delicious.
2. CUSTOMER: Is Chablis the only wine you have?
WAITER: If you don't care for Chablis, sir, I'll bring you _____ dry white wine.
3. CUSTOMER: Could you give us _____ table, please, this one is too close to the door.

- WAITER: Only two tables aren't taken. One is near the piano, _____ is near the window.
4. RENSKY: I'm hungry. Is there a diner near here?
STENTON: Two. One is just around the corner, _____ is two blocks down the road.
5. WAITER: I'd recommend Andyburgers.
CUSTOMER: Andy... what?
WAITER: A-n-d-y-burger, just _____ name for hamburgers.
6. SECRETARY: Here's an invitation to a cocktail party for you from Dr. Pickering.
STENTON: What, _____ cocktail party in two days! I was already invited by Fred Nelson.
SECRETARY: Which one will you accept? Pickering's?
STENTON: No, I guess I'll accept _____ one.

B. Choose between *other*, *others* and *the others*.

OTHER — 'different from those mentioned earlier'; followed by a noun in the singular or plural: *I'm sorry this place is closed, but there are other Indian restaurants in town. — O.K. Let's go and find some other place.*

OTHERS — 'some of the rest'; not followed by a noun: *Some people like fast food, others don't.*

THE OTHERS — 'all the rest'; not followed by a noun: *We stayed at the table while the others went to the bar.*

1. A: Do you mind terribly if I smoke?
B: No. I don't smoke myself, but I don't mind _____ smoking in my presence.
2. A: She believes in raw vegetables and herbs.
B: Oh! Does she never eat any _____ food?
3. A: Are we all going to the restaurant together?
B: No. You and Fred and Molly will go in my car, _____ will take a taxi.
4. A: How can you eat raw oysters?
B: Well, some people eat raw fish, _____ prefer oysters on the shell.
5. A: Are we having lunch at the cafeteria as usual today?
B: No. I have _____ plans for today. It's a surprise!

6. A: Dinner is ready, but I can't see anybody except Jim. Where are _____?
B: Some people are in the library, _____ are in the garden. I'm not sure about the rest.

C. Choose the right word from *other, another, the other, others, the others*.

1. A: What do people eat on a picnic?
B: Sandwiches, salads, barbecue and some _____ things.
2. A: Could you give me _____ sandwich? I'm starving.
B: Here is the last one, all _____ are in Bob's car.
3. A: When McDonald's became very popular, _____ fast food chains started up.
B: Oh yes, I've noticed _____ kind called Wendy's and a number of _____ chains.
4. A: Would you like _____ cup of coffee?
B: Thank you, no. Maybe a soft drink. What do they have here?
A: They have two brands, one is Coke, _____ is Pepsi.
5. A: I'm going to a dinner party. Should I put on _____ suit?
B: Not necessarily. Some people do dress for dinner parties, but _____ don't. You could change the tie, if you have _____ one.
A: I'm afraid this is the only dark tie I have, all _____ are too bright.
6. A: Shall we order Chinese food for Rensky?
B: Oh, no. He said he preferred American cuisine to any _____ food.
A: What do you suggest, then? A rump steak?
B: No, I have _____ suggestion. Let's have turkey, pumpkin pie, and cranberry sauce.

Text 2

11. Read Text 2. What would you call "a typical American dish"? What is the quickest way of getting something to eat?

AMERICAN FOOD AND EATING HABITS (as seen by an American)

Speaking about typical American food, well, we have a phrase "as American as apple pie", so that's the first thing that comes to mind. I suppose that a hamburger is rather American and pancakes with maple syrup. Pumpkin pie, of course. Hot dogs, I guess, would be another American thing. We've had people from all over the world come into America throughout its history and so we've rather absorbed all the

world's cooking. You know, pizza is a very American thing now. I am not positive, but I believe it really comes from Italy.

Now, for main dishes (especially for dinner) Americans eat a lot of red meat, but more and more people are eating fish and poultry. Beef is the most popular red meat, followed by pork, and, least popular, lamb. In general, Americans like thick steaks. There are three ways to cook the meat: rare (not cooked very much), medium, and well done (cooked a lot).

The favorite American vegetable is the potato. It is served in many ways, but the most common are: baked potato, mashed potato, and french fries. Corn, too, is a truly American vegetable. It is especially popular to eat the whole ear (cob) holding the ends with your fingers. This is called "corn on the cob".

Eating out is popular in the USA. Some restaurants are open even for breakfast. Many restaurants, especially the better ones, open at about 11.30 a.m., others are open twenty-four hours a day. It is often necessary to make a reservation, otherwise the restaurant you chose may be filled up. By the way, do not expect to share a table with other parties. It just isn't done. If you want to ask for a bill, which is usually called the check, signal the waiter with a raised hand. If that doesn't work, you can say: "Excuse me, may we have the check, please".

As the charge for service is not included in your restaurant check, everyone from waiters to doormen anticipate tips. The amount you give should take into account the quality of service you receive. You should give 15 percent for good service, 20 percent for outstanding service and 10 percent for less than adequate service. Figure the tip on the total of the bill (excluding tax). Don't tip the headwaiter, though. Now, many restaurants post menus in the window so you can see the prices before you enter. If they do not, it is acceptable to enter the restaurant and ask for a menu before you sit down. If it is too expensive, it is OK to leave. If you do not eat all your food, you may ask for a "doggie bag". The waiter will put your uneaten food in a paper or plastic bag or box and you can take it home. You should not do it at an expensive first class restaurant, of course.

12. Study Text 2 and try to find answers to the following questions.

1. Why is it difficult to speak about typically American foods? 2. Why is it advisable to reserve a table in a restaurant? 3. What can be done if the portion of food you ordered appears to be too large for you? 4. Do you know now who and how much you should tip?

Exercises

13. Consult Texts 1 and 2 and say in what restaurants (list B) you can find certain food (list A). There can be more than one answer.

A

1. hamburger
2. roast beef
3. pumpkin pie
4. pancakes & maple syrup
5. steak Chicken
6. fried eggs
7. french fries
8. tuna salad
9. ice cream
10. salad

B

11. boiled ham
12. mashed potatoes
13. Mexican food
14. apple pie
15. chicken broth
16. coffee
17. 7-up
18. a sandwich
19. pizza
20. chicken nuggets
- a. Pizza Hut
- b. McDonald's
- c. Wendy's
- d. House of Pancakes
- e. Kentucky Fried
- f. Taco-Bell
- g. Subway
- h. Daddy's Steakhouse
- i. Baskin Robbins
- j. Starbucks Coffee

14. Use your own experience and information from texts 1 and 2 in speaking about:

1. Fast food vs. "slow food": advantages and disadvantages.
2. American cuisine: does it exist?
3. Eating habits in the U.S. and in your country.
4. Your eating preferences.

LISTENING AND SPEAKING

Dialog 1

15. Listen to Dialog 1 and answer the question: Do both men go straight to their table?

16. Listen to Dialog 1 again, follow the script, if necessary.

At the restaurant

STENTON: Hello. Table for three, please. My wife will join us in a minute.

WAITRESS: Certainly sir. Smoking or non-smoking section?

STENTON: Non-smoking, please.

WAITRESS: Very good, sir. This way, please. Would you like to have a drink while I get you the menu?

STENTON: That's a good idea. Is it OK with you, Alex?

RENSKY: Yes, fine.

WAITRESS: What would you like?

STENTON: Scotch for me, I think. What about you, Alex? Whisky?

RENSKY: I'd rather have a beer. Icy cold.

WAITRESS: One whisky and one beer. Very good.

17. Read Dialog 1 in groups of three; trade roles. Reproduce the dialog.

Exercises

18. Note what expressions the speakers use to ask about and express preferences.

19. Study some expressions used in speaking about preferences:

to ask about other people's preferences:

What would you like, tea or coffee?

Which would you prefer, red or white wine?

Do/Would you prefer regular coffee or decaf?

Would you rather have tea?

I have ordered Coke. Is that OK with you?

I'll have gin and tonic. What about you?

to express preferences:

I'd prefer water without gas (if possible).

I'd rather have a beer.

If it is up to me, I'd have ice-cream.

I like meat more/better than fish.

20. Use the above expressions to find out about your fellow students' preferences. Work in pairs or groups of three. Below is the menu to be discussed.

Model. — Would you prefer herbal tea or coffee?

— I'd rather have some coffee. It's cheaper, too.

BEVERAGES

Cola, diet cola	1.10	Tea	.70
Milk shake	2.15	Iced tea	1.00
Lemonade	1.75	Herbal tea	1.30
Coffee	1.10	Ginger ale*	1.75
Orange juice	1.95	Root beer*	1.75

Dialog 2

21. Listen to Dialog 2 and answer the question: What are Rensky and the Stentons going to have for dinner?
22. Listen to Dialog 2 again. Follow the script, if necessary.

Ordering dinner

STENTON (*taking a menu card*): Well, let's see. What shall we start with? Crab salad? Or tuna salad? The melon is not bad this time of year.

RENSKY: I guess I'd like to have something very American. What d' you say to pizza?

STENTON: I don't think they serve pizza here.

Mrs. STENTON: Do you think we could have crab salad and roast beef?

STENTON: How about roast beef, Alex?

RENSKY: Isn't roast beef English? I think I'll go with steak.

Mrs. STENTON: Me too. Do you think it might be a good idea to have tomato soup, Dr. Rensky?

RENSKY: I think that'll be too much.

WAITRESS: Are you ready to order now?

STENTON: Yes. Two crab salads, a tuna salad, two steaks and fillet mignon for me.

WAITRESS: How do you want your steaks — rare, medium, or well done?

Mrs. STENTON: Medium, please.

WAITRESS: Yes, ma'am. Any dessert?

STENTON: What do you say to ice-cream, folks?

WAITRESS: We have vanilla and chocolate ice-cream today.

STENTON: Any preferences? No? OK. Chocolate ice-cream and coffee for all.

23. Read Dialog 2 in groups; trade roles. Reproduce the dialog in pairs.

Exercises

24. Note the various ways in which the speakers make suggestions in the dialog. Study the following ways of making informal suggestions.

Shall we have drinks first?

You could order ham and eggs.

We might have coffee and cake.

Do you think it would be a good idea to try grilled cheese and bacon?

Let's have grilled fish.

If I were you, I'd try Rocky Mountains trout.

What/How about some dessert?

Why not have a little fruit pie?

Why don't we order more wine?

What do/would you say to *another slice of melon*?

Would you care to have/for *some Champagne*?

25. Make a suggestion and let another student respond to it stating his/her preferences. Use the hints given below.

Model. chili — too hot, pasta ⇒ A: What do you say to chili?

B: Chili's too hot for me, I'd rather have pasta.

1. pizza — dislike Italian cuisine, tuna salad;
2. an omelet — hungry, roast pork and potatoes;
3. steak — vegetarian, spaghetti;
4. caviar — too expensive, shrimp;
5. brandy — too early, coffee;
6. crab salad — dislike seafood, mixed green salad;
7. pancakes — too fattening, vegetables;
8. turkey sandwich — sick of sandwiches, real food.

26. Discuss the menu below with your fellow students. Make suggestions and alternative suggestions. Work in pairs.

Example. A: What do you say to hamburger and french fries?

B: No, that's too much for me. I'll have macaroni salad.

THE GOLD HILL INN			
Menu			
APPETIZERS		VEGETABLES	
Onion soup	2.90	Baked potato	1.00
Tomato soup	2.50	French fries	1.00
Melon	2.00	Peas	.80
Tomato juice	1.90	Cauliflower	.90
Carrots	1.60	Green beans	.60
ENTREES, MAIN COURSES		SALADS	
Sirloin steak	19.95	House salad*	5.40
Roast beef	18.70	Mixed greens	4.60
Fried chicken	11.90	Spinach	5.40
Ham omelet	8.30		
Cheese omelet	8.30		
Roast pork & shrimp	16.95	DESSERTS	
Grilled fillet	19.95	Ice cream	3.30
Assorted seafood	18.95	Chocolate cake	5.00
		Apple pie	3.70

ROLE PLAY

27. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. You are driving along a country road and see a fast food place that looks inviting and has a drive-in facility. Make a suggestion to your companion about having lunch there.

Strategy.

A

B

Suggests having lunch



Agrees and asks about a suitable roadside restaurant



Makes a suggestion; explains what a "drive-in" means



Agrees. Asks about possible choice of food



Explains and suggests some dish



Says what he/she would like to have



Makes an alternative suggestion



Declines, gives reasons. Asks about the price



Orders their lunch

Situation 2. You are having lunch with a friend or a colleague. Choose and order the food from the waiter. Work in groups of three.

Strategy.

- W. Brings the menu and suggests drinks.
- A. Agrees and asks about B's preferences.
- B. States his/her preferences and orders drinks.
- W. Takes the order.
- A. Studies the menu and suggests some dishes.
- B. Makes his/her choice.
- A. Calls the waiter and makes an order.
- W. Takes the order and suggests dessert.
- B. Asks about the options.
- W. Describes desserts.
- B. Makes his/her choice.
- A. Makes the final order.
- W. Brings the food and wishes to enjoy it.
- B. Appreciates the food.
- A. Agrees with B. Asks for the check.
- W. Brings the check.
- A. Pays the check, thanks the waiter.
- W. Returns the change, thanks the customers.

Situation 3. You are sightseeing in New York with an elderly professor from abroad. You both feel tired and hungry. You see a Burger King fast food place. Make a suggestion about interrupting your tour and dropping in there. Use the strategies from the previous situations.

Situation 4. One of your fellow students is a foreigner who is going to travel by car from New York to Boston. Take turns explaining to him/her where to get meals on the way and what he/she should do to do it quickly.

WRITING

28. Here is a notice you may see on the notice board in the entrance hall of a university building.

RECEPTIONS

You are warmly invited to the following social functions:

WELCOME RECEPTION

Sunday, September 18 from 5:00 p.m. to 7:00 p.m. at the Hotel Concord, 7th floor.

COCKTAIL PARTY

Monday, September 19 at 6:00 p.m.
at the Hotel Concord, 7th floor.

BANQUET

The traditional Banquet will be held on Thursday,
September 22 at 8:00 p.m.

Using the example above write notices inviting people (conference members, students, the staff, faculty, etc.) to: a) farewell reception; b) students' traditional tea party; c) conference dinner; d) a picnic, e) beginning-of-school year reception.

29. A. Study the formal letter of invitation below and two possible replies accepting and declining an invitation.

Dear Mr. Sanders,

You are cordially invited to a swimming party and a cookout at Charter Oaks Community Center* on Tuesday, 9 August, 2002, at 7:30 p. m. Swimming is available in an open air, heated pool from 7:30 on. Cocktails will be served by the pool. Showers and changing rooms are also available. Dinner will be served at 9:00 p. m.

RSVP:*

Helen Jackson, Host
Stephen Dobson, Program Coordinator
25 Maple Drive,
Charter Oaks, NY
14205

Dear Ms. Jackson,

I wish to thank you for your kind invitation to a swimming party and a cookout at Charter Oaks Community Center on Tuesday, 9 August. I will be happy to accept it.

Sincerely,
Jim Sanders

Dear Ms. Jackson,

Thank you for inviting me to a swimming party and a cookout at Charter Oaks Community Center on Tuesday, 9 August. I regret that owing to a prior engagement I will be unable to attend. Thank you very much.

Sincerely,
Jim Sanders

B. Offer your own replies to the above invitation accepting and declining it. Use some of the following expressions.

Expressing gratitude.

I am very grateful/thankful to you for
I would like to thank you for
Thank you very much for
I really appreciate

} *inviting me/your (kind) invitation*

Accepting an invitation.

I would very much like to
It would give me great pleasure to
I'd be delighted to

} *accept your (kind) invitation*

Declining an invitation.

Terribly sorry, I have to decline
Unfortunately, I am not in a position to accept
Sorry, I cannot/am unable to accept
I am very/terribly sorry, but
I very much regret that
Unfortunately,

} *your (kind) invitation*

} *I can't accept your (kind) invitation*

I very much regret to *have to decline your (kind) invitation.*
I must apologize for *having to decline your (kind) invitation.*

30. Write a letter home describing your experience of travelling in the USA and having a meal at a restaurant.

Commentary

ginger ale — a soft drink flavored with ginger.

root beer — a traditional American soft drink flavored with extracts from the roots of certain plants.

house salad — a salad that is a specialty of this particular restaurant.

Community Center — a complex of buildings where the people of a community may carry on cultural, recreational, or social activities.

RSVP — please reply (*Fr. Repondez s'il vous plait*).

UNIT 10. SHOPPING



Subject matter: *Shopping in the USA*

Conversational formulas: *Expressing satisfaction/dissatisfaction; making a complaint; expressing reproach/regret*

Structure study: *Comparative constructions*

Writing: *Letters of complaint*

READING AND SPEAKING

Text 1

1. Before reading Text 1, answer the following question: Do you think shopping in the USA is different from shopping in Europe?
2. Read Text 1. What are the favorable aspects of shopping in the USA as seen by the author?

SHOPPING IN THE USA (as seen by an Englishman)

In many areas of the USA you have to travel a lot further to go shopping than in Europe. There are fewer neighborhood shops and many stores are moving out to suburban shopping centers or malls, so a car is essential. In the winter, enclosed malls are delightful in the colder parts of the country; in the summer, their air conditioning is pleasant.

Shopping is generally easier and more relaxing than it is in Europe. Shops are more spacious and less crowded, and shopping hours are longer. Many shops are open evenings and Sundays, and some grocery stores are open twenty-four hours a day, seven days a week.

Shop assistants are generally friendly and helpful. Sometimes they are too helpful; they pounce on you as soon as you walk through the door. And sometimes they are too friendly; they might inquire after your health and hope you have a nice day when you leave. But, generally speaking, they give you good service.

One difficulty about shopping in America is the sales tax. The tax rate varies from place to place, and the goods that are to be taxed also vary. Thus, prices shown and advertised are always before the tax is added. In other words, you often have to pay more than you expect, and it is no good getting out 5.00 to pay for something that costs 4.95, because the actual cost will be something like 5.25.

Another thing is, if you hear that something is "on sale", this does not merely mean that it is being sold. It means that it is being sold at a reduced price.

Also, drug stores are quite specific institutions. You can buy drugs there and have a prescription filled, but they also sell a wide range of other goods. Their main business sometimes consists in selling stationery, hardware, toys, candy, suspenders, belts, pens, furniture and imitation jewelry. Some of them have food counters and serve various juices, coffee, ice cream, sundaes (ice cream with crushed fruit), sandwiches, omelets, and other egg dishes.

Buying clothes in the USA is confusing. One of the minor difficulties is that some of the terms used are different from those found in British English, so that the word "pants" doesn't mean underwear, but trousers, or "slacks". Besides, American clothes are cut rather larger than British ones, so if you are "large" in Britain, you may be "medium" in the USA.

3. Answer the following questions.

1. What are the most popular shopping places in the USA? 2. What is the service like, generally? 3. Why is it necessary for a customer to know about the sales tax? 4. When can you buy something at a reduced price? 5. How is the American drug store different from the British chemist's? 6. What makes it difficult for a European to buy clothes in the USA?

Exercises

4. In Text 1, find equivalents for the following word combinations.

a suburban shopping center; be open all through the week; extra money paid by the customer buying retail goods; the amount of tax; sold at a reduced price; chemist's shop; metal tools and household implements; writing materials; jewelry made with fake jewels; a surface on which goods are sold or served.

5. Agree to the following statements as shown in the model.

Model. A: Beef is generally tougher than pork.

B: Yes, pork is generally much softer.

1. Our supermarket is larger than the one nearby.
2. Mella detergent is worse than Wisp.

3. Prices are lower here than next door.
 4. Frozen food is less tasty than fresh.
 5. Vegetables are better for you than pasta.
 6. The supermarket is farther from our home than the local grocery store.
 7. John's car is newer than David's.
 8. The British monetary system was more complicated than it is now.
6. An automotive magazine has tested six new cars and given them marks for price, running costs, reliability, etc. The cars get up to five marks in each category: 5 is the highest rating and 1 is the lowest.

A. Compare the cars using the information in the table below.

Model. Prince (easy to drive) Delta. \Rightarrow Prince is easier to drive than Delta.
 Sahara (comfortable) Libretto. \Rightarrow Sahara is as comfortable as Libretto.
 Swift (reliable) Superior. \Rightarrow Swift is less reliable than Superior.
 or Swift isn't as reliable as Superior.

1. Superior (comfortable) Libretto.
2. Swift (economical) Sahara.
3. Delta (cheap) Prince.
4. Sahara (reliable) Libretto.
5. Prince (comfortable) Swift.
6. Delta (fast) Sahara.
7. Superior (economical) Delta.
8. Swift (easy to drive) Superior.
9. Sahara (good-looking) Prince.
10. Swift (easy to drive) Libretto.

	Cheap	Comfor- table	Fast	Econo- mical	Easy to drive	Good- looking	Reliable
Prince	3	5	5	4	3	3	1
Delta	4	4	4	2	1	3	3
Swift	3	2	2	5	4	3	4
Sahara	5	3	4	2	5	1	3
Superior	1	1	3	4	4	5	5
Libretto	2	3	4	3	4	4	4

B. Make up seven sentences to say which car is the best in each category.

Model. Sahara is the cheapest. Swift is the most economical.

7. Look through Text 1 again. How does shopping in Europe compare with shopping in the USA? Consider the following points:

- the quantity of neighborhood shops;
- the need of having a car to do the shopping;
- the size of shops and the number of customers;
- the shopping hours;
- the attitudes of store employees towards customers;
- the price you pay for a product as compared with that on the price tag;
- the sizes of clothes.

8. Talk about the kind of shopping you do in your own country. Use degrees of comparison and comparative constructions.

1. Are there any differences between the shops you visit there (big and small, central and local, etc.)?
2. In what way is shopping in your country different from that in the USA?

Text 2

9. Read Text 2 and try to explain what the advantages of shopping at a supermarket are.

SUPERMARKETS

There are very few small local grocery stores left in America and hardly any dairy or butcher shops. You have to go to the supermarket for most food items, which is why the word 'grocery store' is now used to refer primarily to supermarkets, while 'groceries' simply means 'food.' It is in the larger supermarkets that it is possible to see how affluent the USA is. The range, size and quality of goods are impressive.

For the most part supermarkets are operated as elsewhere. Things to bear in mind are:

1. Fruits and vegetables are usually displayed and sold on a self-serve basis. You snap plastic bags off a roll and put the fruit you select into them.

2. You don't have to take your own shopping bag to the supermarket (though, of course, you can if you like) because you will be provided with large, strong, brown-paper or plastic bags at the checkout (where customers pay for the goods they have bought).

3. You don't have to sack your own groceries at the checkout. They will do it for you. In many supermarkets you can actually have your purchases taken to your car for you.

4. Many people pay by check or by credit card. If you want to pay by check, you don't have to worry about holding up lines of impatient cash payers behind you. In

some stores you have to go to a special desk to have your check approved before going to the checkout line.

These features mean that doing your grocery shopping in the USA is less hectic than it is in Europe.

Exercises

10. A. Your friend is going to do some shopping at a supermarket. Tell him/her how it is done in the USA. Use the following words and expressions.

range of goods, display, self-serve (help yourself) basis, select, plastic bag, the checkout, pay by check/credit card/pay cash, hold up a line, have one's purchases taken to one's car, have one's check approved.

- B. You are at a supermarket shopping for a) an informal party, b) a wedding anniversary, c) a picnic, d) an off-hand supper at home. What will you buy? There are some hints below; ask your teacher or consult the dictionary for more.

Dairy products: *milk, cream, cheese, butter, yogurt, sour cream, etc.*

Produce: *apples, pears, grapes, plums, pineapples, bananas, lemons, limes; potatoes, tomatoes, carrots, cabbage, cauliflower, beans, peas, asparagus, onions, canned fruit or vegetables, etc.*

Confectionery: *candy, chocolates, cookies, cakes, pies, chocolate bars, etc.*

Beverages: *soft drinks — coke, ginger ale, root beer, lemonade, juice; alcoholic drinks — beer, wine, liquors (whisky, brandy, etc.).*

Meat and poultry: *beef, pork, veal, lamb, chicken, turkey, canned meat/ham, sausage, etc.*

Fish and sea products: *salmon, tuna, catfish, trout, lobster, shrimp, oysters, caviar, etc.*

Sundry groceries: *flour, cereals, beans, pasta, salt, sugar, spices, tea, coffee, peanuts, etc.*

Text 3

11. Read Text 3 and answer the question: What kinds of warranties are there in the USA?

CONSUMER PROTECTION IN THE USA

Consumer rights in the USA are mainly protected by the Magnusson-Moss Warranty Act. Warranties on consumer products costing more than \$ 15 must be available for you to look at before you buy, so you can make comparisons and get the best warranty. Warranties for less expensive goods may not be provided.

Written warranties are of two kinds: full and limited.

A full warranty means that a defective product will be fixed or replaced free. Keep in mind however that a full warranty often adds to the price. If the product can't be fixed or hasn't been fixed after a reasonable number of tries, you get your choice of a new one or your money back. However, a full warranty doesn't have to cover the whole product. It might cover only part of the product, like the picture tube of a TV, or leave out some parts, like the tires on a car.

A limited warranty means "Be careful, something is missing!" For example, a limited warranty might cover only parts, not labor involved in the production; allow only partial refund according to the time that has passed since you bought the product; or require you to return a heavy product to the store for service.

There are also implied warranties, which are rights under state law, not given by the company. They generally mean that the product you buy is fit for the ordinary uses of the product (a reclining chair must recline, a toaster must toast). Spoken promises and advertising can be warranties, too. You have a legal right to get what the company promises, but not necessarily what the salesman promises.

12. Answer the following questions.

1. What is the first thing you should do when buying a product worth more than \$ 15 in the USA? 2. Would you prefer to buy a product with a full warranty or a limited warranty? 3. If a company advertised a certain sleeping bag for zero-degree weather, and it turned out to be unsuitable for zero degrees, how would you address this problem?

LISTENING AND SPEAKING

Dialog 1

13. Listen to Dialog 1. Why does Rensky find himself in a difficult situation?

14. Listen to Dialog 1 once again. Follow the script below, if necessary.

Shopping at a supermarket

LYNN: Well, what do we need to get here?

RENSKY: First, I've got to buy some laundry detergent. Oh, what a huge box! This one must be at least six pounds!

LYNN: Better buy the big box. You'll save about a penny per ounce.

RENSKY: Really? Great! Next comes orange juice. What a lot of brands they have here!

LYNN: If I were you, I'd buy the store brand. The quality is the same, but it's a little cheaper.

RENSKY: Is it? That's nice! Now for the check-out... (*Opening his wallet*) Damn! I'm afraid I don't have enough cash. How stupid of me! Now, what are we going to do?

LYNN: You can use your credit card.

15. Read Dialog 1 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

16. Listen to Dialog 1 again. Note the way Rensky expresses satisfaction/dissatisfaction.

17. Study the following ways of expressing satisfaction/dissatisfaction ranging from less formal to more formal.

Satisfaction **Super!/Great!/Fantastic!/Terrific!**
What a fine piece of china!
I am very pleased with my new pajamas!
(Oh,) how wonderful/marvelous! (*mostly used by women*)
I am really delighted/glad!
I am delighted to hear that.
How nice/kind/considerate of them/you/him, etc.!

Dissatisfaction. **On, no!**
Damn (it)!
Oh, dear! (*used mostly by women*)
What a shame/pity/bore!
That's too bad.
How stupid/careless/rude, etc. of me/him/her, etc.!
I am very annoyed/disappointed.
This is extremely irritating/disappointing.

18. React to the following statements expressing satisfaction/dissatisfaction. Expand the statements.

Model. a) Have a look at all these different brands of toothpaste. ⇒
What a lot of brands! Great! Now, what should we choose?

b) She's lost her purse again. ⇒
Oh dear! What a shame! How careless of her! It's not the first time, is it?

1. Look here. Coke is just a dollar for a six-pack!
2. I'm afraid the frozen food section is at the far end of the supermarket.
3. Have you read the warranty that came with the cassette? It's a lifetime guarantee.
4. Imagine! My tape recorder has broken, and it's only been a month since I bought it!
5. My daughter's found a new job. She's now a designer at a boutique.
6. Did you try this on before you bought it? I don't think it fits you at all!
7. You told me you'd been looking for this shampoo for a long time, so I bought a bottle for you, too.
8. I'm sorry. Without a receipt we won't be able to replace this camera.
9. Here are the tickets, and I only paid \$ 20 for both!
10. I'm afraid this is the only kind of beer we have.

Dialog 2

19. Listen to Dialog 2. Why is the customer displeased?
20. Listen to Dialog 2 again. Follow the script below, if necessary.

The wrong size

CUSTOMER: I'm afraid I've got a problem with this shirt I bought yesterday. It's the wrong size. Do you think I could exchange it for a larger one?

SALESLERK: I'll see what I can do. I'm not sure we have these shirts in all sizes. (*Searching the rack*) This one doesn't have a label, but, yes, it should be your size. Would you like to try it on?

CUSTOMER: Yes, I would, where's the fitting room?

SALESLERK: Come this way, please.

CUSTOMER (*Trying on the new shirt*): I'm afraid this one doesn't fit me, either.

SALESLERK: My mistake! I didn't realize it was so small! I'll get you a bigger size.

CUSTOMER: That's all right.

SALESLERK (*Bringing a new shirt*): This one's a larger size.

CUSTOMER: But this one is yellow! I don't like it at all.

21. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

22. Listen to Dialog 2 once again. Note the way customer expresses complaint and the salesperson reacts to it.
23. Study the following ways of complaining and reacting to complaints.

Complaint

Reaction

- | | |
|--|---|
| I am not satisfied/happy with the service/the quality of this sweater. | I'm (very) sorry. |
| I have a problem with this jacket. It's too long. | Don't worry. What's wrong? |
| (I'm afraid) I've got a complaint about the camera I bought from you yesterday. | My mistake. I didn't realize it didn't work. |
| Can you do anything about this switch? | Sorry, I thought you didn't mind. |
| I really don't think that's good enough. | I'll see what I can do. |
| That just won't do. | Sorry, I'll see to it at once. |

24. You've come back to a store to complain about a faulty product/bad service. The other party offers an apology and an explanation. Work in pairs. Use the above formulas in the following situations.

Model. The Walkman you bought doesn't work.

Customer: I want to complain about the Walkman I bought yesterday. It wouldn't rewind the tape.

Salesclerk: Sorry. I'll see what I can do.

1. You bought a watch yesterday, and it loses time.
2. The shoes you bought last week have lost a heel.
3. The hose you've recently bought proved to have a run in them.
4. The dye from a T-shirt you bought has faded in the laundry.
5. The watch you left at the repair shop four weeks ago isn't ready yet.
6. The pizza delivery was too slow.

Dialog 3

25. Listen to Dialog 3. Why didn't the video work?
26. Listen to Dialog 3 again. Follow the script below, if necessary.

Read the manual first

CUSTOMER: Could I speak to the manager, please?

MANAGER: I'm the manager. How can I help you?

CUSTOMER: I am not happy with the VCR* I bought here a week ago. It doesn't seem to work. You turn it on and nothing happens.

MANAGER: I'll see to it at once. May I have your receipt, please?

CUSTOMER: I'm afraid I don't have one.

MANAGER: That's too bad. You should have kept it. We need to know the exact date of purchase and that it was purchased in this store.

CUSTOMER: But I only bought it a week ago! Oh, and I paid with my credit card. You can check.

MANAGER: All right, then. Have you tried to do anything about it yourself?

CUSTOMER: Well, I tried all the knobs and pressed all the buttons.

MANAGER: You shouldn't have done that. It might have made things worse. Just let me have a look. Aha! See this 'Timer' button over here?

CUSTOMER: Yes.

MANAGER: Well, it's *on*, and it should be *off* for the VCR to work. You really ought to have read the manual first.

27. Read Dialog 3 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

28. In the text of Dialog 3 find the structures the manager uses to express reproach/regret. Pay special attention to the choice of the modal verbs and the forms of the infinitive that follow. Express reproach or regret in the following situations. Work in pairs.

Model. I didn't keep the receipt. ⇒ A: You shouldn't have thrown it away.
B: Yes, I ought to/should have kept it.

Model. A: I didn't keep the receipt (to keep it/not to throw it away).
B: You ought to/should have kept it (or You shouldn't have thrown it away). Sorry, I can't exchange your sweater now.

1. I didn't read the instructions (to read the user's manual carefully).
2. I didn't try the jacket on (not to be so careless).
3. I knocked down the plant (to watch where you are going).
4. I didn't look at the label (not to be so absent-minded).
5. I failed the exam (to work harder).
6. I missed the bus (to come to the station earlier).
7. I feel exhausted (not to work so much).
8. I'm afraid I offended Mary (to apologize at once).

29. Your friend is telling you about his/her sad shopping experience. Use the structure you have studied to say what he/she should have done. Work in pairs to make up a short dialog. Refer to Text 2 and Dialog 1 for the necessary information.

I was to buy some food for a party while on a visit to the USA. Everything went wrong for me: I wasted a lot of time looking for small stores in the neighborhood; then, finding a supermarket, I waited in vain for the clerk to serve me fruit and vegetables; at the checkout I realized I didn't have enough cash and had to leave some of my purchases behind; the paper bag couldn't hold all my purchases and burst; then it took me ages to carry all my purchases to the car.

ROLE PLAY

30. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A customer comes into a shop to buy a skirt/slacks. After trying on several of them he/she leaves the shop without buying anything.

Strategy.

Customer

Salesclerk

Expresses intention to buy a skirt/slacks. Specifies the color and size

Offers the thing asked for. Suggests trying it on. Praises its quality

Expresses dissatisfaction. Gives the reason (too tight, too bright in color, doesn't match some other item of his/her clothing, does not suit him/her, etc.)

Offers another item. Points out its advantages

Still dissatisfied. Gives reasons (too loose, the fabric or style isn't good enough, doesn't fit properly, etc.)

Suggests coming again when a new supply arrives

Expresses gratitude. Accepts the suggestion

Situation 2. A customer wants to exchange a sweater because after washing the colors ran and the sweater shrank. The salesperson is unwilling to exchange it. Finally, he/she is forced to make an excuse.

Strategy.

Customer

Salesclerk

Makes the complaint

Reproaches the customer for not having followed the washing instruction

Insists that he/she followed the instructions. Reproaches the clerk for having sold a defective product. Wants his/her money back

Disagrees. Suggests a replacement

Complains about the service. Demands to speak to the manager

Makes an excuse and agrees to pay the money back

WRITING

31. Read the following letters of complaint addressed to the manufacturers of faulty products. Make note of some useful expressions:

Letter 1

Dear Sirs:

I recently bought one of your hair dryers, but *I regret to say that* I am not satisfied with it. For some reason it *blew up* when I plugged it in, so now it is completely useless. When I *complained to the retailers*, the manager refused to exchange it and was very rude. This is the reason why I am writing to you. The hair dryer is still *under guarantee* (*I enclose a copy*).

I am not sending it to you, as the postage is too expensive. I *require a refund of \$25*.

I anticipate your prompt reply.

Sincerely,

Alexandra O'Brien.

Letter 2

Dear Sir or Madam:

Last week I bought a laptop PC* at your ComputerGap store in Denver, Colorado. When I got home I found it was *defective*; the battery would not last for more than 20 minutes instead of 6 hours, *as advertised*. I *took it back* to a ComputerGap store in Boulder, but they refused to exchange it, saying that I would have to return it to the store where I had bought it. This is impossible, because I do not live in Denver. *Enclosed please find* the receipt showing the price, the *date of purchase*, and your guarantee.

Thank you for your cooperation,

Sincerely,

Samantha Saunters.

Now think of a product that you once had to complain about (a watch that was losing or gaining, clothes that shrank after being washed, colors that faded or ran, etc.). Write a letter of complaint to the retailer or manufacturer, asking for a replacement or a refund. Mention the receipt or the warranty.

Commentaries

VCR — video cassette recorder.

PC — personal computer; a laptop PC is a miniature size, portable computer also known as a notebook.

UNIT 11. TRAVELING AND RECREATION



Subject matter: *Traveling, sightseeing, entertainment*

Structure study: *Pronouns some/any; no/not any*

Lexical study: *Time expressions (2)*

Conversational formulas: *Expressing decision/indecision, hesitation, and delay; attracting attention*

Writing: *An informal letter of invitation*

READING AND SPEAKING

Text 1

1. Answer the question before you read Text 1: What do you know about vacation and recreational activities in the USA?
2. Read Text 1. What means of transportation are available for travelers in the USA?

TRAVELING AND TRANSPORTATION

The average American employee usually has three or four weeks of paid vacation during the summer, but this varies considerably. Some American families spend their vacations at home. Others might own or rent a cottage near a lake or in the mountains. Locations where swimming, fishing and other water sports are available are especially popular. A great many Americans take to the road and "see America first". Every year more than 60 million Americans visit their National Parks, which gives Americans opportunities "to get away from it all", to escape from the worries and hectic life of the urban world. Camping and hiking, which have become extremely popular throughout the country, also afford the chance to travel on a limited budget.

Some Americans take a trip to Europe or Africa, tour Asia or South America, and have a good time traveling. Often it is cheaper to fly than to go by car, bus, or train. Travelers can simply step aboard the planes which leave every hour between Bos-

ton, New York, or Washington, without advance reservations, without a ticket (which you can buy on board the plane), or luggage check-in.

To develop intercity rail passenger service Congress created Amtrak, the National Railway Passenger Corporation. Today, Amtrak's system links over 500 cities and towns in 44 states. It works best in densely populated areas where distances are short and getting to and from airports is inconvenient and expensive. Over the longer distances, Amtrak has a hard time competing with the airlines. But the most extensive and one of the least expensive means of transportation in America is the bus. America's intercity buses transport more passengers every year than Amtrak and all airlines combined. This cheap way to cover long distances in the US is used by many American and foreign travelers. Nevertheless, there isn't any doubt that the second great American revolution in transportation — mass transportation by air — has taken off.

3. Answer the following questions.

A. 1. What opportunities are open for recreational activities in the USA? 2. What are the most popular places to spend vacation time? 3. What is the motto of American travelers? 4. What are the means of transportation used by Americans? 5. What is Amtrak? 6. Compare the advantages and disadvantages of traveling by airplane, by train and by bus in the USA.

B. 1. If you had the chance to travel abroad, how would you plan your trip? 2. What means of transportation would you choose? Why? 3. What do you think is the most pleasant way to spend vacations? 4. What is the most convenient way of traveling in your country?

Exercises

4. Use *There is/are* followed by *some/any/no* to ask and answer questions. Note that *some* is usual in affirmative contexts, *any* in negative ones. Work in pairs.

Model. Original French books in one's home library.

Student 1: Are there any original French books in your home library?

Student 2: Yes, there are some or No, there aren't any.

1. paintings in one's living room;
2. exotic plants in one's garden/apartment;
3. new tapes in the language lab;
4. photos of friends and relatives in one's album;
5. slides of the places you visited;
6. colleges or universities in one's city;
7. interesting museums in one's city;

8. a new exhibition in the museum;
9. plans for the weekend;
10. professional theaters in one's town.

5. **Make these statements negative using *no* and *not any*.**

Model. We have Macintosh computers in our laboratory.

Student 1: We don't have any Macintosh computers in our laboratory.

Student 2: We have no Macintosh computers in our laboratory.

1. John has some pets at home. 2. They have nice rugs in their country house. 3. Anna has relatives living in France. 4. He has published some papers on this subject in foreign journals. 5. There is little reliable information on that matter. 6. We have some good theaters in the city. 7. They booked tickets for the premiere. 8. There are plenty of historic sites in this area. 9. The doctor prescribed me some drugs for cough. 10. I saw some catalogues of the exhibition on the counter.

6. **Answer these questions bearing in mind that in affirmative contexts *any* has the meaning "every; one or another taken at random": Any child knows it. Come any day you like.**

1. What qualities do you think any researcher should possess? 2. What do you think is required of any computer specialist? 3. What do you think any woman knows? 4. What do you think any man hates? 5. What do you think any child likes? 6. What do you think any student is afraid of?

7. **Choose between *any* and *some* in the following situations. Bear in mind that *some* can be used in interrogative sentences expressing request or offer.**

1. You want to buy apples at a supermarket.
 - a. You don't see them, so you ask, "Do you have _____ apples today?"
 - b. You see the apples and say, "Can I have _____ of these apples, please?"
2. a. You are preparing for a party and need eggs for a salad. You say, "Are there _____ eggs in the fridge?"
 - b. You are offering the salad you've made to a friend, "Would you like to have _____ salad?"
3. a. You want to pick up your mail at the hotel. You ask at the front desk, "Are there _____ letters for me?"
 - b. You've written letters to a number of colleagues and you ask your secretary, "Could you mail _____ letters for me, please?"
4. a. You are thirsty and you ask your hostess, "May I have _____ water, please?"

- b. The jug on the table is made of tinted glass and you can't see if it is full or empty. So you ask, "Is there _____ water in the jug?"
5. You are invited to a barbecue.
- a. You want to bring a few friends, so you ask, "May I bring _____ friends?"
- b. The hostess answers, "_____ friends of yours will be welcome".
6. a. You are applying for a job at a travel agency and your employer says, "Let me mention _____ of the benefits that our employees enjoy".
- b. A travel agent warns his client, "Agencies are not liable for _____ personal injury or illness, or time changes due to weather".
- 8. Fill in the blanks with *some/any/no*. Go back to exercises 4—7 if you need help.**
1. The travel agent is ready to answer _____ questions you ask about the trips offered.
2. Jim called but he left _____ message.
3. Will there be _____ alterations to the model? — No, it doesn't need _____ alterations.
4. I have _____ ear for music; I can't play _____ musical instruments.
5. Can you play _____ musical instruments? I can play _____.
6. Could you show me _____ of your books? — You can take _____ one you like.
7. Can you arrange a nice trip in the mountains, near a lake or river, _____ place that is good for fishing?
8. Don't spend all your money in Rome, save _____ for Venice.
9. It is wise to carry passports in _____ foreign country, but Americans need _____ passports to go to Mexico.
10. _____ people don't like to spend a lot of money all at once, so they can travel on the "go now — pay later" plan.

Text 2

- 9. Answer the question before you read Text 2: How can one obtain all the necessary facts and details before planning a trip?**
- 10. In Text 2, find information about the advantages of consulting a travel agent. What are some ways to save on your travel expenses?**

HOW TO PLAN YOUR TRIP

How to find exactly what you want? If you plan a few days of good life, see your travel agent. If you don't have one, look in the Yellow Pages for the one nearest you. Ordinarily such services cost you nothing. If there is a charge, it's never much, usually for extra phone calls, faxes, etc.

The agent will help you select the holiday plan best suited to your needs, tell you about a variety of tours that are beneficial to you — not to mention your wallet, and wrap up all of your arrangements in a care-free package tour. Each package provides hotels, meals, tickets to amusement parks, museums, galleries and exhibits,* historic sites and theaters. Travelers who cannot afford to spend much money ('budget travelers') can be offered accommodation in Guest Houses or Tourist Homes.

There are special travel rates, for all transportation companies (motor, rail and plane) offer a variety of special rates, seasonal and year-round. Some companies offer a 10% discount to holders of foreign passports, many offer both sightseeing packages of their own and also various types of reduced fares (10% reduction on round-trip tickets). Special round-trip excursion fares are available between many cities, if you agree to preset time period.* Children under five travel free. Special rates are available for groups, the handicapped and members of the Armed Forces. Also, there are fare reductions due to competition among travel companies. For example, a traveler can buy a ticket that entitles him/her to cover any distance during a certain period of time (unlimited mileage); there are discounts for senior citizens and for family trips (family plan).

Your travel agent will give you the facts you want, help you in your planning, and give you details on the many and varied vacation areas in the US and all over the world. You are sure to have a good time.

11. Answer the following questions.

A.1. How do Americans usually arrange the trip? 2. What special rates and fares are available for clients? 3. What services are included in different packages? 4. Who enjoys special reductions?

B.1. Have you had any experience of traveling abroad? What means of transportation did you use? 2. Have you used the services of a travel agency? What advantages did they offer? 3. Have you ever had a chance of having fare reductions? Under what circumstances? 4. Have you traveled much in your country? Share your experience.

Exercises

12. In Text 2 find words and expressions with the following meanings.

1. section of a telephone directory listing business, professions and services; 2. special set of services that provides accommodations, transportation, and excursions; 3. places of historical interest; 4. money charged for the tickets; 5. time period fixed in advance; 6. disabled persons; 7. travelers who cannot afford to spend much money.

13. In Texts 1 and 2 find the phrases *have a good/hard time*. Study some other expressions with the word *time* in column A below and match them equivalents in column B.

A. to spend time
to have a good/great time
to waste time
ahead of time
in time
on time
for the time being
from time to time
in no time
plenty of time
take your time
to have a hard time

B. temporarily
to have difficulty (doing smth.)
to pass time
a lot of time
now and then
at the appointed time
before it is too late
to spend time carelessly
very soon, very quickly
early, in advance
to enjoy oneself
do not hurry

14. Fill in the blanks with appropriate *time* expressions you have learned.

1. We were just _____ to catch the bus. 2. Don't be in a hurry, you've got _____ . 3. I really enjoyed camping out. We _____ . 4. He used to go to the seaside _____ to enjoy some real seafood. 5. The train arrived _____ , but we had to wait in line for a taxi. 6. _____. We have almost two hours before the plane arrives. 7. I would advise you to put this problem aside _____ , you can easily return to it later. 8. We cannot _____ waiting for her any longer, will miss the movie. 9. I always _____ filling out customs declarations. 10. He's just called to say he'll be here _____. 11. They often _____ together playing tennis. 12. The traffic was light, so we got home _____ .

Text 3

15. Answer the question before you read Text 3: What are the world famous museums and theaters of the USA?

16. Read Text 3. Find information about sources of financial support of different cultural activities.

NEW YORK MUSEUMS AND THEATERS

New York City's art offerings are so many and varied that authors of guidebooks often give up and list numbers. There are some 400 art galleries and hundreds of exhibitions and shows each season.

Then there are the great museums. Among them are the Metropolitan Museum of Art, in its range comparable only with the British Museum, the Hermitage, and the

Louvre, the Museum of Modern Art (MOMA), which houses the most complete collection of modern art in the world, the Guggenheim, the Cloisters with its fine medieval collections, the Brooklyn Museum, the Frick Collection, the National Museum of Design, the Museum of the American Indians, the American Craft Museum, and the Whitney Museum of Modern Art. With so many other museums in addition to those concerned with art, a visitor would need a book to find them all.

Several important movements in modern art spread from New York into international art, among them Abstract Expressionism and Action Painting, Pop-art, Minimal Art and Photorealism and the so called "Street Art".

Theater in America is thriving in hundreds of regional and university groups around the country. But it is Broadway with its 40 major professional stages and the numerous off-Broadway experimental theaters that bring to mind American playwrights such as O'Neill, Miller, Saroyan, Williams, Albee, and others. Well-known all over the world is the Metropolitan Opera ("the Met") with its superb productions of classic and modern operas and ballets. There are over 15,000 professional actors in New York alone. Over 16,000 professional musicians and composers live in New York.

Theater in the United States is seldom state-supported. Americans feel that each person should be willing to support and help pay for his or her own favorite cultural activity, whatever it may be. The Metropolitan Opera Association is a good example. Of its annual budget only 5 percent comes from governmental sources, whether city, state, or federal. The other 95 percent is made up by individual contributions, ticket sales, and so on.

17. Answer the following questions.

1. Why is New York considered to be a leading art center? 2. What artistic trends spread from New York into international art? 3. Where are the major professional stages concentrated? 4. Do you agree with those Americans who believe that the government should not interfere with culture and the arts? 5. Have you seen any performances of national or foreign companies that produced plays by O'Neill, Miller, Williams, Albee, etc.? 6. Which historical sites and museums would you like to see?

LISTENING AND SPEAKING

Dialog 1

18. Listen to Dialog 1. What is Rensky's choice?

19. Listen to Dialog 1 again. Follow the script, if necessary.

A tough decision to make

KEN: What are you doing on Saturday, Alex?

RENSKY: I've been planning to go to the library. I've got to check some references. Why?

KEN: My wife and I are going to take the kids to Yosemite National Park. I thought you might want to join us.

RENSKY: Oh, thank you very much! It sounds great. I've never been there before. But I've got to work ... There's really very little time left.

KEN: Look, Alex, you aren't leaving tomorrow. Put off your work for a day or two. You need time to relax.

RENSKY: Well, it's really tempting ... Particularly on a day like this.

KEN: Come on, Alex, don't hesitate!

RENSKY: OK, OK. I've made up my mind. When are we leaving?

20. Read Dialog 1 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

21. Note the way Rensky makes his decision. Study the following ways of expressing decision/indecision.

I've made up my mind to quit my job; I'm not satisfied with it.

I've changed my mind. I am not going on that tour.

For the first day, **we decided on** the Guggenheim Museum.

Apple pie or ice cream for you? — **I'm going to go with** ice-cream.

Shall we go out or stay at home? — **It's up to you (to decide).**

I haven't yet made up my mind where to go on holiday.

I'm in two minds whether to travel by air or by car.

I have mixed feelings about the performance: the acting was perfect, but the play itself is dull.

We can go either way. On the plus side, we save time, **on the minus side,** we lose money.

After what you said, **I am leaning towards** visiting the Craft Museum.

She set her heart on becoming a movie star.

22. Read the questions in list A and choose suitable replies from list B. Work in pairs.

A

B

1. Where are you going for the holiday?
2. Did you decide to rent that cottage?
3. Do you want to take part in the car race?
4. Do you think we should make a stop in Kansas City or fly directly to San-Francisco?
5. What are you going to do about that job offer?
6. Shall we walk or take a taxi?
7. What would you like for a starter?
8. Are you going to cook dinner?
9. What shall we decide on, the musical or the concert?
10. Should I tell John the truth?

- a. I am going to go with crab salad.
- b. Under the circumstances, we can go either way. On the plus side, we would see our friends there; on the minus side, we might be late for the boat trip.
- c. I've made up my mind to go to Hawaii on a package tour.
- d. I was going to but I've changed my mind. Why don't we go out for dinner?
- e. I haven't made up my mind yet. It's quite nice but I'd rather it was a little bigger.
- f. Yes, definitely. I set my heart on winning the prize.
- g. I have mixed feelings about it. He will be very upset, but on the other hand he has to know the truth.
- h. It's up to you. I might as well walk.
- i. I'm in two minds. It sounds tempting but it also means taking on a lot of responsibility.
- j. I am leaning towards the musical. They say it's a big hit.

23. Speak about your personal experience of decision making (choosing a college, job, recreation activity, etc.). Use appropriate phrases from the list in exercise 21.

Example. Last spring when I was planning my trip to Italy, I faced an alternative. I could fly there with a tourist group or travel alone. On the plus side, group travel is cheaper; on the minus side ...

Dialog 2

24. Listen to Dialog 2. What ticket did Rensky ask for?

25. Listen to Dialog 2 again. Follow the script, if necessary.

At the ticket office

CLERK: Can I help you, sir?

RENSKY: Yes, I'd like two seats in the stalls for the "Autumn Garden" for ... let me see ... er, next Tuesday, if possible.

CLERK: I take it you want the evening performance.

RENSKY: That's right. As near the front as possible.

CLERK: Wait a moment, please. I'll just see what is available ... Yes, sir. You're lucky. There are just two seats left in the fifth row.

RENSKY: Fine. I'll take them. Thanks a lot.

CLERK: You're welcome.

26. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

27. Note how the speakers express hesitation and delay. Here are some expressions of hesitation and delay.

Er ...

Let me see ...

Just a minute/moment ...

Let me think for a moment.

I'll think it over.

I'll give it some thought.

I'm not sure, I can't say.

28. Express hesitation/delay in the following situations. Work in pairs.

1. Going to the theater (concert, baseball match, etc.) with your friend (wife/husband, colleague, guest).
2. Choosing a play (a comedy, a musical, a tragedy, a ballet, etc.). Tell your partner what seats you prefer (stalls, dress circle, balcony, gallery, box) and why.
3. Booking tickets in advance by phone.

Example A. Student 1: What about going to the theater on Friday?

Student 2: Friday? Let me see ... All right, I think I can make it.

Example B. Student 1: Shall we go to the opera or to a play?

Student 2: I'll think it over.

Student 1: Tell me when you make up your mind.

Student 2: OK.

Example C. Student 1: Have you got any tickets for ...?

Student 2: Just a moment ... Yes, I can offer you seats in ...

Student 1: Excellent! Thanks a lot.

Dialog 3

29. Listen to Dialog 3. What is the young man's problem?

30. Listen to Dialog 3 again. Follow the script if necessary.

Swapping seats

YOUNG MAN: Excuse me, is this seat taken?

RENSKY: No, it isn't.

YOUNG MAN: Would you mind moving over there, so that my friend and I can sit together?

RENSKY: No, not at all.

YOUNG MAN: Thank you very much.

31. Read Dialog 3 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

32. Note how the young man attracts Rensky's attention. Study the following ways of attracting attention.

Excuse me.

Sorry to bother/trouble you, (but) ...

I beg your pardon. (*very formal*)

May I have your attention, please. (*used in addressing a meeting*)

Listen! (*informal; may sound rude*)

Look here! (*informal; may sound rude*)

33. Use the expressions given above to do the following.

1. Ask your colleague to help you fix a computer.

2. Ask your professor to give you some advice on the choice of literature for your project.

3. Ask the librarian to help you find the book you need.

4. Ask the clerk to cash your traveler's checks.

5. Ask your neighbor on the train to help you with your baggage.

6. Ask your friend to come and help you move the furniture.

7. Ask the man sitting by the window to shut it.

8. Ask your fellow student who is getting ready for an exam to lend his/her textbook or notes for several days.

Example. Student 1: Sorry to bother, could you help me find room 7?

Student 2: It's that way, I think.

Student 1: Thanks.

Student 2: It's nothing.

ROLE PLAY

34. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. Rensky plans to make a tour of a national park in the USA. He wants to take advantage of a reduced fare by making a ticket reservation well in advance. He can only spend one week on the trip. He goes to a travel agency.

Strategy.

Rensky

Travel agent

Explains the aim of his visit. Asks about possible fare reductions

Supplies information

Gives the expected date for departure. Asks about fare

Suggests a package tour

Asks for explanation

Explains the advantages of a package tour

Accepts the offer. Buys the tour. Expresses gratitude, says goodbye

Replies to the expression of gratitude

Situation 2. Dr. Benson, Rensky's colleague, is arranging to take him to the theater.

Strategy.

Benson

Expresses intention to invite Rensky to a performance



Welcomes the idea, expresses appreciation



Makes a suggestion about the date



Hesitates, consults his diary/calendar, gives positive answer



Suggests various alternatives (opera, play, etc.), asks about preferences



Expresses delay, can't make up his mind. Gives a free hand to Dr. Benson



Agrees. Mentions his intention to reserve seats in advance. Asks about Rensky's preferences (stalls, box, etc.)



Answers



Specifies the time of meeting. Promises to pick Rensky up at the hotel



Expresses gratitude, says good-bye

Situation 3. John is calling his friend Peggy. He wants to take her out next weekend.

Peggy

John

Answers the call

Greets Peggy

Answers the greeting

Asks about her plans for the weekend

Says she is free

Invites for a two-day hike in the national park

Refuses. Gives a reason (weather, sprained ankle, etc.)

Expresses disappointment. Suggests going to his holiday home Sunday morning to do some fishing

Hesitates. Gives a reason (no experience, no equipment, etc.)

Tries to persuade (beautiful place, plenty of fishing tackle, etc.)

Refuses. Expresses regret

Offers a car ride along the coast
and a visit to a seafood restaurant

Asks for details

Praises the restaurant and the beauty
of the ride

Accepts and thanks

Both make necessary arrangements

WRITING

35. Study the content and composition of an informal letter of invitation and a reply to it.

Hi Alex,

I wonder if you might be able to visit with us for a couple of days when you arrive in the States on Friday. We are hoping to get away from town to our beach house on the gulf and have some fun before the semester starts. We're planning a cookout and lots of swimming and fishing. There's an extra room where you can stay. It's a really pretty part of the country and I'm sure you'd enjoy it. It would also be a great way of getting over the jetlag.

Please let me know if you can make it. If the answer is yes, call me at home Friday night at 404-815-0702. Marilyn and I could pick you up at your hotel Saturday morning, take off for the beach right away, and then get you back to town Sunday night.

Have a safe trip across the Atlantic.

Yours,
John

Hello John!

It was good to hear from you. Thanks for the invitation! Your plans sound great and I am really thrilled. I will also be very glad to meet Marilyn.

The time is just right for me and I will give you a call the moment I check into my hotel Friday night.

Thanks again and see you soon,

Alex

36. Write a letter of invitation and a reply to it.

- A. Invite your friend who lives in another part of the country to come and stay at your place for a holiday. Suggest a date and what you'd like to do during that time. Say how and when your friend can reach you and offer to meet him/her at the train station/airport, etc. Express your pleasure at having him/her as a guest.**
- B. Accept the invitation, express your satisfaction, and say thank you. Give details of your travel and arrange to be met. Finish by thanking again.**

Commentary

exhibit = exhibition.

to preset time period — to fix travel dates in advance.

Part II

Education

Subject matters: *Undergraduate education*

Conversational formulas: *Saying something is not correct;
saying someone does not need to do something;
saying someone is optimistic/pessimistic*

Lexical study: *Phrasal verbs*

Structure study: *Relative clauses*

Writing: *A letter of application*

READING AND SPEAKING

Text 1

1. Answer the questions before you read Text 1: What do you know about the system of higher education in the USA?
2. Read Text 1: What in your opinion are the major differences between the system of higher education in the United States and the country you live in?

AMERICAN UNIVERSITIES: UNDERGRADUATE EDUCATION

The diversity of American higher education can be puzzling to foreigners. To begin with, unlike most other countries, the United States does not have a strict national educational system. Instead, each state is responsible for organizing and controlling its own system of education. The systems organized by the states have much in common. However, each educational institution develops its educational policy according to its own concepts.

Institutions of higher education can be private or public. While public institutions are funded by federal and state governments, private institutions are supported through donor contributions and student tuition and other fees.¹ They are generally



UNIT 12. UNIVERSITY EDUCATION (UNDERGRADUATE SCHOOL)

Subject matter: *Undergraduate education*

Conversational formulas: *Saying something is not correct;
saying someone does not need to do something;
saying someone is optimistic/pessimistic*

Lexical study: *Phrases with fit*

Structure study: *Causative structure have somebody do something*

Writing: *A letter of application*

READING AND SPEAKING

Text 1

- 1. Answer the questions before you read Text 1: What do you know about the system of higher education in the USA?**
- 2. Read Text 1: What in your opinion are the major differences between the system of higher education in the United States and the country you live in?**

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more expensive; this does not mean, however, that their quality is always higher. In public institutions the tuition fee is lower for the residents of the state. America's oldest private universities are commonly called the Ivy League and include Yale, Harvard, Princeton, Columbia and a number of others. Among the well-known state universities are the University of California, the State University of New York and others.

Types of Institutions

Community and Junior Colleges. Community (public) and junior (private) colleges are institutions offering two-year programs of study beyond the secondary school level. There are two basic curricula: transfer and terminal. One leads to a transfer to a four-year college at the end of two years. The other usually leads to a profession (shop work, office work, etc.), the graduates usually receiving an Associate degree in arts or sciences. Many community colleges pursue a policy of open admission, i.e. admit all graduates of their states' high schools* regardless of their academic record. This is aimed at attracting students from lower social groups.

Liberal Arts Colleges place their principal emphasis on a program of general undergraduate education, which provides the students with a broad cultural background in literature, history, languages, philosophy complemented by courses in the sciences. Four-year liberal arts colleges concentrate on programs leading to the Bachelor's degree.* They generally do not have graduate schools* although some may offer a Master's degree.*

Institutes of Technology are specialized institutions emphasizing intensive concentration on technical, scientific or engineering aspects of knowledge, although their aims and programs often fit a university type of organization. They can confer Master's and Ph.D.* degrees. Well-known among them are the California Institute of Technology (Cal Tech, for short) in Pasadena, California; The Georgia Institute of Technology (Georgia Tech) in Atlanta, Georgia; the Massachusetts Institute of Technology (MIT) in Cambridge, Massachusetts, and some others distinguished for their instruction and research.

Universities have the most complex organization of all American institutions of higher education. A distinctive feature of American university structure is the separation of undergraduate from graduate education. The lower level is Undergraduate school of four years' duration, which culminates in a Bachelor's degree. Here the students are referred to as freshmen in the first year of study, sophomores in the second year, and juniors and seniors in the last two years. The advanced degrees, the Master's degree and the Ph.D. degree, can be obtained in the Graduate school.

Universities are usually composed of a number of colleges and schools granting degrees. A *college* is a structural part of a university that teaches a special branch of knowledge (similar in structure to the *faculty* in Oxford and Cambridge). The head of a college is the dean.

A *school* is a degree-providing teaching and research unit, usually focused on one subject area of study. A school may provide instruction for undergraduate or graduate (Master's and Ph.D.) degrees (for instance, in journalism or computer science). The term "school" can also be used to refer to units specifically focused on a profession and offering "professional" degrees in medicine (Medical School), law (Law School), and business (Business School). They offer M.D., J.D., and M.B.A.* degrees, respectively.

Another structural unit of the university is a *department*. It is a teaching unit also focused on one subject area of study. A department may train students in languages, composition, or other areas that complement students' work in their chosen fields of study.

Accreditation. Since the United States does not have a Ministry of Education, there is a special accreditation system in the country. It guarantees that a university or college meets basic standards of educational performance. A school can be accredited either by a regional accreditation agency or by a professional society. Thus, for example, medical schools are accredited by the American Medical Association. It is more prestigious to study at a school that is accredited.

Exercises

3. Answer the following questions.

1. What are the two types of universities and colleges in the United States and how are they funded? 2. How do two-year community colleges differ from colleges and universities offering four-year programs? 3. What does the course of study at technological institutes emphasize as compared to liberal arts colleges? 4. How does one get a Bachelor's degree? 5. How is a university organized and what is the difference between the Undergraduate and Graduate Schools? 6. Since the quality of higher education is guaranteed by accreditation, how is accreditation organized? 7. What can the words "School", "College", and "Department" mean?

4. Replace the words and phrases in italics with those from the list below.

1. For foreigners the system of higher education in the United States is *difficult to understand*. 2. Systems of education in different states *are similar*. 3. Much of private universities' funding comes from *what students pay for education*. 4. In public universities and colleges the tuition fee is lower especially for *students who live in the same state*. 5. Many community colleges usually *enroll* high school students of their state. 6. Liberal arts colleges *offer* programs with a broad cultural background in literature, history and languages. 7. My American friend was a *first-year student* last year and now she is *in her second year*. 8. An American university *consists of* schools and colleges.

puzzling, residents of the state, admit, be composed of, have much in common, tuition fees, provide, freshman, sophomore.

5. Agree or disagree with the statements below, making comparisons where possible with your culture. To expand your statements, use the vocabulary in brackets.

To agree, use: Yes, that's quite right; Yes, that's correct; I agree entirely/absolutely that ...

To disagree, use: I disagree, I'm afraid; No, I don't think ... ; That's not right, I think.

To compare, use: If we compare ... and ..., we see that ... ; It's difficult to compare ... and ... but I'll try. My opinion is that ...

Model. Student 1: In the United States, the system of education is centralized (Use: *national educational system; responsible for organizing*).

Student 2: I disagree, I'm afraid. The United States does not have a structured national educational system. Instead, each state is responsible for organizing and regulating its own system of education.

1. Private and public universities do not differ essentially. (Use: *be subsidized; prefer to enroll students who are residents of the state; depend primarily on the student tuition fee*).
 2. The structure of an American university is pretty much the same as in any other country. (Use: *differ essentially; be composed of the Undergraduate and Graduate schools*).
 3. American universities do not offer professional education. (Use: *professional schools; offer professional degrees*).
6. Sum up all you know now about the structure of an American university and say what strikes you most as different from what you have in your own country.

Model. What strikes me most is that in the United States the system of education is not centralized unlike in many other countries.

7. In Text 1, you can find the sentence...*programs fit a university type of organization*. Study some other expressions with *fit* and replace the words and phrases in **italics** by their equivalents from the list below.

1. The data we obtained *fit* the theory. 2. What do you do for exercise to *feel fit*? 3. You cannot learn to play tennis really well if you practice *by fits and starts*. 4 I'm afraid he is not *fit* for this job — he's not experienced enough. 5. You look like

you're a regular visitor to the *fitness center*. Am I right? 6. This suit *fits* you well. It's your size alright. 7. I must brush up my English, but I *can't fit* English lessons *into* my *schedule*.

recreational center; have hardly any time for; be in agreement with; suitable; be the right size for; be in good physical condition; irregularly.

8. Make your own statements/questions using *fit*-phrases.

- Examples.** 1. I know you do aerobics. Is it why you look so great? I want to *feel as fit* as you.
2. I know you are learning Japanese. How do you *fit it into your schedule*, as busy as you are?
3. You claim your conclusions *fit* the theory. What makes you think so?

Text 2

9. Answer the question before reading Text 2: What do you know about admission requirements to American universities or colleges?

10. Read Text 2. How are instruction and evaluation organized in American universities?

**ADMISSION REQUIREMENTS
AND INSTRUCTION ORGANIZATION**

Applying for admission. Each college or university in the US determines its own entrance policy. To be admitted to a college or a university, a prospective undergraduate student must meet certain entrance requirements, which may differ considerably among various universities and colleges. In general, they require satisfactory completion of a high school curriculum. Most universities and colleges require that freshmen have taken specified courses when in high school. Many universities will not admit students whose high school grades are below a certain average. The entrance requirements may be quite rigorous in distinguished universities and quite lax in others that admit practically anyone who applies for admission. Most institutions require prospective students to take aptitude tests. The two major tests used in the US are the SAT and ACT.* The student's achievement is evaluated in scores. The test scores are used together with other information about the student to determine his or her eligibility for college admission. A satisfactory high school transcript as well as letters of recommendation and an essay are nearly always required. The student should mention the College in which he/she wishes to register, and indicate, if possible, his or her major.

An interview is sometimes required when one applies to a university or college. Before enrollment, foreign students are often required to take the TOEFL* examination, which determines their English language proficiency.

How instruction is organized. After admission every freshman is assigned to an academic advisor whose supervision and guidance help the student plan his or her academic program. The first two years of the program are often devoted to general education, consisting of a series of required courses in basic areas. Toward the end of the second year, sophomores are expected to name their majors and, with the help of their advisors, plan programs of specialized study. The *major* relates specifically to a student's personal goals and interests. The primary purpose of the major is to require the student to study a subject in considerable depth. To major in one special subject means to take the majority of courses in this area. Many institutions also require one or more *minors*, which is a secondary field of a student's interests. Usually a student majors in one discipline but can take one or more minor courses that are not mandatory. However, they are highly desirable as they complement the student's major courses and therefore offer the prospective job hunter more options on the job market in the future.

At American universities some instruction is provided by the lecture method. Professors may lecture to groups ranging in size from 15 students to 500 and more. Students attend lectures in the courses they have chosen. To ensure that students understand the information presented in lectures, lecture classes frequently are divided into discussion groups of 15 to 30 students. Each section, led by a junior faculty* member or a graduate student, meets once or twice a week to discuss the content of the lecture. Students may also attend seminar classes. Other classes require students to develop projects for evaluation. There is also a variety of Internet-based "virtual" courses meeting synchronously or asynchronously over the class week either within the same classroom or from different locations. The academic year in most schools consists of two semesters, one starting in late August, and the second after the Christmas holidays. The average semester lasts 14–15 weeks. During one semester, a student will take concurrently four or five different courses.

How the students' progress is evaluated. Instructors periodically have students submit essays and reports to evaluate their achievement; students also take tests and final examinations ("finals") in each course. The students' achievement is commonly measured with grades assigned by instructors and credits, which are the certification of a student's successful completion of a unit or course of study. Students earn an academic credit for each hour spent in class. They typically need between 120 to 124 semester hours to graduate. The most common system of evaluating the students' progress uses letter grades. Generally, "A" indicates excellence, "B" shows good work, "C" describes below the average performance, "D" indicates minimal competence, and "F" designates failure. The registrar of the institution keeps a permanent record of courses taken and grades earned by each student. Normally, a minimum grade point average (GPA)* is required to continue in school and to graduate.

te. GPA is calculated for each semester and an overall average is continually calculated throughout a student's academic career.

11. Answer the following questions.

1. Are the admission requirements the same in all American universities and colleges? 2. What are the major tests used in American universities when a student applies for admission? 3. What information about his (or her) progress in high school is an applicant expected to submit when applying for admission? 4. In what ways can an advisor help a freshman? 5. How does a student choose his/her majors and minors? 6. How is instruction organized? 7. How are credits earned? 8. What is the method of evaluating the students' progress during the course of study?

Exercises

12. Replace the words and phrases in italics by the ones used in Text 2. Choose from the list below.

1. To *be accepted* to a college or a university, a prospective undergraduate must meet certain requirements. 2. The *admission standards* may be quite rigorous in distinguished universities. 3. The students' *progress* is evaluated in scores. 4. To be admitted, a prospective undergraduate has to *apply for admission*. 5. Some universities and colleges require that students take courses in *a second field of interest*. 6. Usually a student is expected to choose disciplines in which he/she wants to *specialize*. 7. In evaluating the students' achievement, "A" indicates *very good performance*, whereas "D" means *poor performance*. 8. The average *term* lasts 14–15 weeks.

entrance requirements, excellence, minimal competence, semester, achievement, a minor, submit an application, to major, be admitted.

13. Agree or disagree with the statements below. Follow the directions from exercise 5.

1. Those who apply for admission to a university or college will have to meet the entrance requirements that are the same throughout the country. 2. The role of the advisor is to encourage the student if he needs to be encouraged. 3. The students are usually required to decide about their majors and minors toward the end of the second year. 4. The students' achievement is evaluated only once every semester: when they take their exams.

14. In Text 2, you can find the sentence *Instructors periodically have students submit essays and reports*. This structure means that a person does not perform the

action directly; instead, he or she asks, convinces, persuades or encourages another person to do the action. Paraphrase the following sentences using *have somebody do something*.

Model. Something got wrong with my printer. I couldn't fix it myself, so I asked a technician to come and fix it. \Rightarrow I couldn't fix the printer myself so I *had a technician come and fix it*.

1. There was a leak in the plumbing system; we called a plumber and he fixed it.
2. I didn't feel well so I asked my friend to buy some medicine for me.
3. This information is urgent. I will ask my secretary to e-mail it to you the moment I get to work.
4. My friends considered staying at the hotel but I persuaded them to stay with us.
5. I found some mistakes in my friend's essay and insisted that she reread it before handing it in to her teacher.
6. If your brother wants to apply for admission to this university, convince him to study the admission standards thoroughly.
7. Before I submitted my paper to the Organizing Committee of the conference, my professor recommended that I check all the references.
8. The teacher wrote a few topics on the blackboard and asked the students to choose one for their essays.
9. If you are the leader of a team and you want your people to come up with new ideas, encourage them to suggest ways for upgrading the work.
10. The windows in our apartment need washing. I'm going to ask my daughter to wash them.

15. Answer the following questions using *have somebody do something* and the information supplied in brackets.

1. I know your car is broken. How did you get to the airport? (my friend drove me).
2. How come it took your letter only three days to reach me in New York? (my friend was flying to New York and I asked him to drop it there.)
3. I saw you writing something that looked like an official paper. What was it? (my professor asked me to write a progress report)
4. How do you fit tennis practice into your schedule, as busy as you are? (my coach says that we must practice three times a week)
5. Do you have to write your essays regularly for your literature course? (our professor insists that we submit an essay once every two weeks)
6. I know your little brother dreamed of having a little puppy of his own. Did he persuade his parents to buy him one?
7. Who walked your dog when you were down with the flu? (I asked my neighbor to walk him).

Text 3

- 16. Answer the question before you read Text 3: Where do university students live in your country?**
- 17. Read Text 3. What are some of the extra-curricular activities available on campus at American universities?**

LIFE ON CAMPUS

Many university and college students live on campus. The main buildings on a campus usually include classroom buildings, administration buildings, libraries, gymnasiums, athletic fields and a stadium, and, of course, dormitories (dorms, or residence halls) where the students live. Students prefer to live in dorms because life on campus offers more opportunities for socializing. Sometimes there are separate residence halls for men and for women, in other cases the residence halls are "co-ed" — that is, men and women live in the same housing unit. It is very common for two or three students to share a room; single rooms are scarce. Some students live off campus and rent a house or an apartment together. Others live with their parents and commute (travel daily) between home and campus.

Fraternities and sororities are college organizations that usually have Greek letters in their names (The first Greek-letter fraternity — Phi Beta Kappa — was founded as a debating society in 1776). Fraternities are made up of male students and sororities have female students as their members. These are club-like campus societies whose members share common beliefs and interests. They attend parties, play intramural sports, and sometimes participate in fundraising activities to benefit charities. Fraternities and sororities choose their members according to rigorous rules. To be admitted the prospective member has to submit recommendations and follow determined rules and rituals.

Student Unions/Centers. A great deal of cultural and recreational life at a university is created by student groups. They participate in concerts, plays, debates, forums and festivals. They have foreign language clubs, film societies, and jazz groups. They write, edit and produce daily and weekly newspapers and literary magazines. The central location of these extra-curricular activities is the Student Union building. It houses social and recreational facilities for students, faculty, alumni* and guests.

The cost of higher education and financial aid. The costs of going to college have risen steadily in the last few decades and at present range from about \$10,000 to \$35,000 a year. Therefore the financial aid that a student may receive is very important. There are four principal ways in which a student in college may receive financial aid: scholarships, grants, loans and jobs.

A scholarship provides a student with an award based on superior scholastic achievement, while a grant is based chiefly on need. Scholarships and grants usually are awarded annually. A student can be offered a loan, which must be repaid with interest after the student leaves the school.

Many institutions provide students with off- and on-campus jobs to help them go through college. Students often work as library attendants, clerks in administrative offices, manual workers, etc. making the money that helps them go through college.

18. Read Text 3 and try to find answers to the questions.

1. Where do students live once they are admitted to a university or college?
2. Why do most students prefer to live in dorms?
3. How does a fraternity (sorority) choose their members?
4. What kind of activities are students involved in once they become members of a fraternity (sorority)?
5. What is the role of the Student Union/Center?
6. What kind of financial aid can a student receive to help him/her pay tuition?
7. How is getting a scholarship related to a student's scholastic achievement?
8. How is a loan usually repaid?
9. What kinds of jobs are available to students to help them go through college?
10. What is the cost of going to college today?

LISTENING AND SPEAKING

Dialog 1

19. Listen to Dialog 1. Why is the student worried?

20. Listen to Dialog 1 again and repeat after each speaker. Follow the script if necessary.

A college does not limit who you are

ANN: I think I've learned all I need about the college I hope to get into. If I choose a college, does it mean I'll hang out just with the people of my college?

Dr. KENT: Absolutely not! You choose a college that's closest to your interests. But you may socialize with students in every college of the university.

ANN: That sounds interesting. But I'll have to sign up for courses only in my college, won't I?

Dr. KENT: You've got it all wrong again, I'm afraid. You may sign up for courses in any of the other six colleges at this university. Look at it this way: a college may shape what you study, but it doesn't limit who you are.

ANN: Sounds exciting!

21. Read Dialog 1 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

22. Note the way Dr. Kent says Ann is not correct. Study various ways of saying that a person is wrong.

Sorry, that's not right.

I am afraid you are wrong (that's wrong).

I'm not sure you're right about the date of the examination.

I don't think I see it that way.

You've got it all wrong, I'm afraid.

Absolutely not!

In more formal situations you would say:

If I may say so, that is not the case.

I really *do* have to correct you there.

I'm afraid I can't agree with what you say.

23. Respond to the statements saying what you hear is not correct.

Model. A: From the brochure you gave me I understood that the community college offered a four-year program.

B: You've got it all wrong. They offer a two-year program.

1. Liberal arts colleges provide education only in arts. Is that correct? 2. Can one get a Ph. D. in the undergraduate school if one studies hard? 3. Am I right about the Ivy League universities? Do they admit practically anyone who applies? 4. I understand that one must decide about one's major when applying for admission. Is that correct? 5. Is the instruction organized so that students are not required to attend lectures? 6. I have a very vague idea of how a student's progress is evaluated. "A" indicates average performance, doesn't it? 7. The grade point average is so puzzling. It's calculated for the whole academic year. Is that correct? 8. Did I get it right that a scholarship is the money that is offered to the student and must be repaid with interest?

Dialog 2

24. Listen to Dialog 2. Is it necessary for the student to make a decision immediately?

25. Listen to Dialog 2 again and repeat after each speaker. Follow the script if necessary.

Take your time

ANN: What if I'm not sure what I want to study? What if I think I know what I want and then change my mind?

Dr. KENT: You needn't worry. There's no reason why you should make a decision immediately. The time you spend in college is a time for exploration. The first thing to do is determine the college that interests you most.

ANN: And I also have to decide about my major, don't I?

Dr. KENT: There is really no need to hurry. Take your time. Nobody is going to force you make a decision immediately. Find out what you want first. And remember, you can change your mind about your major. You don't have to decide now. So choose your college, your field and relax.

26. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

27. In the text of Dialog 2, find the phrases used to denote absence of necessity. Study various ways of expressing this idea:

You don't have to *do it immediately*.

There's no need/You needn't/don't need to *worry*.

There's no reason why you should *hurry*.

I can't see why you should *rewrite the essay*.

You're not obliged to *accept the offer if you don't feel like it*.

It's up to you to decide *whether you do it or not*.

28. Respond to the statements saying there's no reason why someone should do something. Use the information in brackets.

Model. A: Pete and Mary are coming over on Saturday. Why don't we buy all the food and drinks on the way home? (do it later; plenty of time.)

B: There's no reason why we should do it now. There's plenty of time. We can do it tomorrow.

1. I have to go to the library and look up some data in the Encyclopedia. (can find it on the Web). 2. I have bought expensive shoes and they don't fit. I'm very upset. (can return them if you have the receipt). 3. Let's drop in at the bank and cash this check now (can do it on the way back). 4. I'm planning a trip to Helsinki in three weeks. I don't see how I can fit getting a visa into my schedule. (can get a visa within three or four days). 5. Now that I'm admitted to the university I realize I have a lot of questions and nobody to ask them. (can ask your advisor). 7. I saw a dictionary I need in a bookstore the other day. But I had no money or credit card so I couldn't buy it. (can order it at Amazon.com*).

Dialog 3

29. Listen to Dialog 3: Why isn't Jim involved in any extra-curricular activities on campus?
30. Listen to Dialog 3 again and repeat after each speaker. Follow the script if necessary.

How is your team doing?

JIM: Hi, Jack. The way you look you must be heading for the gym for basketball practice. Right?

JACK: That's correct. It's our coach. He has us practice every free minute we have. He says you can't learn to do anything really well if you practice by fits and starts.

JIM: You play on the sophomore team, don't you? How is your team doing?

JACK: Not so well. I'm not happy about how things are going at this point. Could be better. We lost the last game to the seniors. I hope we have better luck next time.

JIM: I know you're playing tomorrow. I'm sure everything will be fine. My friends and I, we're are going to come and root for you. This time it'll turn out all right.

JACK: Yeah, I hope we beat them tomorrow. We are optimistic. Say, why don't you join us? You were the captain of our high school team, remember?

JIM: Sure. Well, there're so many options to choose from at this university. I'm thinking of joining the drama society but I haven't decided yet. With the finals coming there's a lot of work to do. Our professor has us write essays every two weeks. That keeps me busy. Well, I wish you luck. Hope to see you after the game tomorrow.

JACK: Thanks a lot.

31. Read Dialog 3 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

32. Note what expressions the speakers use to say they are optimistic or pessimistic. Study various ways of saying you are optimistic or pessimistic.

When you are optimistic, you say:

You are bound/sure to win.

Things will turn out (just) fine.

I hope we have better luck next time.

Everything will be fine.
It'll turn out all right.
It's all going to be OK.
I'm very optimistic.

When you are pessimistic, you say:

I'm not happy about my new job.
I rather doubt that he's fit for this position.
I'm not sure about his finals — he hasn't worked hard enough.
I'm rather doubtful/skeptical about their victory.

33. Respond to the statements saying you are optimistic or pessimistic.

Model. A: That's my first paper at an international conference. I am pretty nervous.

B: I'm sure it's going to be OK. Last time you spoke at our seminar you did a fine job.

A: I don't know. I am not at all sure about my English.

1. My sister is going to have an operation. We are worried. 2. I'm going for a job interview tomorrow. I'm a bit nervous. 3. Our company is downsizing. The people are not certain about what may happen to them. 4. We've just started a new project. I'm not happy about how things are going. I'm very doubtful about the outcome. 5. I'm not at all sure we're going to catch the plane now that we're stuck in this traffic jam. I'm rather skeptical we can make it. 6. We've sent a grant proposal but I'm not sure we have a good chance of winning. 7. I'm going to spend my vacation in a place I have never visited before. I'm not quite at ease about it. 8. The finals are approaching. If I don't do well, I may lose my scholarship. 9. I am to defend my dissertation soon. I feel nervous.

ROLE PLAY

34. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. You are planning to study in the United States as an exchange student. You want to know more about the system of education and the admission standards in American universities. Find out as much as you can from an American student who is studying on the exchange program in your city.

Strategy.

Prospective student

Undergraduate student

Greets the American student and explains his problem

Responds to the greetings. Expresses willingness to answer all the questions that may arise

Asks about the difference between public and private universities

Explains the difference and speaks about the types of higher educational institutions in the USA

Thinks admission standards in different universities are identical

Says he is wrong. Speaks about the diversity of admission standards

Expresses concern about being unable to meet admission standards; is pessimistic about it

Tries to encourage him. Gives reasons (good high school transcript, high TOEFL scores, etc.)

Thanks for the information and the encouragement. Apologizes for having taken so much of his time

Responds. Says good bye.

Situation 2. A freshman just admitted to the university wants to know more about life on campus and asks his roommate about it.

Freshman

Says hello, wonders if he could ask a few questions about life on campus

Room-mate

Expresses willingness to answer

Thinks he will have to attend all the classes and worries that he will not manage

Reassures him; says it's not necessary to attend all the classes. Suggests that he discuss his program with his advisor

Expresses gratitude

WRITING

35. You want to apply for admission to the undergraduate school of American university. Write a letter to the Admissions Dean, enclose the results of your TOEFL scores, your high school transcript and two letters of recommendation. Mention that you are willing to submit all the necessary information. Use the sample letter below as an example.

Office of Administration or Dean of Admissions
Name of University (College)
City and State, Zip Code
USA.

Dear Sir/Madame:

Please send information and application forms to me at the address below:

First name, Last Name.
P.O. Box / Street and Number
City. Zip code. Country.

I have completed ... years of secondary school in ... and have earned the highest secondary school transcript. My TOEFL score is I would like to apply for admission at your University as a freshman, and my interests are

I have a limited amount of money available for study and living expenses and therefore would appreciate it if you could advise me about any financial aid I may receive.

Letters of recommendation are available on request.
Enclosed please find...

Sincerely yours,
(Signature)

Commentary

tuition — money the institution charges for instruction and training; **fees** — money charged by schools in addition to tuition to cover the cost of institutional services.

high school — the secondary level of education following elementary school, and usually including grades 6 or 7 through 8 or 9 (junior high school-middle school) and grades 9 or 10 through 12 (senior high school).

Bachelor's degree (baccalaureate) represents successful completion of a four-year course of study at a college or university. Abbreviated B.A. (Bachelor of Arts) or B.S. (Bachelor of Science)

graduate school — part of a college or university devoted entirely to graduate (BrE postgraduate) work; it culminates in a Master's and/or Ph.D. degrees.

Master's degree — program represents 2 or 3 years of work beyond the Bachelor's degree. Abbreviated M.A. (Master of Arts) or M.S. (Master of Sciences).

Ph.D. (historically Doctor of Philosophy) — the highest degree awarded in the graduate school of a university; also: doctorate.

M.D. — Doctor of Medicine; **J.D.** — Doctor of Law (Latin: Jurum Doctor); **M.B.A.** — Master of Business Administration.

SAT (Scholastic Aptitude Test) and **ACT** (American College Test) are tests used to determine the probability of a person's success in learning.

TOEFL (Test of English as a Foreign Language) — a standardized multiple choice written test of English for nonnative speakers evaluating the general language proficiency.

faculty (AmE) — the teaching staff of a university or college. An individual member is referred to as "a faculty member" or "faculty." The positions occupied by the university teachers starting from the bottom are: "instructor", "assistant professor," "associate professor" and "full professor." An associate professor needs to have tenure to go up for full professorship. Receiving tenure assures a teacher's permanent position within the university.

grade-point average (GPA) is obtained by dividing the grade points assigned for each course credit by the total number of credits earned.

alumni (sg. alumnus) — graduates of a particular school, college or university.

Amazon.com — a virtual bookstore at www.amazon.com



UNIT 13. AT THE LIBRARY

Subject matter: *US libraries: facilities and regulations.*

Structure study: *well + Participle II; the Gerund*

Conversational formulas: *Warning; generalization; emphasizing recommendation/instruction*

Writing: *Filling out library forms.*

READING AND SPEAKING

Text 1

1. Answer these questions before you read Text 1: What do you know about the major US libraries?
2. Read Text 1. What are the functions of a library staff?

LIBRARY SERVICES

The most important collection for a university is its library. A typical university library usually contains the following forms of recorded information: books for borrowing and for reference, periodicals kept either as bound volumes or on microfilms, audio-visual materials (mostly for classroom use), past examination papers, project reports* compiled by students on many courses.

Normally a university library system consists of reading rooms, a circulation desk, where readers can borrow books, an information services department with electronic and card catalogs and a periodical department. Required course readings (textbooks and other materials) are placed in the reserved reading room.* These materials are available for library use for a few hours or overnight upon presentation of a current ID.

Manuscripts, original letters, drawings and other unique materials are housed in the rare books and manuscripts department. Items in these special collections may not be checked out, but are available for study on site by anyone with a need to use them.

Coin- or card-operated copy machines are provided in university libraries so that students may make copies of extracts from library books and periodicals for research or private study.

Library staff assist readers in many important ways. In addition to reference help, they prepare subject bibliographies, offer bibliographic instructions, library tours and prepare and circulate monthly lists of recent acquisitions. Librarians also can help readers in planning a search strategy for finding the best information available on their topics.

To help readers locate all the library materials and obtain the maximum benefit from them, the libraries also have request and reservation services with access to the interlibrary loan department.

If you can't come to the library, try calling the circulation desk. An operator will tell you whether the library system has the book or journal you want, where it is located, and whether or not it is available for circulation.

The US libraries as a rule provide a pleasant and quiet working environment. The facilities of the libraries are really noteworthy. The reading rooms are modern, air-conditioned, spacious and well-lit.

3. Study Text 1 and try to find answers to the following questions.

1. What forms of recorded information are usually to be found in a university library? 2. What are the main departments of a typical university library? 3. What are the facilities in US university libraries?

4. Try to choose the correct answers without consulting Text 1.

1. Books required for certain courses are placed (in the reading room, in the rare books department, in the reserved reading room). 2. If you can't come to the library but want to get information, try calling (a librarian, the circulation desk, the information services department). 3. Items in the rare books and manuscripts departments (may not be checked out, are kept on microfilms, are available for readers).

Exercises

5. Replace the words and phrases in *italics* by those from the list below.

1. Manuscripts, original letters, drawings and other unique materials are *placed* in the rare books and manuscripts department. 2. Items in special collections may not be *borrowed*, but are available for study *inside the library* by anyone who needs to use them. 3. *Librarians* can *help* readers in many important ways. 4. *Usually* the library provides pleasant and quiet working *conditions*. 5. A typical university library usually contains project reports *composed* by students on many courses. 6. These materials *can be received* for library use for a few hours or overnight upon presenta-

tion of a *valid* ID. 7. Large university libraries have rich collections of periodicals kept either *in the shape of books* or on microfilms. 8. *Besides* reference help, librarians distribute lists of *newly acquired books*.

compiled, located, recent acquisitions, checked out, environment, library staff, current, assist, as a rule, are available, as bound volumes, in addition to, on site.

6. In Text 1 find the compound *well-lit* and guess how it is formed.

A. Form compounds by analogy with *well-lit* by combining *well* with Participle II of the verb in brackets.

Model. a room with plenty of light (to light) \Rightarrow a well-lit room.

1. a widely known, famous physicist (to know);
2. a specialist with a wide knowledge (to inform);
3. a job accomplished with diligence and skill (to do);
4. a student having deep knowledge as a result of reading (to read);
5. a hypothesis having a solid foundation (to ground);
6. a question asked at the right or suitable time (to time);
7. methods, remedies tested and proved useful (to try);
8. a conclusion based on solid facts (to found).

B. Now use these compounds to fill in the blanks in the following sentences.

1. I'm surprised you haven't read this book yet. This is a _____ bestseller.
2. You can safely rely on his data. They are _____.
3. Don't hesitate to take these pills. It's _____ remedy.
4. Think when it is better to speak with your chief about your plans. This discussion should be _____.
5. This is really _____. Thank you for your work.
6. He spent years in the library working at his dissertation. I think he is _____ in his field.
7. She is _____ on these matters. You'd better ask her about it.
8. This book is not pure fiction. It is _____.

7. There are a number of verbs in English that can be followed both by the infinitive and an *ing-form*: *begin, start, stop, continue; like, hate, prefer; try, intend*. Others can be used only with an *ing-form*: *go on, finish, enjoy, avoid, regret, give up, mind*.

NOTE that the verbs *stop, remember, try, like* have different meanings when followed by an infinitive or an *ing-form*:

He stopped *talking* = He finished talking. He stopped *to talk* = He stopped in order to talk.

I remember *posting* your letters = I have the memory of doing this. I remembered *to post* your letters = I didn't forget to post your letters.

Try *knocking* at the back door if nobody hears you at the front door = Do it as an experiment or test, to see whether it helps. He is trying hard *to complete* this work in time = He makes his utmost efforts to complete his work in time.

I like *singing* = Singing is my hobby. I like *to reserve* tickets well in advance = This is the way I prefer to reserve tickets.

Fill in the blanks with the appropriate forms of the verb.

1. I've already begun (*to read, reading*) this book. 2. Stop (*to talk, talking*) in the reading room, please. 3. They haven't even started (*to use, using*) electronic catalogs yet. 4. I like (*to work, working*) in the reserved reading room. 5. Suddenly an idea struck him. He even stopped (*to talk, talking*) to his colleagues. 6. I prefer (*to work, working*) in our University library, the reading rooms are so convenient there. 7. I vividly remember (*to visit, visiting*) the Library of Congress. 8. He never regretted (*to spend, spending*) time in the library. 9. Thank you for being so attentive to us. We really enjoyed (*to work, working*) with you. 10. I like (*to read, reading*) but I hate (*to do*) it from the computer monitor. 11. Don't be so nervous. Try (*to do, doing*) it once again and everything will be O.K. 12. Remember (*to turn off, turning off*) the tape-recorder when you finish (*to listen, listening to the music*). 13. Try hard (*to find, finding*) necessary information either in the electronic or in the card catalog. 14. I like (*to straighten up, straightening up*) my papers before I start working with them.

8. Speak about your likes and dislikes using the verbs *like, hate, prefer, enjoy, be fond of + ing-forms*.

Model. I like cooking but I hate washing dishes.

9. *Ing-forms* are often used in the following phrases: I cannot help (*laughing*); The book is worth (*reading*); I don't mind (*helping you*); It is no use/good (*asking her*); There's no use/point in (*talking about it*); These data wants/needs (*checking*); What's the use/good of (*going there*)? Add suitable *ing-forms* to complete these sentences.

1. Her new article is certainly worth _____. 2. What's the use of _____? Everything will be all right. 3. Do you mind _____ the window? It's too hot here. 4. It's no use _____ Jim about it. He knows nothing. 5. Your watch is always late; it needs _____. 6. I couldn't help _____ when I saw him in that funny costume. 7. Won't you sit down? — Thanks, I don't mind _____. 8. There's no point in _____ this problem now. Let's wait for the end of the experiment.

10. *Ing-forms are preceded by prepositions after some verbs: accuse of, approve of, insist on, look forward to, object to, prevent (smb.) from, rely on, suspect of. Use these verbs to complete the following sentences.*

1. I strongly _____ his being invited to chair our conference.
2. You are _____ plagiarizing. It can cost you your job.
3. I know you don't _____ of my smoking. I'll try to give up.
4. John is _____ stealing the manuscript. I can't believe it.
5. I _____ seeing you in December.
6. We can safely _____ his doing the job well.
7. The Dean _____ on making this information public.
8. They can't _____ me _____ participating in the meeting.

Text 2

11. Read Text 2. Find out when computers may be used in US university libraries.

COMPUTERS IN AMERICAN UNIVERSITY LIBRARIES

Card catalogs in many US university libraries are not current; no cards have been added to them since the 1980s. Instead, large libraries have computerized catalogs that are convenient to use. Instruction brochures are available, and library staff members are ready to help.

Searching for information for research papers and other projects need not be difficult. If you follow a plan in your search for information — search strategy — you will be able to find what you need with greater efficiency. From the menu — a list of possible search strategies in a computer catalog — you select one of the following commands: search by author, search by title, search by subject or search by keyword.

Several clues can be used for an information search: for each new search press [ENTER] key; omit articles at the beginning of a title and all punctuation marks; don't capitalize words; follow prompts at the bottom of a computer screen. Here are some examples of search steps:

1. If you are looking for books by title, first type [tls], which means title search, then type the title of the necessary book, e.g.: [tls/heart is a lonely hunter].

2. If you are looking for a book by author, type [aut], i.e. author search, then the author's last name and first name, e.g.: [aut/hemingway ernest].

3. In case you are searching by subject, just type [sub] and the subject, e.g.: [sub/halley's comet].

4. Finally, if you are searching by key words, start with those having broader meaning and then move on to more specific ones: [american history — civil war — battle of atlanta].

The process of checking-out books in many university libraries is also computerized. Books are usually registered by an electronic scanner-pen. All the books have

special bar code* stickers on the inside cover. A librarian moves the electronic scanner-pen across the bar code and then across the library card. Information from the book and the library card goes into the computer and thus the book is automatically registered.

There is also an electronic system of preventing theft in US libraries. A magnetized metallic strip is inserted into the books. Checking out the books, a librarian demagnetizes the magnetic strip. There are control posts by the exit with electronic sensors that detect any book that has not been demagnetized: if a book, which is magnetized, is taken through the control post, it sets off an alarm.

12. In Text 2 find answers to the following questions.

1. What are the main rules of using electronic catalogs?
2. What are the main commands on a library computer menu?
3. What is the usual procedure of checking out books in US libraries?
4. What theft preventing measures exist in US libraries?

13. Discuss the following points using words and structures you have studied.

1. After having read Texts 1 and 2, what do you think of the US university libraries organization? Speak of their advantages and disadvantages. Do the US libraries differ from the libraries in your country?
2. If you have ever worked in libraries abroad, compare them with the libraries in your country.
3. Speak about your experience of working in a library. Try to give the following information:
 - a. what library do you usually work at?
 - b. what are the main departments of this library?
 - c. what collections and materials does it contain?
 - d. what do you like and dislike about this library?

LISTENING AND SPEAKING

Dialog 1

14. Listen to Dialog 1. Is there any charge for using the library?

15. Listen to Dialog 1 again, follow the script, if necessary.

Getting a library card

RENSKY: Hello, how can I get a library card?

LIBRARIAN: Are you a faculty member?

RENSKY: I'm a visiting professor. Here's my ID.

LIBRARIAN: For students and faculty or staff members, their ID is also their library card. But since you're a visitor you have to fill out this form giving your name, present address and telephone number.

RENSKY: Here is my passport. By the way, is there any charge for using the library?

LIBRARIAN: No, it's free, but be sure to return the books on time, otherwise you'll be fined.

16. Read the dialog in pairs; trade roles. Reproduce Dialog 1 in pairs.

Exercises

17. In the text of Dialog 1 the librarian warns Rensky about the need to return books on time. Study various ways of expressing warning and caution and possible responses.

Look out/Watch out (*for the car*)!

Be careful (*of the wires*)!

Mind the step!

Remember/Don't forget to lock the door.

Think twice before you agree to this proposal

(Consult the catalog) **to be on the safe side.**

(Take the umbrella) **just in case.**

Take care! (usually at parting)

Thank you for telling me.

Don't worry.

I won't (Sure, I will).

Who do you take me for? (very informal)

18. A. Use the phrases you have studied to express warning/caution. Give reasons for the statements made.

Examples. Take a cab \Rightarrow Take a cab to be on the safe side, otherwise you may be late.

Return the books on time \Rightarrow Remember to return the books on time.

1. Take your library card with you.

2. Do not lose the book.

3. Try to look for this book in the card catalog.
4. Ask a librarian.
5. Tell her everything.
6. Check out the books before you leave the library.
7. Invite a specialist.
8. Do not hurry with an answer.

B. Give warnings in the following situations.

1. It looks as if it might rain.
2. There is a car traveling too fast.
3. Your friend is going to make an important decision.
4. Your colleague's computer does not work properly.
5. The alarm clock needs winding.
6. The kettle your wife is about to touch is boiling hot.
7. Your student may be asked to present an ID.
8. The man your son has dealings with is not reliable enough.

19. React to the following warnings and cautions. Use responses given above. Work in pairs.

1. Mind you check out the books.
2. Remember to turn off the current before changing the bulb.
3. Don't press this button. You will spoil the copier.
4. Think twice before you agree to take this job.
5. They never ask to present an ID, but take your driver's license just in case.
6. Don't forget to send invitations to all the participants of the conference.
7. He promised to be back from the library at 5 o'clock, but to be on the safe side, give him a call before you go to him.
8. Watch out for the door. It's very heavy.

Dialog 2

20. Listen to Dialog 2. How are books listed in the catalog?

21. Listen to Dialog 2 again, follow the script, if necessary.

Looking for a book

LIBRARIAN: Hello, may I help you?

RENSKY: Yes, I'm new here. I'm looking for a book on the psychology of crime.

LIBRARIAN: Our card catalog is over there, and the books are listed by subject, author and title. Our more recent holdings as a rule are all listed on electronic catalog. Here it is.

RENSKY: Thank you, I see. Also I'd like to find the Journal of Psychology number 4, winter 1978.

LIBRARIAN: Just a moment. Let me look it up in the periodical catalog ... I see we have it available on microfilm. Would you like to read it?

RENSKY: Yes, please. Is it possible to print pages?

LIBRARIAN: Do you know how to? The instructions are posted above the microfilm reader.

(After some time)

RENSKY: Thank you, I'm finished. I've made 6 copies.

LIBRARIAN: That'll be a dollar and twenty cents.

RENSKY: Thank you, good-bye.

LIBRARIAN: Have a good day!

22. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

23. The librarian's phrase *Our more recent holdings as a rule are all listed on electronic catalog contains a generalization, i.e. a general statement. Study several ways of generalizing:*

as a (general) rule,

generally (generally speaking, in general),

usually,

commonly,

in most cases,

by and large,

more often than not.

24. Use the above phrases in the following sentences to make general statements.

1. American libraries are computerized.

2. Facilities in US libraries are very good.

3. A university library consists of reading rooms, the circulation desk, catalogs and the periodical department.

4. Studying foreign languages takes a lot of time.

5. There are copying-machines in US libraries.

6. The interlibrary loan department operates fairly fast.

7. The rare books department is closed on Sundays.

8. I prefer working in our university library.

25. Quite often general statements are followed by some exceptions. Here are several possible ways of introducing exceptions.

You can borrow any book with the exception of (except for) manuscripts.
The library is open every day except Sundays.

There are exceptions, of course: The Hague is always used with the definite article.

One exception is John. He never has lunch in the cafeteria.

An exception to the rule is Saturday, when I like to sleep really late.

26. Make general statements about the following categories of people and exceptions to them. Work in pairs.

Example. Researchers.

A: In general, researchers like to work in libraries.

B: There are exceptions, of course. My wife prefers to work at home.

Teachers

Journalists

Readers

Students

Americans

Parents

Librarians

Tourists

Dialog 3

27. Listen to Dialog 3. When are the books due back?

28. Listen to Dialog 3 again. Follow the script below if necessary.

Checking out books

RENSKY: I've found three books which I would like to check out. How do I go about it?

LIBRARIAN: You'll have to go to the check-out counter. May I see your ID, please?

RENSKY: Yes, here it is.

LIBRARIAN: Oh, I see that your ID is about to expire. Please be sure you get it extended by the end of the month.

RENSKY: Oh, thank you. When are the books due back?

LIBRARIAN: They are due back in 3 weeks.

29. Read Dialog 3 in pairs; trade roles. Reproduce Dialog 3 in pairs.

Exercises

30. Note the way the librarian emphasized the recommendation to extend the ID. Study the following ways of emphasizing recommendation/instruction. Although they are often interchangeable, note some differences in their meaning and use.

Be sure — generally refers to a future action and can be followed either by an Infinitive or a clause: *Be sure to have your library card validated. Be sure you have your library card validated.*

Make sure — can also refer to a past action and is always followed by a clause: *Please go and make sure that all computers have been turned off.*

See to it — refers to a future action and is followed by a clause: *See to it that you hand in the essay on time.*

31. Emphasize recommendation/instruction in the following situations using a suitable form.

1. The librarian wants you to remember about renewing your library card. She says,
2. You think there are tickets left for the concert but you want to be on the safe side. You ask your friend,
3. The librarian wants you to take care to use the correct key-words. She says,
4. Your colleague recommends you to check all recent acquisitions so as not to omit some important works. He says,
5. The librarian reminds you that you are expected to return the books within 3 days. She says,
6. The adviser recommends a student to verify the data before submitting the paper. He says
7. The librarian expects you to rewind the microfilm after using it. She says,
8. You are not quite sure there is a plane to Chicago at 1 p.m. You ask your friend,
9. The guard reminds you to have the books desensitized if you don't want to set off the alarm. He says,
10. You are afraid your daughter will neglect mailing your letter. You say,

ROLE PLAY

32. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A new reader is asking the librarian about the library. The librarian gives information about the facilities and the rules in the library and also explains how to get a library card.

Strategy.

Reader

Attracts the librarian's attention.
Introduces himself

Asks how to become a reader of the library

Asks for additional information
about charges for the library card

Expresses gratitude. Closes the conversation

Librarian

Offers help

Gives general information

Gives more details, emphasizing
the necessity to observe library
regulations and pointing out a specific restriction.

Situation 2. A new reader asks the librarian how to register books in the library.

Strategy.

Reader

Librarian

Starts the conversation, attracting the attention of the librarian

Offers help

Makes a request how to search books in a computer catalog

Explains the usual procedure

Asks to specify some points about checking out books

Gives details of electronic check-out, warns against violating checking-out rules

Expresses gratitude

WRITING

33. Complete the Library of Congress book order form below.

CALL NUMBER _____ FIFTH FLOOR READING ROOMS ADAMS BUILDING	AUTHOR _____ BOOK/PERIODICAL TITLE _____ _____ _____	PERIODICAL VOLUME OR DATE
	Correct Legible Name and Address Required	STAFF USE ONLY
DESK NUMBER	NAME _____ ADDRESS _____ CITY _____	<input type="checkbox"/> Not on shelf <input type="checkbox"/> Clarify Call No. <input type="checkbox"/> Give Volume No. <input type="checkbox"/> Give Complete Date <input type="checkbox"/> Verify Call No.
If you have indicated a desk number, do you want this book for Hold Overnight Call <input type="checkbox"/> <input type="checkbox"/>	STAFF USE ONLY _____ Message _____ _____ _____ Dk. Att. # _____ CCF _____	<input type="checkbox"/> Other Location (See Message) <input type="checkbox"/> Missing in Inventory _____ Date
Last Name		

Commentaries

project report — an account of research done by a student.

Reserved reading room — a reading room where required course readings, text-books, and other materials can be consulted.

bar code — a set of vertical bars (stripes) imprinted on consumer products, mail, etc. and containing coded information that can be read by a computerized scanner.

UNIT 14. University Education (Graduate School)



Subject matter: *Graduate school and admission requirements*

Conversational formulas: *Expressing apology, worry, and reassurance, certainty and uncertainty*

Lexical study: *Phrases with take*

Structure study: *Modal verbs expressing ability/possibility*

Writing: *Filling out an application for admission to graduate school; résumé writing*

READING AND SPEAKING

Text 1

1. Answer these questions before you read Text 1: What do you know about academic degrees in the United States? What are the academic degrees in your country?
2. Read Text 1. What is the procedure of getting a Ph.D. in the USA?

ADMISSION GUIDELINES FOR GRADUATE APPLICANTS

The primary responsibility of Graduate school is to offer doctoral programs. Although the amount of time required to complete the Ph.D. can vary depending on whether or not the student* holds a Master's degree at the time of enrollment, the nature of the dissertation project, and some other factors, certain general guidelines apply to all students who pursue a doctorate.

In addition to courses in their major discipline, students may take courses in foreign languages, statistics, computer languages and other skills essential to research in a given discipline. Once the student has successfully completed course work, qualifying examinations and special requirements, he or she is certified as a candidate for the Ph.D. The final step is to write and defend the doctoral dissertation.

The journey to the Ph.D. may take as little as three years, but most students finish in four to six. Along with their graduate programs, many students are involved in teaching assistantship (TA), helping a professor teach undergraduate courses by grading papers, conducting laboratory or discussion sections, etc. They can also get jobs as graduate research assistants (GRA), assisting the professor with research. Others may hold adjunct teaching positions, doing part time teaching.

Students are actively involved in the planning of their doctoral programs. In many programs students help plan and participate in colloquia, national and international conferences, research projects, and other activities that supplement their studies.

Admission to doctoral programs is very competitive. The prospective student must hold a Bachelor's degree or its United States equivalent from a recognized college, university, or other institution of higher learning. The student's record should be a strong one with an average grade of "B" or better.

In addition to an earned bachelor's degree, applicants are normally required to take the Graduate Record Examination (GRE).^{*} Some professional programs (e.g., management, medicine, and law) require specialized admission tests instead of, or as an option to, the GRE. They include the Graduate Management Admission Test (GMAT), the Medical School Admission Test (MSAT), and the Law School Admissions Test (LSAT) aimed at establishing the undergraduate students' capability to attend the respective schools.

All international students are expected to submit a satisfactory score on the Test of English as a Foreign Language (TOEFL) when their native language is not English. Students who intend to apply for a teaching assistantship also should take the Test of Spoken English (TSE).

Typically, a prospective student is to submit the following documents to the Graduate School:

1. an application form;
2. three letters of recommendation (references);
3. a transcript (an official document, enumerating the exams and courses taken and grades received, coming from the University with a University seal and signed by a University official);
4. a record of scores on TOEFL, GRE, etc.;
5. financial information and documents;
6. a personal statement;^{*}
7. a résumé;
8. an application fee.

Exercises

3. Study Text 1 and try to find answers to the questions.

1. When is a student entitled to take a graduate course? 2. Why is admission to doctoral programs described as "very competitive"? 3. What exams may a graduate student be expected to take before applying to Graduate School? 4. What kind of tests should international students take? 5. On average, how long does it take to get a Ph.D.? 6. What does the amount of time required to complete the Ph.D. depend on? 7. When is a student certified as a candidate for the Ph.D.? 8. In what kind of activities are graduate students usually involved?

4. Speak about your personal educational background.

1. Which university/college/school did you graduate from? 2. What academic degrees have you earned? 3. When did you receive your degree? 4. How long did it take you to complete your degree program? 5. Are you working on a higher academic degree now?

5. Replace the words or phrases in *italics* with their equivalents from the list below.

1. Students *take part* in the planning of the doctoral programs. 2. In addition to courses in their major *subject*, students may take courses in foreign languages, statistics, computer languages, etc. 3. The *principal* responsibility of Graduate school is to *provide* doctoral programs. 4. Once the student has successfully *finished* course work and qualifying examinations, he or she *qualifies* as a candidate for a Ph.D. 5. *Normally*, a *would-be* student is to submit the following documents to the Graduate School. 6. The final step is to write and *prove the value* of the doctoral dissertation. 7. Although the amount of time *needed* to complete the Ph.D. can vary depending on whether or not the student *has* a Master's degree at the time of *admission*, some general *rules* apply to all students who pursue a doctorate.

prospective, enrollment, offer, guidelines, participate, completed, discipline, typically, primary, required, defend, hold, is certified

6. In Text 1, find two sentences with the verb *can*. The verb *can* expresses physical or mental ability or possibility due to circumstances. Answer the following questions using information from Text 1.

1. What courses can a graduate student be offered at the university?
2. When can a graduate student be certified as a candidate for the Ph.D.?
3. What can a graduate student do to improve his/her financial situation?
4. What kind of activities can a graduate student participate in?

7. A. The verbs *can* and *be able to* are often interchangeable. However, *can* has only two tense forms (present and past), while *be able to* has a complete set of form

including the verbals: *will be able, has been able, to be able, being able, etc.* Fill the blanks with *can* or the appropriate forms of *be able to*.

1. After I publish my second book I _____ go for tenure. 2. With your knowledge of English you should _____ get a good score on TOEFL. 3. This book is too long. I am afraid I _____ read it by Friday. 4. Somebody is using the photocopier now. You _____ wait if you like. 5. Jane has always been bad at math. She never _____ solve the simplest problems. 6. Try again! I'm sure you _____ do it! 7. To get this job, you must _____ speak fluent Spanish. 8. I _____ (neg.) concentrate with all that noise around. Please turn down the music! 9. I am sure tomorrow we _____ put a final stop in our experiments. 10. With this degree she should _____ find a very good job. 11. I never _____ figure out what kind of person he is. 12. She always complains of not _____ work in a team.

B. In the past tense *could* denotes ability or possibility (He *could* write when he was four. I *could* get the tickets, but did not want to stand in line), while *be able to* means that the possibility was actually realized (I'm so glad I was finally *able to* get the tickets). In the negative form, both verbs can be used interchangeably. Choose between *can* and *be able to* in the following sentences.

1. Although he spent eight weeks in hospital, he _____ pass his exams with flying colors. 2. I am sorry I _____ find the book you asked for. It must be out of print. 3. I don't believe he _____ say anything of this kind to his professor. 4. I _____ hand in the essay on Monday, but I decided to work on it another day. 5. After months of hard work Jim finally _____ to finish his dissertation. 6. I did not know she _____ speak French so well. 7. It's too bad Marian _____ find the right tone with her students. 8. We _____ win, but I hurt my leg in the middle of the match. 9. Just imagine! He _____ to finish his dissertation in eighteen months! 10. Kate failed to submit her application on time because she _____ get a letter of recommendation from her professor, who had gone to China.

8. Can't/couldn't + Perfect Infinitive is used to say that we feel something is not possible. Use this structure to express disbelief in response to the following situations. Give reasons using phrases in brackets.

Model. Steve has applied for a job in a computer company (not to know the first thing about computers)

⇒ He can't (couldn't) have applied for this job! He does not know the first thing about computers.

1. Sarah graduated from the university with honors (never be a hard-working student)

2. Ali has got a very low TOEFL score (have a good command of English)
3. Brian has been admitted to Graduate school (fail to submit all the required documents)
4. Ann Smith has been tenured (publish only a few short articles)
5. Steve has bought a Volvo (can't afford it)
6. Peter rode here on a motorcycle (can't even ride a bike)
7. Tom finally got that job (produce a bad impression at the interview)
8. Philip has been promoted to Sales Manager (plan to make him redundant).
9. Discuss the things you will be able to do if you are accepted for a Ph. D. program at an American university.

Text 2

10. Read Text 2. What is the key to writing a successful résumé?

DESIGNING A RÉSUMÉ

When you apply for a job or wish to continue your education, you are likely to be asked to present your résumé or its extended version, CV (curriculum vitae). This document may prove crucial for your future, so special attention should be paid to the appropriate style and contents.

What should a résumé look like? First, it ought to be easy to read: not too long, not too much material crammed on a page, easily visible headings, and short phrases rather than full sentences. Second, it ought to give your vital statistics: your name, address, telephone/fax number and e-mail address. (Résumés used to include such information as height, weight, sex, age, and military status, but this information is often irrelevant and prohibited by law. Obviously, you can include it if you particularly want to.) Third, the résumé ought to suggest where you are headed professionally (perhaps in a section called "Career Goals") and where you have been (in a section called "Qualifications and Experience", including education and work experience, or two sections titled "Work experience" and "Education").

The ordering of information is important in the section on qualifications and experience. Generally, you want to put your most relevant and impressive qualifications first. If you have a lot of relevant work experience, you should list that before your educational experience. If you have only a little work experience, you will have to emphasize your education and its special features. What makes you different from any other student with your degree? Have you had any specific research or design courses? Do you have a number of honors and extracurricular activities? You might want to highlight them in a separate section titled "Honors and Activities", since such features show that you are organized enough to handle several activities at one time.

Finally, you need a section titled "References",* which either states that references are available on request or lists your references' names (and addresses), if these are particularly impressive or if you need to use up some extra space. Before you list someone as a reference, ask the person if he or she is willing to serve in this role. It is impolite and potentially disastrous to list people without their approval. They may not like being taken for granted, and they may take revenge by writing a less than flattering letter.

One note about the placement of information on the page: try to avoid a lot of empty space at the bottom of the page. Use wide margins if necessary, spread the information out evenly on the page, and give full names and addresses of your references to use up more space. If possible, you want to avoid the sense that you haven't done enough to fill up the page. If you can't quite fill up the last page, don't worry but do what you can with formatting without overdoing things. (You don't want 3 inches of text down the middle of a page with margins almost 3 inches wide on each side.)

Exercises

11. Answer the following questions using suitable words and phrases from Text 2.

1. What are the three vital pieces of information to be included in a résumé?
2. What are the stylistic features of a good résumé?
3. What would you highlight in your own work experience (education)?
4. Do you have any impressive qualifications which you feel are worth including in your résumé?
5. What are the possible tricks when you have to fill up a page but lack relevant information?
6. What other sections not mentioned in the text would you include in your résumé?

12. In Text 2, find the phrases *to take (somebody) for granted*, *to take revenge*. Study some more expressions with the verb *to take* and replace the words or phrases in italics by their equivalents from the list.

- to take part (in something)
- to take pains/the trouble (to do something)
- to take a fancy (to somebody)
- to take a/the chance (of doing something)
- to take (something) into account
- to take notice (of somebody/something)
- to take care (of somebody/something)
- to take an interest (in something)
- to take (something) to heart
- to take (somebody's) time
- to take the risk (of doing something)
- to take revenge

1. If you cheat on an exam, you *run the risk* of being expelled from school. 2. Kate wanted to *participate* in the discussion, but she was given no opportunity to speak. 3. If you *make an effort* to study hard, you will get better grades. 4. I can't stay for the lecture, I have my own class to *look after*. 5. Have you *considered* all pros and cons before making this decision? 6. Don't *worry about* this problem; we can deal with it. 7. Even though we have been friends for years, I hate *when he doesn't acknowledge what I do*. 8. *Being fond of* your teacher can sometimes cause you to achieve better grades. 9. *Pay attention to* how you pronounce words beginning with "kn" in English, because the "k" is always silent. 10. Our laboratory is expanding. You should *seize the opportunity* and apply for a job. 11. *Don't be in a hurry*, we won't miss the train. 12. If you continue parking your car in your neighbors' driveway they may *retaliate* by blocking yours.

13. Use the words and structures you have studied to speak on the following topics.

1. Compare a typical graduate school in the US to one in your country.
2. Speak of your own experience, if any, of studying/doing research abroad.
3. What may seem specific or unusual about admission requirements to graduate schools in the US?
4. If you were asked to design your own résumé, how would you formulate your career goals?

LISTENING AND SPEAKING

Dialog (part 1)

14. Listen to Part 1 of the dialog. What is the reason for Rensky's visit to Dr. Stone's office?

15. Listen to Part 1 of the dialog again. Follow the script, if necessary.

It's not always easy to pay one's way

STONE: Good morning, Dr. Rensky. Have a seat.

RENSKY: Good morning, Dr. Stone, thank you. I'm afraid I'm a little late. I'm sorry, but I just couldn't find your office in this huge building.

STONE: That's all right. You wanted to talk about one of your former students in Europe? I have his application here ... Yes, here it is. His name's Martin Raum, right?

RENSKY: That's right. He hopes to enter your graduate school next fall.

STONE: Fine, Dr. Rensky. I notice that he graduated from the University over a year ago. Why didn't he apply to us sooner?

RENSKY: Well, he has a sister in college now. And there's another one who'll be going next year. So he had to earn a little money to help pay his way.

16. Read Part 1 of the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

17. Note how Rensky expresses his apology for being late and Stone's reaction. Study different ways of apologizing and some possible replies to them.

I'm sorry *I am late.*

I'm very/so/terribly sorry to trouble/bother you.

Sorry for interrupting you.

Excuse me.

Excuse my being late.

Excuse me for interfering.

Excuse my back (coat, hat, etc.).

I beg your pardon.

I (do/must) apologize (to you) for not doing it.

Please, accept my apology for taking so long to answer your letter.

Forgive me. I didn't mean to hurt you.

That's (quite/perfectly) all right.

That's OK.

Never mind.

It doesn't matter. Forget it.

You needn't apologize. It's my fault.

It's not your fault.

These things happen.

Being sorry won't help (a hostile response).

NOTE: In different contexts, *Excuse me* may have different meanings:

1. apologizing for minor offenses (in AmE, NOT in BrE): *Oh, excuse me, did I step on your foot?*
2. warning a person to whom you are going to cause inconvenience ("apologizing in advance"): *He kept repeating "Excuse me" as he pushed his way through the crowded bus;*
3. asking someone to repeat something: *Excuse me? = Pardon?/What did you say?*
4. attracting another person's attention (see Unit 10).

18. Read the dialogs. Pay attention to the excuses that follow the apologies.

1. — I'm sorry to have kept you waiting. I had to wait 40 minutes for a bus.
— That's all right. I understand.
2. — I'm terribly sorry for losing my temper last night.
— That's OK. These things happen.
3. — Excuse me for troubling you, Mr. Jones, but Prof. Stout is asking for you on the phone.
— Thank you, ask him to hold on a moment.
4. — I'm sorry I won't be able to keep our appointment. I have some urgent work to do.
— That's quite all right. Let's meet some other time.
5. — I beg your pardon. I'm afraid I've taken up too much of your time.
— Not at all. You're always welcome.
6. — I do apologize for not letting you know about my coming so late. I couldn't get through to you on the phone.
— You needn't apologize. It's not your fault.
7. — I'm sorry about what had happened. I didn't mean to spoil the party.
— Being sorry won't help.
8. — Excuse my going first. I'll lead the way.
— That's OK. It doesn't matter.
9. — Excuse me. That's my seat.
— Oh, is it? I beg your pardon.
10. — Excuse my coat. It's too cold in here.
— That's quite all right.
11. — (*You've accidentally pushed another passenger on a bus*) Sorry.
— That's all right.
12. — (*You are trying to get the attention of the hostess in an overcrowded room*) Excuse me.
— (*Usually no verbal response is expected*).

19. Study the following apologies in list A, then choose suitable replies from list B.
Work in pairs.

A

B

- | | |
|--|---|
| <p>1. JACK: Forgive me, please. I meant well.
STEVE (<i>his friend</i>): ?</p> <p>2. STUDENT: I do apologize for being late!
PROFESSOR: ?</p> <p>3. CHILD: I broke a cup.
MOTHER (<i>patiently</i>): ?</p> <p>4. SECRETARY: I'm so sorry, sir, I wasn't able to reach Mr. Still. Something must be wrong with the phone.
BOSS (<i>reassuringly</i>): ?</p> <p>5. GUIDE (<i>in the presence of a foreign tourist</i>): Excuse my speaking Russian. I'm just explaining the route to our driver.
TOURIST: ?</p> <p>6. ELDERLY WOMAN: I hate to trouble you, but could you give me a hand with this bag. It's very heavy.
PASSER-BY: ?</p> <p>7. LADY (<i>in a restaurant</i>): Excuse me, would you mind not smoking. I'm allergic to smoke.
GENTLEMAN (<i>at the next table</i>): ?</p> | <p>a. These things happen.</p> <p>b. No trouble at all. I'm glad I'm able to help you.</p> <p>c. Never mind. Forget it.</p> <p>d. Don't worry. It's not your fault.</p> <p>e. You should be more careful next time.</p> <p>f. Oh, that's quite all right.</p> <p>g. Oh, I'm sorry. I didn't realize it's bothering you.</p> <p>h. Never mind. That's OK.</p> <p>i. No problem.</p> <p>j. You needn't apologize.</p> |
|--|---|

20. Working in pairs, take turns offering and accepting apologies in these situations. Give your excuses.

1. You open an office door and nearly collide with a man/woman rushing out.
2. You accidentally step on someone's foot.
3. You want to get to your seat in the theater by passing someone.
4. You have to sit or stand with your back to someone.
5. You have to interrupt someone in his/her work.
6. You have to interfere in a conversation between two people.

7. You have kept your Boss waiting.
8. You have to break a promise to go to a party.
9. You are late for a business meeting.
10. You did not turn in your essay on time.
11. You have to leave your guests for a while.
12. You had an appointment with Dr. X. but forgot all about it.

Dialog (part 2)

21. Listen to Part 2 of the dialog. Why does Rensky feel a little nervous?
22. Listen to Dialog (part 2) again. Follow the script, if necessary.

There is a chance of success

STONE: I see that he had pretty good grades in high school.

RENSKY: Both at school and at the university. He got his B.S. with honors.*

STONE: What exactly does he want to major in?

RENSKY: In biology. And his area of specialization is entomology, Dr. Stone. His graduation thesis was devoted to spiders.

STONE: That sounds interesting.

RENSKY: Err, Dr. Stone—

STONE: Yes? Is anything the matter?

RENSKY: Oh, it's just that I feel a little nervous about this application business. Martin is my first student ever to go to an American university.

STONE: You needn't worry, Dr. Rensky. He seems to have a very good chance. I'm sure everything will be all right.

23. Read Dialog (part 2) in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

24. Note how Rensky expresses his worry and what phrase Stone uses to reassure him. Study the following "worry-expressions" and possible replies, paying attention to the way different degrees of worry can be expressed.

I'm (rather/terribly) worried about his grades.

I'm rather/very concerned about my job interview.

I don't feel (very) happy about Davis becoming Dean.

Cheer up!

Try to look on the bright side.

Don't let it get you down.

Take it easy.

It's not the end of the world.

Why worry about that?

- I'm (very) unhappy about** our proposal being turned down. **Not to worry!**
- I feel (very) nervous about** my talk at the conference.
- I'm desperate.**

25. Match "worry-expressions" from list A with suitable replies from list B.

A

1. I'm anxious about Alexander. He's failed his second exam in a row.
2. I'm at my wits' end. I've lost my passport.
3. I'm terribly nervous about tomorrow's talk. My computer erased all the text.
4. I don't feel very happy about yesterday's interview.
5. I'm depressed about my project being rejected.
6. I feel very nervous. I'm to find out about my promotion today.
7. I'm worried about Harold. The operation is to take place tomorrow.

B

- a. There's no need to worry. Dr. Matthews is an excellent surgeon.
- b. I'm sorry to hear that, but try not to worry. I'm sure everything will be all right in the end.
- c. I wouldn't let that worry you too much. Children go through these phases.
- d. Cheer up. Try to look on the bright side. You're sure to get that position.
- e. Don't let it get you down. It's not the end of the world. I'm sure your next project will be a success.
- f. Why worry about that? Haven't you earned it?
- g. Take it easy and look for it first. Perhaps you haven't really lost it after all.

26. Working in pairs, express your worry in the following situations. Let your partner reassure you and say why there is no cause for worry.

1. You are going to a job interview today.
2. You have failed an exam.
3. You think your grades aren't good enough to be admitted to a graduate school.
4. You are going to study abroad, but you are not sure you know the language well enough.
5. You are concerned about price increases. What you earn now is laughably low.
6. You've lost your driver's license and the keys to your car.
7. You have to fly to New York next week, and you're very nervous because you hate flying.
8. You've been rejected for a job abroad.
9. You aren't getting along with your boss.

Dialog (part 3)

27. Listen to Part 3 of the dialog. What other documents, besides the application for admission, is Martin expected to submit?
28. Listen to Part 3 of the dialog again. Follow the script, if necessary.

Applying to graduate school

- STONE: I can't find his university transcript among his papers. Did he have one?
- RENSKY: I'm not sure I know what this is.
- STONE: That's an official record of his grades and credits.
- RENSKY: Oh, yes. That's in the mail now together with the letters of recommendation.
- STONE: May I ask who is going to pay for his education here?
- RENSKY: I'm afraid my university won't be able to support Martin. He's applied for financial aid to several foundations, such as Fulbright and the International Peace Scholarship in Iowa.
- STONE: That sounds fine. I'll hold his application until we get the transcript. When we've seen it, we'll let you know. And him, of course. Probably in about two weeks.
- RENSKY: Thank you, Dr. Stone. You've been most helpful.

29. Read Part 3 of the dialog in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

30. Note how Rensky expresses his lack of assurance. Study different ways of expressing certainty and uncertainty in reply to a question or in agreeing/disagreeing with a statement.

Certainty

(Yes,) certainly/definitely.
I'm quite sure/absolutely certain.
Most certainly/probably/likely.
There's no doubt about that.
There's no denying it.
That goes without saying.
No doubt.

No, certainly not.
Absolutely/definitely not.
(It's) most unlikely.

Uncertainty

I think/hope/believe/guess so.
Maybe.
Perhaps.
Probably.

I'm not (quite/really) sure.
I'm not at all certain.
I can't/couldn't say for sure/certain.

31. Read the dialogs aloud. Pay attention to how expressions of certainty and uncertainty are used.

1. — Are you sure you mailed your application?
— Yes, quite sure.
2. — Will I see you tonight?
— Yes, I'll definitely be back by 9.
3. — I hear you're going abroad next year.
— I'm not at all sure.
4. — I thought Dr. Foster was from England.
— I don't know what country he's from but he's certainly not English.
5. — John is a bright student.
— He certainly is, there's no doubt about that.
6. — Has Prof. Smith retired?
— I couldn't say for sure. He was planning to.
7. — Was Dr. Britton at the conference yesterday?
— I think so. He was to give a paper. I didn't see him, though.
8. — You should improve your English before going abroad.
— That goes without saying.
9. — I wonder if the Metropolitan Museum is open on Sundays.
— Probably. I'll call and find out though.

32. Show certainty or uncertainty in these situations. Back up your opinion.

Model. Student 1: Do you think John will score high on the GRE?

Student 2: I'm sure he will. He's a hard working and bright student.
or I'm not at all sure. He's very lazy. He wastes hours doing nothing.

1. Do you think I should enclose my transcript with the application package?
2. I guess it's Professor Murray who will become Department Chair.
3. I wonder if TOEFL is required for entering this college?
4. Are you sure English is the most spoken language?
5. Is that the last train in this direction?
6. Are you sure you turned off the gas?
7. What time do evening performances start at the Metropolitan Opera?
8. Excuse me. Does this bus go to the University?

ROLE PLAY

33. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A graduate student is going to apply for admission to the graduate school of an American university, but is not sure about the whole procedure. The student is talking with a visiting professor from that University about the admission requirements.

Strategy.

Student

Greets the professor. Introduces himself/herself

Explains his/her problem

Gives the details. Asks for information about the admission requirements to the university

Expresses gratitude and his/her apology for taking up too much of the professor's time

Professor

Responds to the greeting

Asks for details about the student's background, record, past work, plans for the future

Explains the procedure. Expresses uncertainty about the exact list of documents required. Suggests that the student write a letter with a request for such information

Reassures him/her, wishes every success

Thanks the professor

Replies to the expression of gratitude

Situation 2. This is a conversation between two young scientists who have come across each other at the entrance to their institute. The first (A) has just returned from the USA where he/she studied at a graduate school. The second (B) is going to apply for admission to the same school.

Strategy.

A

B

Greets B

Expresses surprise at seeing A unexpectedly. Asks about A's impressions of studying in the USA

Expresses his/her enthusiasm. Asks about B's career plans

Gives the details. Expresses worry about paperwork

Offers help in filling out the application form, writing a Personal Statement, etc.

Accepts the offer. Expresses his/her uncertainty about who is going to pay for his/her education. Asks for information about tuition and the possibility of receiving financial aid

Gives the details, based on his/her experience. Mentions foundations providing financial aid. Reminds *B* of the TOEFL requirements

Does not feel optimistic about his/her English

Gives encouragement to *B*

Asks *A* to help him/her with English

Agrees willingly. Apologizes for being in a hurry. Promises to call *B*

Expresses gratitude

WRITING

34. Fill out an application for admission to graduate school (Appendix D). Make sure you answer all the questions.
35. Design your own résumé. Although there are no standard forms for résumé writing, the one below can give you some useful guidelines. Use the information provided in Text 2.

Your Name

(First, Middle, Last)

Your contact information

(home address/phone/e-mail; office address/phone/e-mail/fax)

(Optional: date and place of birth, marital status, citizenship, etc.)

Education (in reverse chronological order)

University of ... (city, country)	Sociolinguistics, psycholinguistics	Expected degree: Ph.D. (or Candidate) in Linguistics	2000—present
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University of ... (city, country)	Slavic Languages and Literature	B. A (or M.A. or Diploma) in Linguistics	1994—1998
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Employment (in reverse chronological order)

Institute of Linguistic Studies (city, country)	1999—present
(position) Junior Researcher	
(responsibilities:) develop programs for CD-based dictionaries	
collect data for Polish-English dictionary	

East-West Travel Company (city, country)	1998—1999
(position) Guide	
(responsibilities:) guided city tours	
developed special tour programs	

Honors and Awards

1992 Science Fiction Competition Award

1993 Graduated High School No... (city, country) with Honors / Golden Medal

1997 University of ... Research Society Award

Fields of Interests (if you want to indicate special interests, hobbies, etc.)**Major Publications (in chronological order)****Grants, Scholarships (give year, granting agency, and, if possible, grant number)****Teaching Experience (indicate time, name of institution, and subject taught)****Participation in Conferences and Seminars (give year, place, and name of conference)****Membership in Professional Associations (state year of joining and the name of association)****Language Proficiency**

Native language:

Foreign languages: Polish, Czech — fluent, German — good, English — fair.

References available upon request

Commentary

student — this term is applied to any person studying at a school, university or graduate school, or doing research (e.g., a student of human behavior).

Graduate Record Examination (GRE) — a standardized test of skills and knowledge given to undergraduate students who want to enroll in graduate programs in arts and sciences. The GRE includes a) the General Test, and b) Subject (Advanced) Test in 16 subject areas. The former measures the verbal, quantitative, and analytical abilities related to success at graduate school; the latter measures achievement in particular fields of study.

personal statement — a document indicating your background, past work in your field of study, plans for graduate study and a professional career, any other information you feel is relevant.

reference — an individual qualified to evaluate the applicant's academic achievements and potential for graduate studies (e.g. professor, employer, supervisor, professional associate); a written statement or letter as to one's ability and character.

with honors — with special distinction for high grades, etc., also: cum laude.

UNIT 15. JOB INTERVIEW



Subject matter: *Job interview techniques*

Conversational formulas: *Making yourself clear; giving yourself time to think*

Structure study: *Consequence and suggestion expressed by would*

Writing: *Follow-up letters*

READING AND SPEAKING

Text 1

1. Answer the following questions before reading Text 1: What do you know about job interviews? Have you ever had one?
2. Read Text 1. Why do you think the interview is so important for the employer? Is it of the same importance to the applicant?

JOB INTERVIEW

On today's job market many applicants may compete for few openings, so several people can be right for one job. Interviews are usually the deciding factor in the application process. There you will have to answer the big question asked by all employers: What do you have to offer? Your answer must be a highly polished presentation of yourself.

There are two basic kinds of interviews. One is a screening interview, to which numerous entry-level applicants* are invited so that a company can narrow down the candidates; campus interviews are one example. The second kind of interview is known as a line interview. Here the employer invites only a few select applicants to the company's office. Take as many interviews as you can if you are interested in the position. Generally, your confidence and competence will increase with each. Once you have an appointment for a job interview, there are several things that should be

done. These can be basically divided into three time periods — before, during, and after the interview.

There are several points you should think about when getting ready for the job interview. Preparation is everything. You can prepare for an interview by doing some investigation about the type of job you will be doing: learn about the job's duties, review the technical skills most relevant for the job. In trade literature, industrial indexes and annual reports find out as much background information as you can about the company, its history, products, services, organizational structure, branch locations, competitors, contributions to the field or the community, even if it looks like useless trivia. If you know someone who works for the company, ask them all of the above, as well as working conditions and benefits.

Pay special attention to your appearance because it is the first thing the interviewer notices about you. How to dress for the interview depends on the position, but it seldom hurts to be formal. When in doubt, do not hesitate to ask. Asking, "Should I wear a business suit?" when you arrange the interview on the phone is easy and quite appropriate. Most companies view a job interview as a very formal affair. Unless told otherwise, men should wear a business suit and a conservative tie, and women should wear a daytime dress or business coordinates (skirt and blouse with a matching jacket). Being overdressed or underdressed at the interview can indicate that you do not really know what the potential employer is about. So come dressed appropriately for the type of the job you are applying for, as if you already work for the company and are "one of the team".

During the interview, you can expect questions about your education, job experience, and personal style. An interviewer will want to discover your good points as well as your bad ones. Anticipate questions you will be asked and practice possible responses to the obvious questions: Why do you want to work here? What do you know about our company? What would you like to be doing in ten years? What do you see as your biggest weakness? your biggest strength?

Since you will be asked to speak at length, prepare a brief (one- or two-minute) review of your qualifications to deliver orally. Bring an updated version of your resume with you. Your interviewer will have a copy on the desk, so you can be sure that its contents will be the subject of many questions. Be able to elaborate and supplement what is on your resume. Consider how your skills and experience can specifically benefit the company, and plan how you will convey that information to the interviewer.

Be on time! It is important on any job. Being late for an interview makes a very poor impression. Leave yourself enough time to allow for traffic and other delays. If you arrive more than ten minutes early, wait somewhere away from the reception area. If you have some extra time, stop by the restroom and check your appearance. If you are running late, make every effort to call, apologize, and tell them to expect you late, or offer to reschedule for another day.

Exercises

3. Study Text 1 and find answers to the following questions.

A. 1. What are the types of interviews and how do they differ? 2. Why is it good to take as many interviews as possible? 3. What is meant by understanding the job you are applying for? 4. What are the sources of learning more about your would-be job? 5. What does it mean to dress appropriately for a certain position? 6. What are the most likely questions the applicant will be asked? 7. What regulations should be observed when coming for an interview?

B. 1. Have you ever been interviewed for a job? 2. You have come for an interview in casual dress. Is that right? What dress should you wear? 3. You are on your way to the interview early in the morning, but are nervous because of a possible traffic jam you might get stuck in. What actions should you take? 4. You arrived 10 minutes before the interview but after the drive you are hot, red faced and shaggy-haired. What should you do? 5. You have prepared very carefully for the interview but all of a sudden an urgent matter turned up that you can not avoid attending to. What should you do? 6. Do you think the tips mentioned in the text are equally important for a successful interview?

4. Replace the words and phrases in *italics* with those from the key below.

1. On today's job market, many *job seekers* compete for few openings. 2. The company can *decrease* the number of candidates in different ways. 3. Review the technical skills most *appropriate* for the job. 4. How to dress for the interview depends on the specific *job* you are applying for. 5. Most companies *consider* a job interview as a very formal affair. 6. Being *inappropriately dressed* at the interview indicates that you do not know what your potential employer is about. 7. An interviewer will want to know your good *qualities* as well as your bad ones. 8. Since you will be asked to speak *in detail*, prepare a brief review of your qualifications. 9. Any extra details that *update* your resume will be appreciated. 10. Consider how your skills can specifically *profit* the company. 11. If you are unavoidably delayed, offer to *set up* an interview *for another day*.

narrow down, relevant, position, view, overdressed or underdressed, reschedule, points, at length, bring up to date, benefit, applicants.

5. You already know how to express unreal condition and consequence (Unit 9). Very often, however, the condition clause is dropped altogether if its meaning is clear from the context:

What would you do if she invited you? — *I would certainly go.*

What would you have said to it? — *I would have tried to avoid giving a final answer.*

A. Assume you are being promoted to a higher position in the company. Working in pairs, discuss some of the possible consequences of your promotion. Explain your ideas.

Model. — Do you think your life style would change if you took up that job?

— Sure. My whole life would be affected. I would have to give up racing and football.

1. Would your new position affect your family/social life? How would your wife/husband and children feel about: your change in position, relocating their home, their Dad/Mom becoming a boss, a more favorable financial situation of the family, new demands on your own time? What would be the new social and public demands on your new job? How would you react to the increase of responsibilities on your job?

2. Would your new position affect your business life? What criteria would you use in evaluating your subordinates' performance? How would you energize and discipline them? Would you vary your treatment of subordinates who are outstanding, good, satisfactory, mediocre? How would you deal with a subordinate whose performance seems to be going down or who seems to be under some sort of personal stress or tension? How would you select your successor? What would you take satisfaction in?

B. What would you have changed in your past (see instances below)? Work in pairs, using *would* + *Perfect Infinitive*.

Model. — What would you have done differently during the last ten or fifteen years?

— I would have majored in a different field.

Speak about: your family life, your attitude to people close to you, your attitude to your colleagues, your participation in social and community life, your business activity, your performance on the job, your hobbies, etc.

6. Make up short dialogs based on the situations below. Use the prompts given in brackets or suggest your own strategies. Work in pairs.

Model. Interviewer: Assume you could start your career all over again. What would you do differently?

Applicant: I would not change a thing.

1. Assume your boss tells you to do something that you know is dead wrong. What would you do? (propose an alternative in the politest way possible; do it his way / your own way; etc.).

2. Assume your boss dropped an assignment into your mailbox and left for a week. You can't reach him, and you don't fully understand the assignment. What would you do? (wait for your boss to come back; approach your boss' boss for clarification, making sure that your question does not reflect badly on your boss; ask a knowledgeable person for advice, etc.).

3. Assume you were unfairly criticized by your boss. What would you do? (try to explain your point of view to him later, after the atmosphere has calmed; take it easy because you know your boss will regret it later and apologize; etc.).

7. Often *I would* + Infinitive is used to express tentative advice: *I would apologize (if I were you)*. Use *I would* + Infinitive in A and B.

A. One of your classmates is getting ready for an interview. Working as a group, say what you would do in his/her place. Use the tips suggested below. Give reasons for each of the tips to make them relevant.

Model. When getting ready for an interview, Before the interview, In your situation, If I were you, In your place, etc.	}	I would try to learn more about the company; this would show them you're really interested in getting this job
--	---	--

Tips: a) find out about the interviewer's name, title and phone number; b) know the company's address and directions; c) if possible, try to drop by the day before; d) make sure that you have a pen and some paper; e) bring your security card and your driver's license; f) take several copies of your resume; g) bring notes for the application form; h) do not forget your list of references with phone numbers or e-mail addresses; i) be sure to take the list of questions you want answered and the list of points you want brought up; j) do not smoke or drink alcohol before the interview; k) and finally, try to be rested and get a good night's sleep and a nutritious snack before the interview.

B. What other points about the interview techniques can you make? Choose from the list below or offer your own reasons. Use the suggested model.

Model. I wouldn't smoke or drink alcohol before the interview because they have a lingering odor.

Reasons: a) to appear polite and well-behaved; b) to be able to reschedule the interview; c) to get there on time; d) to know the route; e) not to be late; f) to take notes during the interview; g) not make the interviewers share one resume; h) to identify yourself; to give your employment history in more detail; i) to give the names and phone number of your past managers; j) to appear competent and interested; k) to be strong enough physically and mentally because taking an interview is a hard job; etc.

Text 2

8. Read Text 2. Which is more important at the interview: your professional skills or the way you behave?

JOB INTERVIEW TECHNIQUES

Your interview skills and answers should not hurt your chances as a candidate but help you stand out among the competitors. They may be what gets you the job!

These are some interview "dos" and "don'ts":

Be polite during the interview. Do not smoke, chew gum, or drink alcohol, even if invited. If you are nervous, try taking deep breaths (inconspicuously). Do not sit down until invited. Sit where you are asked to sit. If you are really uncomfortable (e.g. have light shining in your eyes), ask to move.

Body language is equally important. Do have a firm handshake (this applies to both men and women). Try to look as alert as possible, neither slouching nor sitting ramrod straight. Do not fold your arms or legs (that is a signal indicating you are closed to the interviewer's suggestions and comments. Make frequent eye contact and listen intently to what the interviewer is saying.

Use your best speaking manner: speak slowly, distinctly, with confidence; avoid abrupt yes or no answers, as well as life stories. Make your answers concrete but to the point. Answer questions after they are asked. Do not be afraid to allow silence. Let the interviewer make the next move. Laugh when appropriate, but avoid making jokes, even if the interviewer does.

Be positive about yourself and others. Avoid showing anything negative about yourself, your work, or your ability to get along with others. They would try to determine whether you would be a team player and would get along with other people in the department. Do not put down your former employers or co-workers.

Do not hesitate to ask questions as they occur to you. Prepare your own list of questions about the job and the organization. The candidate who answers questions but does not ask any is seen by the interviewer either as shy, or not terribly interested in the job. Asking well-formulated, intelligent questions demonstrates your knowledge, maturity, and interest in the organization.

Try not to discuss money or benefits during the initial interview. Many companies are willing to negotiate the benefits package after they have established that they want this candidate. Showing too much interest in lunch time, vacation time, sick leave, or short working hours may give the impression that you are more interested in time off than in time on.

There are some questions that the interviewer cannot legally ask you (about your age, marital status, ethnic background, race, religion, etc.), but may disguise by asking indirect questions. Common sense dictates that you only reveal personal information that is required or that underscores your qualifications for the job.

When your interviewer hints that the meeting is ending (perhaps by checking a wristwatch), don't wear out your welcome. Restate your interest, thank the interviewer for spending his/her time to talk with you and leave. It is a good idea to ask when the hiring decision will be made. If the employer has not given you a specific time frame, two weeks is an appropriate time to wait before calling to find out the status of your application.

After the interview, follow up, writing a thank-you note. Thank-you notes may improve your chances of being hired since they establish you as a person mindful of manners and easy to work with. Thank-you notes are supposed to be sent to every person you have met during the interview, within a week after the interview. You should thank them for the interview, express your continued interest in the job, summarize your strengths that are consistent with the requirements of the job, and try to find out when they will get back in touch with you.

9. Read Text 2 again and answer the following questions.

1. Suppose you entered the interview room but nobody invited you to sit down. What would you do? 2. You see that the interviewer is satisfied with your answer. Would you continue talking or would you stop? 3. Assume you are asked some questions about yourself that may require short yes or no answers. Would abrupt yes or no answers be appropriate? What kind of answers would you give? 4. While preparing for the interview, you've made investigation about the company you are seeking position in. You have got some information about it and feel you know a lot. Would you ask the interviewer some more questions about the company? 5. Suppose the interviewer seems to be satisfied with the conversation and hints that the meeting is ending. What would you do? 6. At the end of the interview, the interviewer has not given you any specific time frame for hiring decision. When would you call him to find out the status of your application?

Exercises

10. Discuss the questions below giving both pro and contra arguments.

1. Is an interview the best way to select the ideal candidate for any open position? 2. Can a person benefit from going through many interviews? 3. Can an evasive answer be sometimes better than an up-to-the-point one? 4. Can a person experienced in going through interviews trick the personnel officer and get the job s/he is applying for? 5. Do you think that interviews should be held differently for white collar, pink collar, and blue collar positions? 6. Is getting information about a company while investigating for an interview similar to industrial espionage? 7. Do you think job interviews in America are different from those in Europe?

11. What do you think is meant by the saying "There's no better time to look for a new job when you're quite happy with your old one"?

Questions to expect at an interview

12. Read the questions below. In addition to the technical interview specific to each field of endeavor, a candidate should be prepared to answer these questions commonly asked by h.r. officers.* Do you agree with the comments that follow?

1. Tell us something about yourself. Here, your one-minute oral presentation of yourself comes in handy. Make a short, organized statement of your education and professional achievements.

2. Why do you want to work for us? Recall any job goals you have and apply them to the job under discussion. Briefly describe your qualifications for the job and contributions you could make to the company. Talk about how your professional skills will benefit the company. Always position your answer with some "give and take", describing what you can offer the employer.

3. What qualifications do you have for the job? Mention educational achievements in addition to any relevant work experience. Indicate that you have learned a great deal but now look forward to the opportunity to gain more practical skills, to put into practice the principles you have learned; say that you are never through learning enough about your major.

4. What is your greatest strength? Being a team player, co-operation, willingness to learn, ability to grasp difficult concepts easily, taking criticism easily, and profiting from criticism are all appropriate answers.

5. What is your greatest shortcoming? Be honest here and mention it, but then turn to ways in which you are improving. Do not dwell on your weaknesses, but do not keep silent about them. Do not ever admit any quality that hampers job performance, such as laziness, or lack of concentration. Try to turn a weakness into a strength, e.g. "I often worry too much over my work. Sometimes I work late to make sure the job is done well".

6. How do you feel about: pressure, deadlines, travel, relocating, overtime, weekend work? Sound as flexible as possible. If the job description does not call for these, you probably will not see them. The company wants to know that you can be counted on in any emergency. Be prepared to give an example where you performed well in a stressed situation not caused by your own procrastination or failure to anticipate problems.

7. Did you inaugurate any new procedures/systems/policies in any of your past positions? Describe your creativity. List all the great ideas you have had which could not be implemented due to circumstances beyond your control (e.g. no financing).

8. What do you like doing in your free time? The interviewer may be looking for evidence of your job skills outside your professional experience. For example, hobbies such as chess or bridge demonstrate analytical skills. Reading, music, and painting are creative hobbies. Individual sports show determination and stamina, while group sport activities may indicate you are comfortable working as part of a

team. Also the interviewer may be curious as to whether you have a life outside your work. Employees who have creative or athletic outlets for their stress are often healthier, happier and more productive. So any sports or community activity is a plus, but do not mention activities that might result in a long sick leave (e.g. hunting).

9. Why are you looking to leave your present job? Don't criticize the existing position. One good answer is that you like your present job very much, but your potential for growth is limited because of its size. You can also say that you left previous positions only after realizing that moving on was the only way to increase your responsibilities and to broaden your experience. Emphasize that you want to stay and grow with the same company, reassure the interviewer that you are not running away from anything.

Never attack your previous employer. This only makes you look bad. If you did not have any problems, simply give reasons, such as: you relocated away from job; the company went out of business; you were laid off; it was a temporary job; there was no possibility for advancement; you wanted a job better suited to your skills, etc.

10. What kind of people have trouble getting along with you? The interviewer will not believe you if you answer "none". So you might say that people who do not work as fast as you do resent it.

11. What was the biggest mistake you ever made in choosing a job? Why? You may show your regret you did not go in this direction sooner, or your regret having left that job because you were impatient for a promotion, and later realized that you could have learned more.

12. Have you managed people in any of the positions you've held? Even if you haven't had people reporting to you, or the authority to hire or fire anyone, you can talk about your consensus building or project leadership roles. You may say that on several occasions you were asked to give technical interviews to prospective applicants, and you tried to determine whether they would be team players and would get along with other people in the department.

13. What are your salary expectations/requirements? Some job counselors advise interviewees to lie about their past salaries in order to get a larger one from the future employer. But if the prospective employer checks your last salary and finds that you have lied, you lose. It is better to round off your last salary to the nearest thousand. As far as your present salary is concerned, provide a salary range. In case you do not want to answer this question directly, deflect it back to the interviewer by saying something like: "I don't know. What are you planning on paying the best candidate?"

14. Is there anything you would like to say to close the interview? Here is a chance to ask some of your well-formulated and intelligent questions prepared beforehand.

13. Your ability to communicate well in job interviews is important. Below are some interview questions and responses. Some responses might hurt the applicant's chances of getting the job. Do you think the interviewer will like or dislike these responses? Explain each of your choices.

- | | |
|--|--|
| 1. Why are you applying for this job? | — Because I need a job. |
| 2. Why did you major in X? | — Because of financial benefits it may offer. |
| 3. What is your greatest shortcoming? | — I'm a bit lazy, you know, and sometimes I feel I can't concentrate. |
| 4. Why are you in the job market? | — I've been passed over for promotions though I know I'm capable of doing more. |
| 5. What makes you think you're the best applicant? | — I suppose most other people you've interviewed for the position did not know X as well as I do. |
| 6. Do you know (a specific tool)? | — Though I don't know this particular tool, I am competent with similar tools and I feel sure I can easily obtain proficiency with this one. |
| 7. Why did you apply to our company? | — Because I live close to here. |
| 8. What were you doing since you left your last job? | — I deliberately took some time off to learn some new skills. |
| 9. Are you willing to work overtime? | — It depends on which days. I want to get a little more tennis practice on Tuesdays. |
| 10. When can you start? | — Not until next Monday. I play softball this week. |

14. Practice answering these questions your way, keeping in mind the comments given. Work as a group. One of your classmates is an applicant, the rest of the class is the interviewing board. Interview your classmates using the questions in exercise 13. Trade roles.

15. During the interview, you are expected to ask some questions to show interest in the job as well as demonstrate your knowledge and maturity. Ask a few well-formulated questions using the model below.

Model. availability of a formal job description \Rightarrow Is a formal job description available?

1. your specific duties and responsibilities;
2. your working hours;
3. how often performance reviews are given;
4. projects you would work on at the beginning;
5. new projects this firm has undertaken recently;
6. training and educational opportunities;
7. the ideal candidate for this position;
8. whether the company has had any lay-offs or reductions in the last few years and how this department has been affected;
9. the people with whom you'll be working most closely;
10. how many people are being interviewed for this position;
11. how soon a hiring decision will be made;
12. if they have any reservations about hiring you.
13. someone else that may be interested in a candidate with your qualifications.

LISTENING AND SPEAKING

Dialog 1

16. Listen to Dialog 1. Does Jane regret having missed the interview?
17. Listen to Dialog 1 again and repeat after each speaker. Follow the script if necessary.

Getting prepared

ANN: Hey, Jane, I have a job offer, and I think I'm going to go for it. It's my first experience, and I'm really excited.

JANE: Yeah. You're going to have a rough time. I know this for sure because I learned it the hard way. I messed up a job interview recently.

ANN: Oh, I'm sorry to hear that. But you get better with each interview. I mean, you learn a lot from your own experiences.

JANE: Right. Next time I'll have to work harder.

ANN: Oh, really? What do you mean?

JANE: Well, I'll call the company and ask for a copy of their annual report, or whatever it is, so I could be better prepared. In other words, I'll do something to seem smart and competent.

ANN: Come on, Jane, you're not saying you're going to practice all those interview questions, are you? You're taking it seriously this time, eh?

JANE: Sure. I'll also do a dry run* the day before so I won't get lost when going there. Last time I missed my interview by showing up late. But next time I'm not going to miss it!

18. Read Dialog 1 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

19. Note the way the speakers make themselves clearer. Study various ways of doing it.

I mean (that) I am so much excited about this job.

In other words, you learn a lot from your own experiences.

To put it another way/differently, you should take it seriously next time.

That's to say, I'll try to appear smart and competent.

What I mean is I messed up my chance by showing up late.

What/All I'm trying to say is (that) it never hurts to ask a question at a job interview.

What/All I'm getting (driving) at is, you should appear competent and interested.

What/All I'm really saying is, I've really ruined my best chance to be hired.

Perhaps I should make that clearer by saying that you do not appear to be the ideal candidate for this position.

Perhaps it would be more accurate to say that you are expected to demonstrate your knowledge and competence during the interview.

20. Match sentences in columns A and B.

A

B

1. In my career, sonny, I started out sweeping the floors and learned everything from the bottom up ...

2. You know, I finally came to terms with my boss about my salary ...

3. I have a doctor's appointment tomorrow. Will you please stand in for me? ...

4. Mary, you may get in trouble for being absent at the personnel meeting. I suggest you lie low for a few days ...

a. ... *what I'm getting at is*, I don't want men to eavesdrop.

b. ... *what I mean is*, don't let's talk about business at the party. It's out of place here.

c. ... *what I'm trying to say is*, I learned everything from the very beginning.

d. ... *that's to say*, could you just sit in the classroom while they write their tests?

5. Miss Cooker, could we slip away somewhere and have a little talk ...
6. We all have disappointments. You have to learn to take the bitter with the sweet. That's life ...
7. All right, everyone, we're not here to talk shop. Let's have a good time ...
8. I had never teamed up with anyone else before ...
- e. ... *all I'm saying* is that we finally came to an agreement that it is inadequate.
- f. ... *I mean* I had always worked alone.
- g. ... *what I'm driving at is*, learn to accept the bad things along with the good things.
- h. ... *in other words*, it would be wise to keep quiet and not be noticed.

Dialog 2

21. Listen to Dialog 2 and answer the questions: a) Does the applicant manage to compensate for his weaknesses on the job? b) Can the applicant start working right away?
22. Listen to Dialog 2 again and repeat after the speakers. Follow the script if necessary.

A fragment of an interview

INTERVIEWER: ... Now, let's talk about some other things. How do you handle the least interesting or least pleasant tasks of a job?

APPLICANT: Mmm, the best way I can answer is that every job in this field has routine tasks, which have to be done, too. Doing them is part of the satisfaction of doing the job well.

INTERVIEWER: OK. And what do you think your major weaknesses are?

APPLICANT: Oh, how shall I put it? Some people consider me a perfectionist, you know, I usually strive for perfection. Besides, I'm too detail-oriented. I always try to get things right.

INTERVIEWER: And how do you compensate for your weaknesses on the job?

APPLICANT: I would say I tend to take on too much myself, so now I'm trying to delegate more. Besides, I don't think I am as organized as I'd like to be, so what I do now is use checklists. I find this a great help.

INTERVIEWER: Could you give me a specific example of when you failed to meet a deadline?

APPLICANT: Well, once I was in a rush, and I knew I wasn't going to meet the deadline but instead of accepting it, I stayed late and worked over the weekend. I still didn't make it.

INTERVIEWER: Now, some more questions to close up the interview. When would you be able to start?

APPLICANT: Well, let me see. I can't start right away as I have to give my present employer two weeks' notice. But I may come on evenings or weekends to familiarize myself with the new position. Actually, I can begin working on November 15.

INTERVIEWER: I think that's all. You should hear from us in a couple of weeks, one way or the other, or we'll ask you to come back for another talk. Thank you.

APPLICANT: Thank you very much. Goodbye.

INTERVIEWER: Goodbye.

23. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

24. Sometimes it is difficult for you to answer a question right away, so you need a little more time to think it over. These phrases may help you do it:

Well, let me see.

Well, let me think.

I'll have to think about that.

That's a good question.

How shall I put it?

Shall I put it that way?

Let's put it this way.

The best way I can answer that is ...

Mm, that's a difficult question. Let me see.

25. Answer the following interview questions, giving yourself time to think. Work in pairs.

Model. Interviewer: What do you hope to be doing in 10 years?

Applicant: Oh that's a good question. I think it depends on my performance on the job and the opportunities for growth, but I am ready to take on more responsibility in the future.

1. How would you describe yourself?
2. Would you describe yourself as a risk-taker, or someone who plays it safe?
3. What things are important for you on the job?
4. Do you have a geographical preference? Are you willing to travel?
5. Why would you like to leave your present job?
6. Do you work well under pressure?
7. How do you generally handle a conflict?
8. What kind of people do you work with best?
9. How do you go about making important decisions?

10. What kinds of decisions are most difficult for you?
11. What are the skills you most need to advance your career?
12. How far do you expect to advance with this company?
13. What was your greatest failure/success?
14. What do you do in your spare time?
15. How much do you think we should pay you?

ROLE PLAY

26. **Situation: Job interview. Choose the position you are applying for. Make up a dialog following the strategy suggested below. Work in pairs.**

Interviewer

Applicant

Greets the applicant. Asks if it was difficult to get to the interview

Answers the greeting. Responds. Produces some copies of the resume and distributes them among the interviewing board

Asks the applicant to speak about himself

Gives a brief presentation of his/her marketable skills

Asks to describe his best friend and what he does for living

Hesitates who to choose. Describes him/her focusing on points that make them similar and different

Asks about the applicant's participation in extracurricular activities while in college

Indicates social or community duties and responsibilities he had

Asks about his summer job mentioned in the résumé and whether it was important

Highlights things he learned, people he helped, employers he pleased

Asks about his greater strength and weakness

Takes time to stress his good points, briefly mentioning his shortcomings

Asks about the reasons for leaving his previous job

Speaks of having received a better offer. Makes it clear that he/she still values his/her previous job, boss, and colleagues

Asks about his attitude to working under pressure and having to meet deadlines

Assumes that he can be counted on in emergency. Makes him/herself clear by referring to his/her punctuality, thoroughness, etc

Asks about his competence in the field

Shows his proficiency in the subject

Asks about his salary expectations

Hesitates before giving a salary range

Invites the applicant to ask questions

Asks some well-formulated questions

Asks about the time he would be able to start

Sounds most cooperative

Closes up the interview

Expresses gratitude for the interview. Takes leave

Responds

WRITING

27. Write a follow-up letter a) stating appreciation for the time the interviewer spent with you; b) expressing continued interest in the job; c) mentioning your strengths related to the requirements of the job; d) requesting to meet again; e) asking when they are going to contact you. Follow the model.

Model.

Dear Mr. Smith:

Thank you for having a talk with me last Tuesday about the position of research assistant that you have open.

Working in your Department relates well to my experience and interests. The senior project that I am currently engaged in at the University deals with the estimation of relative quantities of silicon dope in the substrate. Would you like me to send you a copy?

Wednesdays and Thursdays are best for me for any future interviews that you may wish to set up, but I can arrange a time at your convenience.

With good wishes,

Commentary

entry-level applicants — positions for those first entering the job market, e.g. recent graduates, etc.

h. r. officer — a human resources specialist, a personnel officer.

dry run — a test trip made by a person before the appointed day to check the route, time, etc.

UNIT 16. PREPARATIONS FOR A CONFERENCE



Part III

Subject matter: *Preparations for a scientific conference*
Conversational formulas: *Making explanations; expressing appreciation, approval; offering suggestions, advice*
Lexical studies: *Time expressions (3)*
Writing: *Composing an announcement, abstract writing*

Conference

READING AND SPEAKING

Information about the upcoming conference is usually provided in official documents called "announcements" or "circulars". Their number can vary from two to four.

Text 1

1. Answer the question before you read Text 1. What kind of information do you expect to get from the first announcement?
2. Read Text 1. What points of official information presented in it did you not mention in your answer?

THE XXI CONFERENCE ON PROBLEMS AND METHODS IN FLUID MECHANICS

First Circular

The XXI Conference on problems and methods in fluid mechanics will be held in Green Hill, NY, USA, September 25-29, 20... under the sponsorship of the National Academy of Sciences. The primary objective of the conference is to encourage scientists in various areas of fluid mechanics and related branches of physics to present their latest findings and discuss their ideas.

UNIT 16. PREPARATIONS FOR A CONFERENCE



Subject matter: *Preparations for a scientific conference*

Conversational formulas: *Making explanations; expressing appreciation, approval; offering suggestions, advice*

Lexical study: *Time expressions (3)*

Writing: *Conference correspondence; abstract writing*

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The scientific program encompasses fundamental problems rather than specific technological applications. It will involve invited lectures,* contributed papers,* which may be presented in oral or poster form, and round table discussions. All papers are to be delivered in English, the official language of the conference. All contributing participants are required to submit abstracts of their proposed presentations together with their registration forms. The deadline for receipt of abstracts is March 15, 20.. . The abstract must be prepared as a camera-ready* original, not exceeding one page. It should be typed clearly with 1-1/2 spacing and with 25 mm margins except for the right hand margins which should be 22 mm. The page should be headed by the title (centered and in bold capitals). The author's name should also be centered below the title, followed by affiliation* and address.

We cordially invite you to participate in the conference and to treat this letter as our formal invitation. If you are interested in attending, please complete and return the enclosed Application Form before March 15, 20.. . The second letter, providing details on accommodations, transportation, and financial matters will be sent in May, 20.. .

Exercises

3. What specific information was given on the following points: a) time and place; b) theme; c) objective; d) types of presentations; e) requirements for abstracts (abstract format); f) deadline for their submission; i) sponsors.

4. Replace the words and phrases in italics by those from the list below.

1. The annual conference on seismology is to *take place* under the joint sponsorship of the Academy of Sciences and the Geophysical Society. 2. The *chief aim* of this fundamental research is to fill in the gaps in our knowledge of the nature of weak interactions. 3. The range of the problems to be discussed will *cover* some aspects of basic theoretical and experimental knowledge of this phenomenon. 4. The invited papers are to *be read* at a special joint session which will be held on Wednesday morning. 5. Prospective contributors are required to *present* their registration forms. 6. The *closing date* for the submission of abstracts of proposed presentations is October 15, 2005. 7. The World Conference on Environmental Protection is organized under the *auspices* of UNESCO and will bring together more than 1000 people.

deadline, sponsorship, be held, primary objective, be delivered, submit, encompass.

5. Answer the following questions.

1. How often are seminars (conferences, symposia, workshops) held at your research institute? Use these time expressions: *once (twice, three times) a week*

(month, year); every week (month, year); annually, regularly (irregularly); seldom; every other week, etc.

2. Have you participated in any interesting scientific gathering? When? What was its subject? Use these time expressions: *last week (month, year); two weeks (months, years) ago; on June 9, 1997; on the second of July, 2001; in the early (late) 1990's, etc.*

3. Are you planning to take part in any conference (seminar) in the near future? When is it to be held? What is its objective? Use the following phrases:

a) (time): *next week (month, year); in a week (month, year); in March, 20..., etc.;*

b) (objective): *to clear up the problem of ... ; to discuss the question of ... ; to exchange information on ... ; to obtain better understanding of the problem of ... ; to understand the mechanism of ... ; to consider the recent developments (advances) in the field of ... ; to raise the problem of ... ; to report the new data on ... , etc.*

6. A foreign colleague of yours is going to submit a paper to the Editorial Board of your professional journal. Using the vocabulary of Text 1 say what requirements his/her paper is to meet. Mention the following points: the required format for the paper, the deadline for submission, the number of reviews (critical assessment), if any.

Text 2

7. One of the points of information in the second circular is accommodations. Read Text 2. What are the two types of accommodation offered to the participants?

ACCOMMODATIONS

(Extracts from the second circular)

Campus living accommodations. Reservations may be made for accommodations in Merit House, a unique small scale University residence hall located at 61 Maple Street (three blocks from the conference meeting site). Spouses/guests are welcome, but no campus accommodations are available for children. Guests staying on-campus must be registered with the Conference.

Rooms in Merit House are designed as either singles or doubles. A suite of five single rooms shares a bathroom. Guests in each suite share a living-room and kitchen area as well. All linens, blankets, towels and soap are furnished. Rooms have small refrigerators, private telephones, and window air conditioning. Coin-operated laundry facilities* are available. High quality meals will be served cafeteria style. The modest cost of accommodations and meals makes it necessary for the University to offer these services on a package basis* only.

To reserve campus accommodations, please complete the attached reservation form and return it with your conference registration form.

Off-campus accommodations. For those who might prefer off-campus accommodations or will be bringing children, we have included a reservation card for the nearby Howard Johnson Plaza Hotel. The Hotel is located on the edge of campus, approximately six blocks from the conference meeting site; a shuttle service is provided.

Those planning to combine the Conference with a family vacation may wish to consider camping at one of the several State Parks in the area. State Parks offer a wide variety of activities including fishing, hiking, swimming, and rock-climbing.

8. Answer the following questions.

1. What should be done in order to reserve accommodations? 2. Which kind of accommodation would you choose? Give your reasons. 3. What is your experience in obtaining accommodations for a conference?

READING AND WRITING

Conference correspondence

9. Study the content and composition of a personal invitation to a conference and two versions of answers.

March 21, 20..

Dr. Thomas E. Carry
Institute of Geophysics
40 West 20th Street
New York, NY 10011—4211
USA

Dear Dr. Carry:

On behalf of our Organizing Committee I would like to invite you to the XXIV Seismological Conference which will be held in Rochester, NY, under the auspices of the National Academy of Sciences on October 21—26, 20.. The topic for this year's conference is Global Catastrophes. In view of your active interest in this field, I would like to extend to you an invitation to present a paper on a subject of choice. If you are interested in attending, please forward the enclosed application form to the Organizing Committee. An early reply will be appreciated.

Sincerely yours,

Paul G. Brown

March 29, 20..

Dr. Paul G. Brown, Chair
Organizing Committee
Institute of Geology
1720 Riverside Ave
Rochester, NY 19224
USA

Dear Dr. Brown:

Thank you very much for your letter of 21 March, 20.., inviting me to attend and present a paper at the XXIV Seismological Conference. I am very interested in the subject of this conference and will be pleased to give an invited paper on "Long Wave Propagation in Solid Media". An abstract of my paper will follow.

Sincerely yours,

T. E. Carry

March 25, 20..

Dr. Paul G. Brown, Chair
Organizing Committee
Institute of Geology
1720 Riverside Ave
Rochester, NY 19224
USA

Dear Dr. Brown:

Thank you very much for your invitation to attend the XXIV Seismological Conference. Unfortunately, work on my monograph "Earthquakes and Volcanoes" and my participation in another conference held at about the same time make it impossible for me to come. I am very sorry, therefore, to have to decline the invitation.

Sincerely yours,

F. Craft

10. Write a letter to the Organizing Committee accepting an invitation to participate in a conference. Use the phrases given in A (expression of gratitude for the invitation), B (acceptance of the invitation), C (the title of your paper to be read at the conference), D (reference to attachments/enclosures).

A. I am very grateful to you for your invitation to participate in the conference on

Thank you very much for your letter of January 24 inviting me to attend and give/present a paper at the conference devoted to ...

I wish to express my gratitude to you for your kind invitation to attend the conference on

I am honored by your invitation to participate in the conference to be held on May 10, 20

I greatly appreciate your kind invitation to attend the forthcoming/upcoming conference on

B. I am pleased to accept your invitation.

I am very pleased to accept your kind invitation and will be looking forward to participating in this conference.

It is a great honor and pleasure for me to accept your kind invitation. I am sure it will be a most stimulating and interesting experience.

I will indeed be most happy to attend your conference and give a talk on the topic suggested by the Committee.

I am very much interested in the subject of this meeting and I shall be very pleased to participate.

C. I plan to speak on

I would like to present/give a paper with the following title:

The title of my paper will be

I would like to suggest the following title for my paper:

I would like to give a talk on

I would be pleased to present a paper/to make a presentation on

D. Please find enclosed/attached an abstract of my paper.

Please find my proposal attached/enclosed.

Enclosed/attached is

NOTE that 'enclosed' refers to a document sent by regular mail, while 'attached' refers to an e-mail attachment.

11. Complete the letters given below declining the invitation. Use the suggested phrases and sentences.

1. I am very grateful for your letter concerning the symposium on language variation in January 1996. While I appreciate very much your invitation to give a talk at the symposium, (A) that (B) as (C).

2. Thank you very much for your letter of March 15, informing me of your intention to convene a conference on Global Catastrophes to be held in Green Hill, October 21-26. I feel honored for being asked to present/give an invited lecture/paper there. Unfortunately, (B) as (C).

A. I am sorry that ...

I regret that ...

I would like to express my regret that ...

B. I am not in a position to accept your invitation to the conference/it.

I am unable/not able to attend (the conference/it).

I have to decline your kind invitation to attend the conference/it.

It is not possible for me to participate in the conference/it.

C. My research is not directly concerned with the problems to be discussed.

I have other commitments at the same time.

I am already obliged to give a series of lectures on practically the same days.

I have to complete my monograph by the end of February.

12. Write three letters following the accepted form, taking into account the situations suggested.

a, b) You've received invitations to attend two conferences simultaneously. One is to be held in Florida, the other in Helsinki. The Organizing Committee of the first informs you that there will be no reimbursement of the air fare to Florida. Both conferences are of equal professional interest to you; write to both organizers.

c) You are completing an important work to be submitted by 1 October. You have received an invitation to a symposium planned in Venice on 20-25 September.

Abstract writing

13. Information presented in an abstract usually includes a description of: a) the subject of research (= the object studied); b) the methods used; c) the results obtained. Find these components in the abstracts below.

Quantification of eutrophication factors in Florida lakes

The basic limnology and trophic characteristics of 55 lakes in north and central Florida were investigated. Relationships between lake trophic state and drainage basin conditions were determined by several multi-variate statistical techniques. An index of trophic state based on seven common and quantifiable trophic indicators was developed through the application of principal component analysis. The results obtained indicate that the trophic state index is a function of computed nitrogen and phosphorus loading rates and lake mean depth.

Distribution of evaporable water in hardened cement paste

The distribution of evaporable water in h.c.p. was studied using a simultaneous semi-isothermal method of thermogravimetry. The variations in the amount of each type in response to changes in curing period, relative humidity, and temperature were determined. It was concluded that the evaporable water in h.c.p. is not present solely as physically absorbed water but also as a structural component of some hydrates.

Where do dreams come from?

The biologic underpinning of dreams has been explored through a series of tests. Dreams represent the higher, or thinking, brain's efforts to make sense out of random lower brain activity that occurs periodically during sleep. The results obtained show how dream content parallels characteristic brain activity during dreaming sleep. An assumption is made that the motor-command sequence determines the flow of events in the dream.

14. Write an abstract of your paper to be presented at a future conference using phrases suggested below. Remember to mention the three main components of an abstract: the research subject, the methods used, the results obtained.

The subject of research and the methods used

1. The mechanism of ... was/has been investigated using the method/technique of
2. The structure of ... was/has been studied by (the method of)
3. The phenomenon of ... was/has been analyzed (by means of)
4. The process of ... was/has been examined making use of the technique of ...
5. The function of ... was/has been analyzed by
6. Research into ... was/has been done applying the method/technique of
7. A series of experiments on ... were/have been performed by heating/decomposing
8. The function of ... was/has been considered by means of
9. The components of ... were/have been examined by

The results obtained

1. The relationship between ... was/has been established.
2. The interaction between ... was/has been determined.
3. The parameters of ... were/have been calculated.
4. Some information concerning ... was/has been obtained.
5. The properties of ... were/have been evaluated.
6. The ratio of ... was/has been estimated.

7. The mechanism of ... was/has been fully confirmed.
8. Evidence for/against ... was/has been provided.
9. The validity of ... was/has been verified.
10. The idea of ... was/has been further supported.

1. It was/has been found that ...
2. It was/has been shown that ...
3. It was/has been postulated that ...
4. It was/has been established that ...
5. It was/has been suggested that ...
6. It was/has been concluded that ...

1. The conclusion was/has been made that ...
2. An assumption was/has been made that ...
3. A suggestion was/has been made that ...

1. The results suggest/indicate that ...
2. The data obtained favor the assumption that ...
3. Our experimental findings point to the fact that ...
4. These data confirm the theory that ...
5. The results obtained by this technique suggest an alternative mechanism of ...

LISTENING AND SPEAKING

Dialog 1

15. Listen to Dialog 1 and answer the question: Was Dr. Rensky able to contact Prof. Derby?
16. Listen to Dialog 1 again. Follow the script, if necessary.

Would you like to leave a message?

SECRETARY: Green Hill College. May I help you?

RENSKY: This is Dr. Rensky speaking. May I speak to Prof. Derby, please?

SECRETARY: I'm sorry, Prof. Derby is not available. Would you like to leave a message?

RENSKY: Yes, please. I'd like to find out if my paper has been accepted. The fact is I haven't yet received an acknowledgment.

SECRETARY: I'll tell Prof. Derby about your call, Dr. Rensky. May he call you back?

RENSKY: Yes, please. My phone number is 848-6523.

SECRETARY: 848-6523. Thank you for calling.

17. Read Dialog 1 in pairs. Trade roles. Reproduce the dialog in pairs.

Exercises

18. Note the way Rensky explains the reason for his call. Study the following ways of explaining things.

The reason is/was (that)

The main reason is/was (that)

The other reason is/was (that) (with two reasons)

Another reason is/was (that) (with several reasons)

The fact/thing is/was (that)

The truth of the matter is/was (that)

The real question is/was (that)

Here is the beginning of a telephone conversation in which B says he can't meet his friend A and gives a reason.

Example. A: Hello.

B: Hi, this is Bill. How are you?

A: Fine, thanks. Is anything the matter?

B: I'm terribly sorry but I can't meet you this week. The thing is, they sent me two books to review.

In a similar manner, turn down an invitation: a) to take part in a seminar; b) to give a lecture; c) to work as an interpreter at a conference; d) to chair a plenary session; e) to exhibit some pictures from your collection; f) to go to a banquet.

Dialog 2

19. Listen to Dialog 2. Did Rensky accept the offer made to him?

20. Listen to Dialog 2 again. Follow the script, if necessary.

I have a request to make

RENSKY: Hello.

DERBY: Dr. Rensky?

RENSKY: Speaking.

DERBY: Good morning, Dr. Rensky. This is Prof. Derby calling.

RENSKY: Good morning, Prof. Derby. I'm glad you've called. Thank you for accepting my paper. I received notification from your secretary.

DERBY: You're welcome, Dr. Rensky. We do appreciate having you as a conference participant. Err, Dr. Rensky, I have a request to make.

RENSKY: Yes, what is it?

DERBY: I wonder if you could chair one of the conference sessions. We would be grateful if you would accept.

RENSKY: Thank you very much for the invitation. May I have a day or two to think it over?

DERBY: Yes, of course. I'll be sure to provide you with the abstracts of the papers in your session and all other necessary information about the program.

RENSKY: Thank you. I'll call you back as soon as possible.

DERBY: I'll be expecting your call then. Good-bye, Dr. Rensky.

RENSKY: Good-bye, Prof. Derby.

21. Read Dialog 2 in pairs. Trade roles. Reproduce the dialog in pairs.

Exercises

22. Note how Derby expresses his appreciation of Rensky's participation in the conference. Study the following ways of expressing appreciation and approval ranging from very formal to very colloquial.

I (do) appreciate your assistance/advice/frankness/criticism.

It does you (him, them) credit.

It's very kind of you.

You are very helpful.

That's/was the right thing to say/to do.

You've done a good job.

Good for you.

Well done.

That's a good idea.

That's a point in your favor.

That's it!

23. React to the statements given below using expressions listed in exercise 23.

1. I'm going to change the notation. It's confusing and inconsistent.
2. I'll type the text, you needn't bother.
3. I've managed to do the job. It wasn't easy.
4. What do you think of my classification? I've worked on it for two years.
5. I said there was too little time left to spend it on arguing. Was I right?
6. Could I help you with proof-reading? You look tired.
7. We're late. Let's take a taxi.
8. I believe he should be told; no point in putting it off.
9. Let him have the most pay. He worked much more than any of us.
10. I quit smoking three months ago and haven't touched a cigarette since.

24. React to the following situations using the phrases you have studied.

1. You are preparing a paper for publication and have received useful advice from a) your superior; b) your colleague. Express your appreciation and gratitude to both of them.
2. Respond to the following situations: your friend a) did something well; b) said something witty; c) found a good solution to a problem.
3. In a confusing situation presence of mind was shown by a) a man you don't know well; b) your child. Express your approval.

Dialog 3

25. Listen to Dialog 3. What does the registrar suggest to Dr. Rensky?

26. Listen to Dialog 3 again. Follow the script, if necessary.

Are there any messages for me?

RENSKY: Good afternoon. I'm Dr. Rensky, R-E-N-S-K-Y.

REGISTRAR: Good afternoon, Dr. Rensky. Welcome to the conference. Did you have a good trip?

RENSKY: Very good, thank you.

REGISTRAR: Let me see if everything is all right with your registration fee ... It's OK. Here's your conference folder. It contains the conference program, abstracts of the papers, your identification badge, and some local maps.

RENSKY: Oh, fine. Thank you. Are there any messages for me?

REGISTRAR: No, there're none here. You might want to check with the message center in the Registration Hall over there. The bulletin boards are identified by the name and registration number of the participant.

RENSKY: Thank you. I'll have a look.

REGISTRAR: Also I'd like to call your attention to the notice boards just opposite the registration counter. All the information about current changes in the program will be posted there.

RENSKY: Thanks for your help. Good-bye.

REGISTRAR: Good-bye, Dr. Rensky. Good luck to you.

27. Read Dialog 3 in pairs. Trade roles. Reproduce the dialog in pairs.

Exercises

28. Note how the registrar makes a suggestion. Study the following rather formal ways of making a suggestion and giving advice (list A) and possible reactions (list B). Point out expressions of suggestions that can be followed by 1) the infinitive; 2) an *ing*-form; 3) a clause; 4) all of the above.

A

I would (like to) advise/recommend you
to get an expert opinion.

I would (like to) advise/recommend/sug-
gest leaving out the minor details.

I would (like to) advise/recommend/sug-
gest (that) you specify the goals of your
research.

You might want to double check your cal-
culations.

I think/Perhaps you should reconsider
your conclusions.

It's advisable to receive permission to qu-
ote large passages.

It's advisable that you change the format
of your abstract.

Have you considered using another method?

If I were you I'd consider other possibili-
ties.

If I may make a suggestion: let's move to
the next item.

B

Gratitude.

Thank you for your advice.

I appreciate your advice.

Agreement.

Yes. I think I should do that.

That sounds like a good idea.

I'm all for it.

No objections.

I'll try/do my best.

Thank you, I will.

I don't mind.

Hesitation.

I'll think it over.

I'll give it some thought.

Let me see: I think ...

Disagreement.

I am afraid I can't agree with it.

I would rather not do it.

No, I don't think that would be
worthwhile.

29. Paraphrase the sentences using *to suggest*. Remember that this verb is never followed by the Infinitive.

Model. I would advise you to contact the Chairman.

⇒ I would suggest (that) you contact the Chairman.

or I would suggest contacting the Chairman.

1. I would advise you to make a thorough analysis of the data obtained.
2. You might want to report your new data at the seminar.
3. It's advisable that you outline the present state of research in the field.
4. I would recommend that you illustrate your presentation with slides.
5. I think you should raise this question in your talk.
6. I'd like to advise you to give a short account of the theoretical background of your research.
7. Let me give you a word of advice. Be careful to strictly follow the time schedule.
8. Perhaps you should dwell upon the theoretical aspects of the problem.
9. I think you should summarize the new data in a paper.

30. Complete the following dialogs using the formulas from Exercises 29.

1. A: _____ to check your data.
B: Thank you for your advice.
2. A: _____ changing the approach?
B: I'll think it over.
3. A: _____ I would change the title of your book.
B: I'll give it some thought.
4. A: _____ to explain your point of view in more detail.
B: I don't mind.
5. A: I would suggest that you produce more evidence.
B (disagrees): _____ do it without further research.
6. A: You might want to make your discovery public.
B (disagrees): _____ wait for the end of the experiment.
7. A: _____ putting off the discussion.
B (agrees): _____ I am short of time myself.
8. A: Your conclusion doesn't sound very convincing.
B (hesitates): _____ You may be right.
9. A: _____ publishing this report?
B (thanks): _____ It might be a good idea.

10. A: _____ make a few more experiments.
B (*agrees*): _____

31. Use the expressions you have studied in the situations described below. For less formal ways of making suggestions see Units 8 and 15.

1. Your colleague has asked you to review her paper. Make some suggestions. Use the following phrases: make the introductory part shorter; leave out some minor points; formulate the conclusions more explicitly; make some stylistic corrections.

2. Your foreign colleague has come to your university/institute under a scientific exchange project. Discuss with him his scientific and cultural program. Make some suggestions as to a) counterpart laboratories to visit; b) installations to work at; c) seminars and lectures to attend; d) subjects to give talks on; e) sights to see; f) museums to visit; g) theaters to go to.

3. Your friend asks you for suggestions about a party: a) when to have it; b) where to have it; c) whom to invite; d) what food to serve; e) what kind of music to have. Make your suggestions.

4. A friend of yours who would like to go on a vacation asks you to suggest: a) where to go and stay; b) how long to stay; c) what places of interest to visit; d) whether to go by train or plane. Make your suggestions.

ROLE PLAY

32. Make up a dialog following the situation and strategy suggested below. Work in pairs.

Situation: At the registration desk.

Participant

Greets the registrar. Introduces him/herself

Registrar

Answers the greeting. Produces a conference file; comments on its contents

Expresses gratitude. Asks about possible changes in the program

Advises about the change of the opening time of the plenary session

Thanks the registrar for the information. Asks about use of overhead projector

Suggests contacting technical services

Asks about location of the technician's office

Gives directions. Advises to hurry

Asks for reasons

Gives a reason (*lunch break begins soon, working day is nearly over, etc.*)

Gives thanks and expresses appreciation

Responds

Commentary

invited lectures — papers/lectures presented at the invitation of the organizers of a scientific meeting.

contributed papers — papers presented on the initiative of the speaker.

camera-ready — submitted in the required format so that it can be directly reproduced in the book of abstracts or the proceedings of a conference.

affiliation — an organization/institution where one works.

coin-operated laundry facilities — automatic washing machines operated by dropping coins into the slot of the machine.

package basis — a number of services offered for one price; a package deal.

UNIT 17. THE SPEAKER



Subject matter: *Giving a talk at a scientific session*

Conversational formulas: *Ritual phrases used in presenting a paper*

Structure study: *Modal verbs expressing advice*

Writing: *A paper at a scientific session*

READING AND SPEAKING

Text 1

1. What is your experience as a speaker at (international) scientific conferences? What advice would you give to a beginner?
2. Read Text 1. See how many of your recommendations you will find repeated in it.

SOME USEFUL ADVICE TO A SPEAKER

1. Before you begin writing your paper think about two things: your purpose and your audience.
2. Regardless of your topic you should take into consideration the audience's background and the range of their knowledge in this particular field.
3. Don't try to cover too wide a field in your talk: one main idea consistently and methodically developed will ensure the understanding and appreciation of the audience. Arrange your arguments so as to support this main idea.
4. There are two ways of delivering your speech: talking or reading.
If you decided on the first way, a previously prepared outline or notes on the cards will be good guides during your presentation. They will help you to keep the order of points and not forget something important.
You may also write down your speech word for word but don't try to learn it by heart. Instead, practice delivering the information the speech contains in parts. After that, go over the entire speech until you can speak freely.

5. If you read the text, make the rhythm and pace of your talk closer to those of natural speech. To keep up contact with the audience don't forget to look up regularly.

6. Emphasize the most important points, changing the tone and rate of your speech and making deliberate pauses. This will help to hold the attention of the audience.

7. You ought to remember that your listeners don't have the opportunity to come back to what has been already said. They can't stop at a puzzling idea and think it over. For this reason, don't neglect repetition, specifications, internal summaries, etc.

8. If your speech exceeds the time allotted, don't be tempted to speed up your delivery. Think over in advance which parts of the text can be left out.

9. You are to talk to the audience as if you were talking to a group of your very good friends. Make your listeners feel that you are talking to each one individually.

Exercises

3. Study Text 1. Say what modal verbs are used to express recommendations and advice.

4. Study some additional tips to the speaker and rephrase them using the verbs *should*, *ought to*, *are to* (or: *shouldn't*, *oughtn't to*).

Model. Teacher: Print in advance and distribute as a handout complicated information requiring a concentrated and careful study.

Student: You should (ought to/are to) print in advance and distribute as a handout complicated information requiring a concentrated and careful study.

1. Add explanations if the audience seems to be puzzled. Leave out some information if the audience proves to be better grounded than you expected.
2. Make up a brief outline of the content and order of the points to be presented.
3. Leave time for references to visuals you may decide to use.
4. Number the visuals and include the numbers in your outline.
5. If you are going to use visuals, let them do a trial run.
6. When demonstrating a slide don't lose eye contact with the audience. To maintain it, stand to the side of the illustration and use a pointer.
7. Use slides only if they help you to make your ideas clearer. Don't demonstrate them for the sake of demonstration.
8. Don't demonstrate a slide for more than two minutes.

5. Which of the recommendations discussed in Text 1 and exercise 4 are, in your opinion, the most important? Give your reasons. Add some other recommendations if you can.

READING, LISTENING, SPEAKING, WRITING

Each presentation includes an introduction, main body, and conclusion. The introduction, in turn, may involve a) the speaker's appreciation for being able to present his/her paper, b) the statement of the problem and its importance (or the statement of the aim of the talk) and c) the outline of the sections of the paper.

In the main body of the presentation, the speaker deals with the research done, the methods/techniques applied, and the data/results obtained. The vocabulary used largely depends on the field of research. Nevertheless, there are phrases common to any presentation, irrespective of the field, that make it better arranged and more comprehensible for the audience. Among them are means of a) making the composition of the text distinct, b) specifying and clearing up the points being discussed, c) drawing the audience's attention to the most important points.

Text 2

Presented below is an abridged example of a paper given at a scientific conference. It is concerned with some properties of a chemical compound, solid furan, under certain temperature conditions.

- 6. Read the text paying special attention to its structure. Identify the main compositional parts.**

A PAPER AT A SCIENTIFIC SESSION

Mr. Chairman, Dear Colleagues, Ladies and Gentlemen!

(1) It is a great pleasure for me to attend this session and to have an opportunity to give a talk here.

(2) In my talk today I am going to deal with the phase transition of solid furan at 150.0 K. The polymorphic solids of furan have been investigated by calorimetric, X-ray, nuclear magnetic resonance, and infrared spectroscopic methods. However, all these experiments have not determined the properties of solid furan in the vicinity of the phase transition at 150.0 K. Since vibrational excitations are very sensitive to the immediate environment of a given molecule in the crystal, we expected that their study should contribute to a better understanding of polymorphism in solid furan. The subject therefore, I believe, might be both of theoretical and practical interest.

(3) In this talk, I shall first present an experimental study of the infrared spectra of solid furan close to the phase transition. I shall then turn to the discussion of the results obtained. And finally, I shall comment on the nature of the phase transformation in solid furan.

(4) First then, the experiment. A low temperature infrared cell has been built where the temperature is automatically controlled throughout the range of 80—300 K with a very high precision, namely 0.1 K. By condensation of furan vapor on a window cooled at a temperature below 150 K we can obtain phase II. By heating the window we attained a total sublimation of the crystal at the transition temperature. The spectra were recorded on a Perkin-Elmer model 125 spectrometer.

(5) Now I'll pass over to the consideration of the results obtained. Slide 1, please. The slide shows the results of one series of measurements in the $580\text{--}620\text{ cm}^{-10}$ region. The spectra are recorded in steps of 0.1 K near the transition point during heating. It should be stressed that in the high temperature phase the components of the band due to exciton splitting disappear. The infrared data suggest that the transition is sudden. The multiplet structure of the exciton bands observed in the low temperature phase indicates an ordered crystal. In the high temperature phase, the symmetry of translation is broken due to a reorientation disorder. Thus, exciton structures of bands disappear in phase I. Our infrared study of the out of plane mode in phase I shows that vibrational resonant transfer rate is about 0.02 sec and the reorientational relaxation takes about 0.04 sec. In other words, vibrational excitons in disordered crystals are "localized" excitons which map out the local structure of the solid. Slide 2, please.

(6) From our data it can be concluded that the vibrational excitons interactions are very sensitive to the phase transition in solid furan and vibrational excitons are present in their disordered phase. Thank you. And now I would be happy to answer your questions.

Exercises

7. Listen to the introduction to the paper (paragraphs 1—3) and follow Text 2. Outline its compositional parts.
8. What phrase does the speaker use to express his appreciation? Here are some other ways of expressing gratitude:

a) Expression of appreciation.

I think it is a privilege for me to participate in this conference and I greatly appreciate it.

To begin with, I'd like to say I am very pleased to be here and to be able to take part in this meeting. I hope it will be very stimulating and useful for each of us here.

I'd like to begin by expressing my appreciation for this opportunity to exchange information on the problems which interest all of us.

It is a great pleasure for me to attend this representative meeting and to have an opportunity to give a talk here.

9. You are giving a paper at a scientific session dealing with the problems you are interested in. Express your appreciation.
10. Listen to the introductory part again. Note how the speaker states the problem, indicates its importance, and outlines the structure of the talk.
11. Study various ways of a) stating the problem and its importance, b) outlining the structure of the talk.

b) Stating the problem and its importance.

In my paper I am concerned with/I will concern myself with As is known, in recent years a considerable number of works have appeared on various problems of However, no detailed information is so far available on the phenomenon of ... which is very important for Our research has been undertaken with a view to understand the mechanism of Now I will report the data we have obtained.

My talk deals with/is concerned with It is known that in the last few years there have been many studies of the phenomenon of Research into the properties of ... is of great importance, because it may contribute to our understanding of the processes occurring in It was the purpose of our study to determine some of the features specific to the processes of Now let me present the results obtained.

The aim/purpose of my talk today is to consider/discuss In recent years much interest has been centered around the phenomenon of ... because it is very important for clarifying the nature of We have performed a series of experiments in order to determine The results we have obtained from the experiments appear to be quite different from those reported in the literature. Now I will present these results.

My task today is to speak/report about Consideration of these phenomena is highly important as it may help to clarify the nature of

c) Outlining the structure of the talk.

To begin with, I will consider the theory of Then I will concern myself with the methods used. In conclusion, I will make an attempt to

I'll start by considering some aspects of Further I'll pass over to the discussion of To conclude, I'll make some comments on

I will divide my talk into two parts. First, I'll consider some aspects of Then, I'll concentrate on

I will start with the discussion of After a short account of ... I will proceed to the consideration of I will finish with some remarks about the possible future course of developments in this field.

First, I will describe Then I will be concerned with Further I will analyze Finally, the results of ... will be presented.

12. Give an introduction to a talk concerned with your own research.
13. Listen to the main body of the paper (paragraphs 4–5) and follow the text. Which of the phrases presented below are used...

a) *to make the composition of the text distinct.*

First, then ...

Now I'll consider briefly ...

Further I'll concern myself with ...

At this point I'll speak in more detail about ...

Let me now make some comments on ...

Let us turn (back) to ...

Now I'll pass/go over to ...

I would now like to make a short remark on the other aspect of ...

I would like to say a few words on ...

b) *to specify and clear up the points being discussed.*

From this it follows that ...

Consequently, it is possible that ...

For this reason, it is feasible that ...

That is ... (The critical temperature, *that is* the temperature of melting, was maintained.)

Namely ... (At very high velocities, *namely* at 100 mph, ...)

On the contrary, ... (The effect can hardly be called regular. *On the contrary*, it occurs only ...)

On the one hand ... , on the other hand ...

In other words (The band doesn't spread over, *in other words* it is localized in ...)

In particular (This reasoning is inconsistent, *in particular* in its mathematical aspect.)

Strictly speaking, ...

c) *to draw the attention of the audience to the most important points*

It is essential that ...

It is particularly important/interesting that ...

It is of great interest/significance/importance that ...

It should be noticed that ...

It is to be noted that ...

I'd like to draw/call your attention to ...

It is interesting to note that ...

It is important to recognize that ...

It should be stressed (emphasized, underlined, underscored) that ...

Of special interest/importance is the fact that ...

14. Compose the main body of your paper to be given at a future scientific session using some of the expressions you have studied. Write it down as a complete text or notes.
15. Listen to the final part of Text 2. Read it. Note the way the speaker concludes the paper.
16. Study various ways of concluding a paper.

Summarizing/To summarize what I have said (*this phenomenon is psychological in nature*).

Summing up/To sum up, it is evident that

From this it can be concluded that

In conclusion, we will say that

To conclude, the most effective method of investigating this problem is

17. Make a conclusion to your paper.
18. Write out your paper in full.
19. Practice delivering your paper. Take into account the tips given.
20. Record your paper on tape. Listen to it together with your fellow-students and discuss your impressions. Make necessary amendments to the paper.

* * *

When the presentation of the paper is over the speaker usually takes questions. When answering, the speaker may feel the need to comment on the question or apologize for a certain looseness in definitions, citations, data estimation etc. Here are some possible ways of a) responding to questions and b) apologizing for lack of clarity in answers.

a) commenting on a question or a point of view expressed

That's a good question. Thank you for asking it.

It's a difficult/intricate question. I can't give a detailed answer to it now.

I'm glad you've asked me this question.

Yes, I understood you. The idea of ... seems interesting/very attractive to me.

Well, your argument sounds convincing but don't you think that

Oh, yes. Your remark is quite relevant. Thank you for reminding me that

I'm not sure this question should be answered. It's not quite relevant to the subject discussed.

Would you mind if I came back to your question later?

I'm afraid you misunderstood me. I didn't mean to say that

I'm afraid I'm not prepared to answer your question at this point.

NOTE: *That's a good question* is a time-gainer when one is seeking for an answer to an extremely difficult question.

b) apologizing for lack of exactness in answers.

I haven't really considered the problem in this aspect, but I believe that

Speaking off the cuff, I'd say that

Roughly speaking, this problem might be regarded as

The phenomenon itself may be described, so to speak, as

In a way, this definition isn't exact but

If I may put it this way, the explanation is possible if

I'm afraid I'm not prepared to give a detailed answer to this all at once. All

I could say is

If I remember it right, the assumption was advanced that

21. In class, make an extended statement concerned with your research. Let your fellow students ask relevant questions. Respond to them using phrases suggested above.

UNIT 18. CHAIRING A CONFERENCE



Subject matter: *Conducting a scientific session*

Conversational formulas: *Ritual phrases used in chairing a session*

Writing: *An opening address*

READING

PART 1. OPENING A SCIENTIFIC SESSION

When preparing for a conference you may be invited to chair a plenary session or a section (working group) meeting. Whatever the kind of session, the chairman (chair, chairperson) at a conference (congress, symposium, workshop) has several functions, including:

1) opening a session and giving an introductory speech;

2) chairing a session during:

a) paper presentation,

b) discussion;

3) summing up the discussion and closing the session.

A conference or a congress begins with an opening plenary session. At this session the president of the congress or conference who is also chair of the organizing committee gives an opening (inaugural) address. Presented below is an example of an opening address to the congress. Note that the style of the speech is formal and solemn.

Text 1

1. Read Text 1. What is the main theme and goal of the congress?

OPENING ADDRESS

Mr. President, distinguished guests, dear colleagues!

(1) It is an honor and a great pleasure to welcome you here to the International Congress on Fluid Mechanics.

(2) I would like to give a special welcome to the President of the International Physics Society, Professor Thomas Johnson, who was able to come to this congress. I wish to express our very warm welcome to the Director of the National Institute of Technology, Professor Robert Hensel. I would like to extend a particular welcome to the people from foreign countries who visit us today.

(3) Four years have passed since our previous congress, which was very successful. The papers on that occasion covered a very wide range of subjects and were documented advances in our discipline. In the past few years there has been great progress in the field of fluid mechanics, especially in its physical and mathematical foundations. But although we know the main features of the mechanism underlying the flow of liquids, much further research has to be done to understand its nature.

(4) At the present congress both fundamental problems and specific technological applications will be emphasized. The papers to be presented here are concerned with a wide range of theoretical and experimental problems. The primary purpose of this meeting is to give the participants an opportunity to report their latest findings and to exchange their ideas.

(5) We are pleased that so many people from all over the world have come to attend this congress. There are 850 active participants from 28 countries attending this meeting. This week's program of the congress includes plenary sessions as well as section meetings. There will be symposia dealing with various topics of general interest and sessions concerned with more specific problems.

(6) We expect that the present congress will contribute to the understanding of fundamental and applied problems in fluid mechanics. We also hope that the congress will provide opportunities for personal exchanges of scientific results and the strengthening of personal friendships among scientists from different parts of the world. I wish you success.

- 2. Read Text 1 once more and outline the main items of its organization.**
- 3. Given below is an outline of a typical opening address. Which of the points are missing from your outline?**
 1. The opening salutation.
 2. Statements of welcome.
 3. Statements of special welcome.
 4. Reference to the previous congress or conference and to the progress made in a particular science since then; statement of the gaps in the present knowledge of the respective subject.
 5. Presentation of the main theme and aim of the congress or conference.
 6. Information about the present meeting:
 - a) participation,
 - b) structure and organization.
 7. Expected results and good wishes to the participants.

LISTENING AND SPEAKING

Exercises

4. Listen to the opening address (Text 1) on tape, following the script. Make sure you can distinguish the major items of the speech mentioned in exercise 3.

You have noticed that the chairperson begins the introductory speech with an opening salutation and words of welcome. The opening salutation always starts by addressing first the most important and distinguished persons.

5. Listen to the first paragraph of Text 1 and study the sentences given below. Which of the phrases does the speaker use to welcome the audience?

- a) Mr. Vice-President, distinguished guests, ladies and gentlemen! It gives me great pleasure to welcome you to...
- b) Mr. President, distinguished guests, dear colleagues! It is my honor and my great pleasure to welcome you here for...
- c) Mr. Secretary-General, ladies and gentlemen, dear colleagues! On behalf of the Organizing Committee I have the pleasure of welcoming you to this conference.
- d) Mr. President, honored guests, gracious hosts, dear colleagues! It is an honor and privilege for me to have this opportunity to welcome you to ...

6. Listen to the second paragraph of Text 1 following the script. Pay attention to how the statements of special welcome are expressed; note that the speaker begins by addressing the most important persons.

7. Here are some other ways of expressing a special welcome. Put them in correct order bearing in mind hints given in exercise 6.

- a) Let me also offer our most sincere welcome to our colleagues from major American research institutions.
- b) I would like to express our very warm welcome to Dr. A., Vice-President of the American Association of Scientists.
- c) We are happy to have with us Dr. B. who has undertaken the task of giving a lecture at this conference.
- d) We are delighted that Dr. C., President of Philadelphia Historical Society, was able to come to this conference.
- e) I wish to add my special words of welcome to our foreign participants.

8. Imagine that you have been invited to open a conference devoted to the problems of your science. Start your introductory speech with an opening salutation followed by the statements of general and special welcome. Use the phrases you have learned.

9. Listen to the third paragraph of Text 1 where the chairman makes reference to the previous congress and to the progress in science made since then. Which of the phrases given below does he use?
- a) Five years have passed since our last meeting in
 - b) Four years have passed since the last conference was held in
 - c) It is six years since we met in
 - d) Much progress has been made in the field of ... during the past few years.
 - e) The past few years have witnessed great progress in
 - f) Four years have passed since our previous congress, which was very successful.
 - g) In recent years scientists have succeeded in finding out/establishing/discovering
 - h) In the past few years there has been great progress in the field of
10. Listen to the same paragraph of Text 1 again. Which of the phrases below is used in the opening address to refer to the gaps in the present knowledge of the subject?
- a) But although we know certain features of the process of ... , much further research has to be done to understand its nature.
 - b) There are still gaps in our knowledge of the phenomenon.
 - c) However, complete understanding of the process is still lacking.
 - d) These and other problems in the area call for much further research effort.
 - e) However thoroughly the question may have been studied, we still have to go a long way to understand the phenomena in full.
11. Imagine that in your opening address you refer to the previous conference and to the advances in your respective science. Mention the gaps in the knowledge of the subject. Use the phrases suggested in exercise 10.
12. Listen to the fourth paragraph of Text 1. Note how the chairman speaks about the main theme and aim of the congress. Complete each phrase below referring to your particular field of research.
- a) The range of the subjects to be discussed is very wide indeed. The conference program includes
 - b) It is our intention to discuss here various aspects of
 - c) This conference will focus on some theoretical and practical aspects of
 - d) The conference will cover a very wide range of subjects:
 - e) Our main goal in holding this meeting is to discuss the current state of knowledge as well as the latest findings in
 - f) The primary purpose of our meeting is to discuss

13. Listen to the fifth paragraph of Text 1. Notice the way the chairman provides information on the participation in and organization of the congress.
14. Study some other ways of giving information about participation in and organization of a conference.

a) participation.

The total number of participants in our conference is We are pleased that so many people from all over the world have found their way to

There are 300 participants from more than 25 countries. We are grateful to all who are contributing their scientific work to the conference.

The number of active participants in this conference is Leading specialists from several countries have accepted our invitation to present their research findings.

b) organization.

Along with plenary sessions there will be section meetings.

The program includes four parallel workshops in

Each participant will be allowed 15 minutes for the formal presentation of the paper.

The time allowed (allotted, allocated) for each presentation is

There will be ample time for discussion.

Use some of the phrases above to describe the participation and organization of an imaginary international conference in your field.

15. Listen to the final paragraph of Text 1. Which of the phrases below is used by the speaker to express his expectations from the congress?

a) It is our hope that this conference will provide a stimulating environment for the exchange of information about the latest scientific results and the generation of new ideas for future research.

b) We hope that this conference will promote new contacts and strengthen cooperation among scientists from different parts of the world.

c) We also hope that the congress will provide opportunities for personal exchanges of scientific results and the strengthening of personal friendships among scientists from different parts of the world. I wish you success.

d) I am confident that this conference will strengthen international cooperation.

e) We are confident that you will have a scientifically rewarding experience.

16. Put together all you have studied about giving an opening address to a conference. Imagine that you are to chair a future conference in your area of science and give an opening address. Write down the complete text of your speech according to the following outline.

1. Welcome the participants;
 2. give a special welcome to high ranking personalities and distinguished guests;
 3. make reference to the previous conference and to the progress made in your field of science since then;
 4. point out the gaps in the present knowledge of the subject;
 5. introduce the main theme and goal of the conference;
 6. give information about its participation, structure and organization;
 7. express your expectations from the conference and extend best wishes to the participants.
17. Practice the delivery of your opening address. Your presentation should be natural as if you were speaking before an audience. Record your speech on tape and listen to it. Does it sound right? Make another recording if you are not satisfied.

* * *

At a congress or a conference, along with plenary sessions there are various section and working group sessions, or workshops, which have their respective chairpersons. Given below is an example of opening remarks of the chair for a workshop. Note that the opening speech in this case is much shorter and less formal.

Text 2

18. Read Text 2 and make an outline of it. Compare your outline with the one presented in exercise 16. In what respect are they different?

OPENING SPEECH FOR A WORKING GROUP SESSION

Dear Colleagues,

As chair of this session, I welcome all of you to this workshop. It is our intention to discuss here various aspects of the problem of gene-protein interaction. There are five papers on the agenda. The session will be arranged as follows: first I will introduce all the speakers, then they will make their presentations. Each speaker is allowed twenty minutes to develop his or her subject; after the presentation there will be ample opportunity for questions and comments from the workshop participants. I hope the papers to be presented will provide the ground for interesting and stimulating discussion.

19. Answer the following questions.

1. Have you ever chaired a conference (section meeting, workshop, meeting of your Department or Laboratory)? What were your feelings? Did you feel nervous or calm?
2. How large was the audience?
3. What was most difficult for you as chairperson?
4. Did you have any support from the audience?
5. What did you say in your opening remarks?
6. How much time did it take you to present your opening speech?
7. In what language did you make it?
8. What was the reaction of the listeners?
9. Did you have any language difficulties?

20. You have been invited to be chair at a section meeting or a workshop. Practice your introductory speech. Note that it should be less formal and much shorter than an opening address at a conference or congress.

1. Welcome the participants;
 2. introduce the main theme of the session;
 3. give information about the conduct of the session.
- 21. Record your speech on tape and listen to it. Does it sound natural enough? Make another recording if you are not satisfied.**

PART 2. CONDUCTING A SCIENTIFIC SESSION

Chairing a working group session (a workshop) during paper presentation includes the following functions.

1. *Introducing the speakers.*
2. *Thanking the speaker and assessing the presentation.*
3. *Conducting a discussion of the papers given.*
4. *Summing up the discussion and closing the session.*

Exercises

1. Introducing the speaker

The introduction should be short and simple and should include:

- a) *presentation of the speaker by name;*
- b) *some gracious remarks about the speaker;*
- c) *a brief summary of the speaker's background or special interests;*
- d) *statement of the speaker's topic.*

22. Study some ways of introducing a speaker at a workshop.

I am very happy to introduce our first speaker this morning. Professor Soller has been at the University of ... since 1985. He did his undergraduate work at the University of ... and received his M.A. and his Ph.D. from ... University. He has published many books and articles in his field. He is a member of several professional organizations. Professor Soller will speak to us today on

It is a great pleasure for me to introduce Professor Payne of the University of He is well known for his numerous articles in the field of ... and for his active participation in an international project on Professor Payne's subject today is

Now I'd like to call on Dr. Olson of ... University who will concentrate mostly on Dr. Olson is well-known in the scientific community for his discovery of Dr. Olson, please take the floor.

We will hear today several speakers on various aspects of the problem of I will call on them in turn. The first person to speak today is Dr. Hill of the University of Dr. Hill is an expert on the problem of He has made a great contribution to the understanding of this problem, especially its theoretical aspects. Dr. Hill will give a brief account of

The next speaker is Dr. Sanders of the Institute of ... who will recount his finding on Dr. Sanders is well-known among ... (physicists, etc.) for his numerous articles on Welcome, Dr. Sanders.

The last one to speak is Dr. Stutz of the University of ... whose special interest today is the problem of Dr. Stutz is the author of many papers on this problem. Today he is going to report his latest data.

23. You are chair of a section meeting. Respond to the following situations using the phrases presented in exercise 22.

1. Dr. Bennet is going to deal with the problem of atmospheric pollution. The subject of his presentation is "The Effects of Air Pollution on Living Organisms". Introduce him to the audience making some appropriate remarks. Use your imagination to give a brief summary of Dr. Bennet's professional background. State the topic of his talk.

2. Dr. Hefferlin is concerned with seismic phenomena. The title of his paper is: "Earthquakes: Is It Possible to Predict Them?" Introduce him to the audience and try to make him feel warmly welcome. Mention the areas of his special interest. Present the theme of his paper.

3. Dr. Freund's paper will focus on the social aspects of environmental pollution. The title of his presentation is: "Atmospheric Pollution and Its Impact on Man's Health". Before giving him the floor, introduce him to the audience. Make some comments on his professional background. State the topic of his presentation, underline its importance.

4. Dr. Sittler works in the area of astrophysics. The subject matter of his talk is the influence of solar flares on the processes occurring in the Earth's atmosphere. Introduce him to the audience. Refer to his educational background. Present the theme of his paper.

2. Thanking the speaker and assessing the presentation.

24. Study some phrases you may use to thank a speaker and assess the presentation.

I am sure I am speaking for everyone when I say how grateful we are to Dr. Bennet for his informative report covering various aspects of the problem discussed.

Thank you, Professor Soller. I'm sure my colleagues join me in thanking you for an extremely clear and concise presentation of the main problem confronting us.

Thank you, Professor Payne, for your highly interesting talk. Your paper raises an important problem of ...

Dr. Hill, I was very impressed by your talk. It was a comprehensive account of the present state of things in ... Thank you very much.

Dr. Sanders has given a very complete analysis of ... On behalf of the audience, I thank him.

What you have reported here, Dr. Olson, is really very interesting. I'm sure the problems you have raised will promote comprehensive discussions.

25. As chair of a section meeting, respond to the following situations.

1. Dr. Wagner has just given a talk on the causes of volcanic eruption. The data presented have aroused much interest in the audience. Thank the speaker for the fine presentation and make your assessment.

2. Professor Sharp has read a paper on the origin of ozone holes. The audience appears greatly impressed by the data reported. Thank the speaker for the comprehensive treatment of the problem.

3. Dr. Burnett has just made a report on the problems of atmospheric pollution and its effects on climatic changes. The paper is a great success. Give your assessment of the presentation and thank the speaker.

4. Professor Shive has reported his/her findings on the mechanism of memory. Thank the speaker for his/her contribution, making some complimentary remarks about the way it has been done.

3. Conducting a discussion of the papers given.

Conducting a discussion involves the following functions of the chair:

- opening a discussion;
- inviting the audience to contribute; provoking arguments; stimulating the discussion;
- directing or reordering the discussion:
 - keeping things moving;
 - insisting on relevance (bringing the discussion back to the point);
 - recognizing when agreement is impossible.

Opening a discussion

After the papers on the agenda are given the chair declares the discussion open. This is what he/she usually says:

Now I would like to open the discussion. Please feel free to ask questions and make comments. I hope that by the end of the discussion we will achieve an understanding of several important questions.

Now we are going to discuss the papers presented. I wish you a useful exchange of ideas and opinions. The first thing we have to discuss is ...

Now let us proceed to the discussion. I would like everyone to be brief and keep to the point. Please identify yourselves before asking your questions.

26. The audience has just heard papers on the following subjects:

1. Carbon dioxide and the world climate.
2. Possible consequences of global warming.
3. Ozone holes.
4. Methods of nuclear waste disposal.

You are chair of this session. How would you open a discussion on one or all of these subjects? Use the phrases given above.

Inviting the audience to contribute; provoking arguments; stimulating the discussion.

27. You are chairing a session during paper discussion on one of the subjects suggested in exercise 26. Act out the following situation: The discussion is not very active. The audience needs encouragement. Stimulate the discussion; address Drs. A., B., C., etc. personally. Use some of the phrases suggested below.

Is there any discussion?

Are there any questions to Dr. A.?

Any questions to Professor B.?

Does anyone have questions?

Any questions or comments?

Would anyone else like to speak?

Please do not hesitate to express your opinion.

Are there any more comments on Dr. Smith's presentation?

Dr. C., perhaps you'd like to start the discussion by telling us your views on the problem of ...

Dr. D., what do you think about the question?

Perhaps you have something you would like to add, Dr. E.?

Dr. F., perhaps you could answer this question?

Is there anyone who would like to answer this question in more detail?

I wonder if you'd like to comment, Professor G.?

That's interesting but I think Dr. H. may have a different point of view.

Keeping things moving

28. Study some phrases that may be used to direct a discussion.

Perhaps we could move on to the next point under discussion.

Perhaps we could now turn our attention to the question of ...

I really think we ought to move on to the next point (to the problem of ...).

And now we proceed to the next/last question /point.

I think we should now consider ...

29. Respond to the following situation: The discussion of one problem is over. Introduce a new topic into the discussion. Mention the point discussed and pass over to another one. Use the phrases just presented. Refer to topics listed in exercise 26.

Insisting on relevance (bringing the discussion back to the point)

30. To prevent the audience from wandering away from the subject under discussion the chair may use the following phrases:

That's very interesting, but I don't think it's really to the point.

It seems to me this isn't really to the point/relevant.

That's completely irrelevant/off the point, I am afraid. (may sound rude)

This point is not under discussion today.

I'm afraid we are moving away from the main problem.

Let's go back to your original question.

Perhaps we could go back to the main point.

Imagine you are chairing a paper discussion. Respond to the following situations using the phrases given above.

1. One of the speakers is getting off the point. Insist on relevance. 2. Several participants involved in the discussion have been carried away and are discussing extraneous matters. Remind them they should not move away from the main problem under discussion.

Recognizing when agreement is impossible; stopping the argument

31. The discussion of the problem is becoming hot and fruitless. Try to reconcile the opinions. Which of the phrases suggested below would you use in each of the following situations?

1. The speaker is accused of having failed to offer an all-embracing explanation. 2. A member of the audience insists that only his/her point of view can be considered right. 3. The speaker is arguing with a conference participant; they are unable to reach a positive decision. 4. Summing up the discussion and closing the session.

I'm afraid you'll just have to agree to differ on that point.

I don't think there is an immediate answer to Dr. N.'s question.

There seems to be some conflict (contradiction) between your points of view.

Let us just stop the discussion.

32. Study the phrases that may be used in closing a discussion.

And now it is time to sum up the discussion and suggest conclusions.

I'd like to summarize what has been said so far.

I would like to make a few remarks at the end of this discussion.

In conclusion, I would like to say that we seem to have covered a very complex area in a remarkably short space of time.

If I may sum up then, it seems that most of us think that Others argue that

Well, I think I must thank the speakers for their most interesting and most informative presentations.

I thank everyone present here today for being active in our discussion. And to conclude our today's meeting I must say it has been stimulating and professionally rewarding. I declare the meeting closed. Thank you.

33. Respond to the following situation.

At a session that you are chairing, different aspects of the problem you do research on have been discussed. Summarize the discussion emphasizing the importance of cooperation in the field. Close the session.

UNIT 19. DISCUSSION



Subject matter: *Scientific discussion during a panel*
Conversational formulas: *Reference to what has been said, interactions, encouragement, expression of opinion, assessment, judgment*

READING AND SPEAKING

Discussion is aimed at clearing up a problem by presenting, considering and assessing various view points, opinions, approaches, etc. As such, it includes the following organizing elements:

A. Reference to what has been said.

B. Interactions:

- 1) asking for explanation/clarification/opinion;
- 2) making sure the other party understands;
- 3) making sure you understand;
- 4) breaking in;
- 5) encouraging the other party.

C. Expressing one's opinion, assessment, judgment;

- 1) agreeing or disagreeing, expressing confirmation;
- 2) expressing hesitation, doubt, certainty, uncertainty;
- 3) expressing one's own opinion.

Text

1. Read the text. Analyze the phrases in *italics*. What role do they play in the discussion?

SCIENTIFIC EXPERIMENTS ON LIVE ANIMALS

Dr. ARCH: Dr. Curry, you said, *if I followed you*, that the use of animals for cruel experiments is justified if these experiments are conducted for the benefit of mankind.

Dr. CURRY: *Yes, that's what I said.*

ARCH: *Does this mean, then, that the suffering (often unnecessary) and death of thousands of living things can be beneficial to the well-being and the harmonious development of another living being — man?*

CURRY: *Well, that's not exactly what I mean. What I was trying to say is that new areas of medicine and surgery must be safe for human beings. When considered from this point of view, I strongly believe that the life of just one animal may be taken to save the lives of thousands of people.*

ARCH: *I don't see it that way.*

CURRY: *You don't?*

ARCH: *The point is, animals ought to be allowed to enjoy the gift of life. In my opinion, one can't take the responsibility of disposing of the life of anything or anybody.*

CURRY: *Do you mean to say then that you would volunteer, or allow a member of your family to volunteer, to test new medicine, rather than use an experimental animal?*

ARCH: *That's a good question. But I think I would volunteer. I would if the motivation to do it were strong.*

CURRY: *Suppose you would. But do you expect there would be enough volunteers for a drug to be fully tested? Don't you think that the practice of using human volunteers might result in another thalidomide* babies phenomenon?*

ARCH: *Sorry, I didn't catch the last point, Dr. Curry. Would you mind explaining it?*

CURRY: *Not at all. What I mean is that the experiment might bring no damage whatever to the subject himself. But nobody knows how harmful the effect of it may be on the descendants.*

2. Study some organizing elements of discussion.

A. Reference to what has been said

You said/argued/mention that

You made an interesting remark about

You made an appropriate point about

B. Interactions

1. Asking for explanation/clarification/opinion.

Could you specify what/where/how/when/why ... ?

Would you say that again?

Sorry, I didn't catch the last point.

I don't understand, if/how/why

Would you mind explaining it once again?

Your point isn't quite clear yet.
Could you go into more detail about ... ?
Why/where do you think I am mistaken/wrong?

2. Making sure the other party understands.

What I'm saying/trying to say is
What I mean is
I'd like to make it clear that
Let me rephrase what I've said.
Do you follow me?
Are you with me?
Is it clear so far?

3. Making sure you understand.

Did I understand you correctly that ... ?
Do I understand you to say that ... ?
If I understand you correctly, you're saying that
If I followed you correctly, you said/referred to... .
So, what you are saying is
Do you mean to say that ... ?
Does this mean that ... ?

4. Breaking in.

Excuse me, may I say something here?
Sorry to interrupt you but I'd like to ask if/why ...
Excuse me, I'd like to comment on this.
Oh, yes. But what would you say about ... ?
May I ask you a question?

5. Encouraging the other party.

Go on, please.
Yes, what is it?
That's a good/reasonable question.
You don't/aren't/haven't/wouldn't?
Yes?

C. Expressing one's opinion, assessment, judgment

1. Agreeing or disagreeing; expressing confirmation.

Yes, I think so.
I'm of the same opinion/view.

**That's right/(very) true.
Absolutely/Exactly/Quite so.
I agree with you there.
Perhaps, you are right.
That's (not) quite right.
That's (not) exactly so.
I don't think so.
Probably not.
I am afraid I can't agree with you there.
No, I don't see it that way
That's (not) quite right.
(That's) not exactly so.
I see your point/what you mean.
Yes, that's exactly what I said/meant.
That's (not) exactly what I mean.**

2. *Expressing hesitation, doubt, certainty, uncertainty.*

**There is no denying that
Well, let me see/think
I'm not sure that
I doubt that
It's questionable that
Yes, but on the other hand**

3. *Expressing one's own opinion.*

**I guess/think/suppose
To my mind,
In my opinion,
I strongly believe that
I would argue that
As far as I can judge,
As far as I know,**

Exercises

- 3. Reread the text of the discussion. Refer to the arguments given by Dr. Arch and Dr. Curry. Which of the two points of view seems more appealing to you? Give your own opinion using relevant expressions from the lists above.**

4. Encourage the other party to expand on the subject according to the model given.
Work in pairs.

Model. A: I have strong doubts about feasibility of this assumption.

B: You do?

or A: I couldn't do it without serious motivation.

B: You couldn't?

1. I wouldn't interpret it that way. 2. I don't see much potential in this approach. 3. I can't take this conclusion as final. 4. I have several arguments against this standpoint. 5. I can regard this fact as decisive evidence. 6. I'm not ready to accept this idea. 7. I doubt the validity of this interpretation. 8. They are against using this technique. 9. I don't think it's a reasonable way out. 10. I couldn't call these arguments irrefutable. 11. The conclusion isn't convincing. It lacks consistency. 12. The boss is all for trying it once again.

5. One of the students sums up the arguments and counter arguments of the discussion. The others interrupt the speaker using relevant expressions from the lists. Work as a group using the examples given below.

Example. Student 1: The use of animals for cruel experiments is justifiable.

Student 2: It is?

Student 3: Excuse me, may I ask a question? What animals do you mean?

or

Student 1: New areas of medicine must be safe.

Student 2: Yes, but what would you say about human volunteers for medical experiments?

Student 3: Excuse me may I say something here? I doubt that new medicine can be absolutely safe.

6. Ask for the other party's opinion using *do you think* questions.

Model 1. Are they going to hand in their application? (Do you think they are going to hand in their application?

When did he join the research team? (When do you think he joined the research team?

1. Is it in any way feasible? 2. Where can we talk this problem over? 3. Why was his work so much criticized? 4. When did her studies go wrong? 5. Has the new method worked well? 6. What is the main advantage of this approach? 7. Why did they decide to work overtime? 8. Why did she make that rash decision? 9. How long have they worked on the project? 10. What were they discussing so heatedly last night?

Model 2. Teacher: Many people have more leisure time now.

Student 1: Do you really think people have more leisure time now?

Student 2: Why do you think people have more leisure time now?

Student 3: What do you think makes it possible for us to have more leisure time?

1. The demands of some professions have a disruptive effect on private life.
2. Highly civilized societies could do without laws.
3. Examinations don't tell anything about a student's true ability or intellect.
4. Compulsory military service should be abolished.
5. Few young people nowadays acquire knowledge for its own sake.
6. Stories with a moral aren't popular any more.

7. Work as a group. Everyone in turn makes a statement, the others ask *do you think* questions.

8. Agree or disagree with the statements below, express confirmation or uncertainty. Turn to the expressions in exercise 2 for the necessary vocabulary. Extend your statements, make them argumentative.

Example. Student 1: Most women work because it gives them a chance for self-realization.

Student 2: I'm afraid I can't agree with you. I believe a lot of women work because of economic reasons.

1. More education opens more doors to successful careers.
2. A repeated change of one's job broadens one's outlook.
3. An increase in manufacturing brings about migration of families to urban areas.
4. Meddling with Nature is dangerous.
5. Violence is an effective means to solve differences.
6. Women are equal to men in all respects.
7. Computers are as much a blessing as a curse.
8. TV is a unifying factor in the family.

9. Inquire about one specific point of the statements below to make sure you understood correctly. Consult exercise 2 for the necessary vocabulary.

Example. Student 1: Industrialization, new drugs, automation, computerization, well-developed communication and transport systems improve life on earth.

Student 2: Do I understand you to say that further industrialization improves life on the earth?

1. Emigration from overpopulated earth, communication with other civilizations, inquiry into the origin of the universe might be possible issues for space research.

2. Poverty, social and economic problems, and national clashes will exist as long as man lives.
3. Monarchy and totalitarian systems have become obsolete.
4. The manner of dressing and speaking, breeding and behaving are important characteristics of an individual.
5. Financial backing, press and party support, and a well-developed control system are necessary for every government.
6. Big organizations can't work successfully without hierarchy, rewards, high wages, and employee competence and enthusiasm.
7. An adult is adversely affected by childhood psychological wounds, traumatic experiences, and cruel or indifferent treatment.
8. Women are more emotional, less practical, more irrational, and more dependent on instinct than men.
9. An unhappy personal life and the lack of money and material possessions affect the old more than the young.
10. **Make a statement (you may use the statements in the preceding exercises). Let the other students ask you to expand on the point concerned.**

Model. Student 1: TV is a unifying factor.

Student 2: Would you mind explaining that?

Student 3: Your point is not quite clear.

Student 4: Could you specify what you mean by a unifying factor?

LISTENING AND SPEAKING

You will hear two fragments of discussions. In the first fragment A (the female speaker) and B (the male speaker) discuss the factors which can break up marriage and cause divorce. The second dialog deals with the impact of divorce on the children of the divorcing spouses.

Dialog 1

11. Listen to Dialog 1. What changes in social and economic life strongly affect private life?

Do you see my point?

A: Did I understand you correctly that, in your opinion, divorce is mainly caused by factors external to marriage?

B: Yes, that's what I said.

A: Does that mean that you consider ethical, psychological, and physiological factors less important in maintaining or breaking up a marriage?

B: Not exactly. What I was trying to say is that some changes in our social and economic life have a strong impact on private life. They bring about a dramatic increase in divorce.

A: I'm not sure what you mean. To what changes are you referring?

B: The strain and stress of urban life, the sexual revolution, the decline of religion as an inhibiting factor, to name only a few.

A: I see your point.

12. Listen to the dialog once again and answer these questions.

1. Did A adequately understand B's statement?

2. Did A draw correct conclusions from it?

3. Does A need any further explanation of B's point of view?

Back up your answers by reference to the relevant phrases of the text. Turn to the script if necessary.

Dialog 2

13. Listen to Dialog 2. What are the alternative views on the effect of divorce on children?

Would you agree?

A: Excuse me, may I say something here?

B: Yes, what is it?

A: I'm afraid I can't agree that divorce badly affects children in all cases. Sometimes it brings relief.

B: Yes, go on please.

A: When divorce is preceded by family conflicts and quarrels, it is sure to relieve some stress in the child's life. Besides, it gives a chance to have a happier life in a newly-formed family if a divorced spouse remarries successfully.

B: That may be so. But, on the other hand, don't you think that children are usually excluded from their parents' problem-solving and decision-making without any right to participate in them? Their opinions are not taken into consideration, their likes and dislikes are ignored. And this may be a cause of a very dramatic crisis for a child. It doesn't matter how successful the relationship with the new mother or father might be in the future.

Exercises

14. Listen to Dialog 2 again and answer the following questions.

1. Are A and B in full agreement as to the impact of divorce on the children of the divorced spouses?
2. Which of the three statements below is correct?
 - a. B accepts A's point of view.
 - b. B rejects A's point of view.
 - c. B regards A's point of view as plausible.

Back up your answers by reference to the relevant phrases in the text. Turn to the script if in exercise 2.

15. Find the organizing elements in Dialogs 1 and 2. Compare them to the lists of phrases above.

16. A. What is your opinion on the following problem?

What makes married life long-lasting and happy? What are the main factors that bring people to divorce? Who do you think initiates divorce more often, the husband or the wife? Can children cement a failing marriage?

Discuss these questions using appropriate organizing elements of discussion.

B. Here are some recommendations how to make married life happier and more secure.

(to the husband) Kiss your wife in public. She may look embarrassed but she'll love it. (to the wife) Don't tell your husband he's too old or unfit to do some things he wants to do. (to both) Never sleep on a problem without a solution or some agreement.

Can you suggest any recommendations of your own? Go on discussing the problem, expressing your opinions, breaking in with questions, assessments, comments.

17. Practice in pairs some mini-discussions using the suggested topics and strategies. Turn to the lists above for the necessary vocabulary.

Topics for discussion

1. UFOs: are they a reality?
2. The probability of the Earth's collision with another celestial body: is it high?
3. Interracial marriages: are they desirable?

4. Marriage for love: does it guarantee a long-lasting relationship?
5. Esperanto: is it worth learning?
6. Modern children: do they often take the profession of their parents?
7. Present civilization: is it under threat?
8. The development of men's abilities: is there any limit to it?
9. Stress: are its effects always negative?
10. The movie: is it dying out?
11. Pets at home: are they a luxury or a necessity?
12. Horoscopes: are they reliable?

Strategies

1. A. Makes a statement; makes sure B understands it.
B. Confirms the accuracy of understanding. Agrees or disagrees, expresses doubt or uncertainty. Gives reasons.
2. A. Makes an extended statement.
B. Breaks in.
A. Expresses encouragement or asks for clarification.
B. Asks a question or makes a comment giving his/her own opinion.
3. A. Makes a statement.
B. Makes sure he/she understands it.
A. Confirms the accuracy of understanding or makes a correction.
B. Responds by agreeing, disagreeing or expressing hesitation.
A. Encourages B to continue.
4. A. Makes a statement.
B. Asks for an explanation. Gives reasons.
A. Explains. Makes sure B understands.
B. Confirms the accuracy of understanding or makes a correction. Agrees, disagrees or expresses hesitation.
5. A. Makes a statement.
B. Refers to what has been said. Asks B a question.
A. Answers the question, extends the statement.
B. Asks another question.
6. A. Makes an extended statement.
B. Breaks in with a brief comment.
A. Encourages B to expand on the subject.
B. Expresses his/her opinion. Agrees or disagrees with A.
7. A. Makes an extended statement.
B. Refers to what has been said. Makes sure he/she understands.

- A. Confirms the accuracy of understanding or makes a correction.
 - B. Expresses interest. Encourages A to continue.
8. A. Makes an extended statement.
- B. Expresses interest. Asks a question.
 - A. Assesses the question. Gives the explanation.
 - B. Confirms the accuracy of understanding. Expresses his/her opinion on the problem.
 - A. Confirms the accuracy of understanding. Encourages B to continue.
18. Discuss at length one or two of the topics suggested in exercise 8 or any other topics that might interest you. Use the words and expressions you have learned.

ROLE PLAY

17. Organize a conference in your field of study. Working in groups, formulate the theme of the conference, elect the Chair, choose speakers, and participants in discussion. Hold the conference using the information, words, and expressions you have studied.

Commentary

thalidomide — a drug that was once prescribed to pregnant women as a tranquilizer and proved to be fatal for the babies.

UNIT 20. INFORMAL TALKS AND ENTERTAINMENT



Subject matter: *Informal communication during a conference*

Conversational formulas: *Proposing toasts; breaking surprising news and expressing surprise; changing the subject of a talk; showing interest in what is being said*

Lexical study: *Interest/interesting/interested; attend/visit; different/various.*

Writing: *A letter of gratitude.*

READING AND SPEAKING

Along with the scientific program the organizers of a conference (congress) make up a social and cultural program for the participants. A special spouses' program is also offered for accompanying spouses. The information is usually provided in the first or second circular (announcement) and may be further specified. Given below is an extract from the second circular.

Text 1

1. Answer the question before you read Text 1: In your experience, what events are usually involved in a social and cultural program?
2. Read Text 1. What kind of cultural and social program is offered to the prospective participants?

ENTERTAINMENT AND RECREATION

During the Congress, a number of entertainment and recreational events as well as conducted tours will be arranged so that Congress registrants and/or members of their families may take advantage of what is specifically available in Northwestern America.

Social events. On Monday evening, September 25, the Mayor will host a reception for Congress members at the City's Center. This will be a social highlight of the Congress. Please indicate on the Registration Form whether you plan to attend the Mayor's Reception.

Local Hospitality Event is scheduled for the evening of September 26. All Congress Members and their families from outside the United States are invited to spend an evening in the homes and gardens of residents of Greenhill and neighboring communities. Local people are eager to help make the visit of foreign delegates truly memorable. This party will give participants the opportunity to meet in relaxed, informal surroundings.

An all-Congress Dinner is scheduled for the evening of Monday, September 29 and will be the culmination of the previous events of the Congress. The program will include a distinguished speaker who will discuss a subject of general interest. All members and their guests are invited.

Sightseeing. Two types of tours will be offered. The A tours will be for one day or less. B tours will be multiple-day excursions that require overnight accommodations and advance reservations. Some of the tours are outlined below.

Short excursions to local sites of interest will be available throughout the Congress. Visits to art galleries and other cultural and historical centers in the area are also planned. Places to visit, departure times, and costs will be posted near the general registration desk throughout the Congress.

Spouses' Program. We are planning a comprehensive spouses' program as well. A variety of activities, including sightseeing tours, visits to the theaters and museums, a fashion show and a cocktail party will be featured. Registrants are requested to indicate if they will be accompanied by a lady who would be interested in participating in a Spouses' program.

3. What information did you receive on the following points.

a) major's reception; b) all-congress dinner; c) local hospitality event; d) tours; e) ladies' program.

Exercises

4. Replace the words and phrases in *italics* by those from the list below.

1. A "baby-sitting" service *will be organized* by the Host Committee in order to free parents to enjoy the social events and tours. 2. You should *make good use of* any opportunity you have to practice this newly-developed technique. 3. The president of the congress *gave a reception* in the big conference hall of the University. 4. This local newspaper usually features the *major events* of the town life. 5. The scientific field trip I am going to take part in *is set* for October 27. 6. During the conference, I *was anxious* to have informal discussions with my colleagues. 7. Participation in a

scientific conference *provides a possibility* for scientists to establish personal relationships and friendships. 8. In his review paper the progress made in this area of science during the past few years *was briefly described*.

to be eager, to arrange, highlights, to give an opportunity, to take advantage of, to host a reception, to schedule, to outline.

5. If you were a participant in a scientific conference ...

1. In what presentations would you be interested? 2. Would you be interested in discussing your research problem with your colleagues in an informal situation? What are the advantages of such a discussion? 3. Would you become interested in visiting your counterpart laboratories? Why? 4. Which parts of the social and cultural program would be of particular interest to you? 5. Might the Mayor's reception interest you? Why? 6. What would be more interesting for you: a visit to the homes of local people or an excursion to a National Park? Give your reasons.

6. Paraphrase the following sentences using suitable phrases from the list below. Make as many variants as possible.

Example. Teacher: Looking through recent publications, I came across an article that seemed extremely interesting.

Student 1: Looking through recent publications, I became interested in one of the articles.

Student 2: Looking through recent publications, I came across an article which I found very interesting.

Student 3: Looking through recent publications, I came across an article which interested me very much.

etc.

1. The problem of computerization of research is very interesting to scientists in different fields of study.
2. In her new book I came upon some facts which I found particularly interesting.
3. I understand that you are interested in the functions of cell membranes.
4. I became interested in the results you reported. Have you published them yet?
5. Many people are now interested in social psychology.
6. All the problems discussed at today's workshop interest me greatly.
7. I am interested in taking part in all the scientific field trips arranged by the Organizing Committee.

to be interested in something/in doing something; to become/get interested in something/in doing something; to interest somebody; to find something interesting; to be interesting to somebody.

7. Speak about your professional interests, favorite occupations and hobbies using phrases from exercise 6.

8. Choose between the verbs *to visit* and *to attend*. Remember that one *visits* a place or a person: a city, a country, an exhibition, a friend's home, one's relatives, etc. and *attends* a gathering of people: a meeting, a football match, a conference, a lecture, a performance, etc.

1. I am sure the next session will be well (attended, visited): Dr. Ray is to present his paper there. 2. The social and cultural program is very broad and includes field excursions, (attending, visiting) art galleries and meeting local people. 3. The concert was excellent. It's a pity so few people (attended, visited) it. 4. These seminars are held regularly. The number of people (attending, visiting) them is more or less constant. 5. In the second year students are supposed to (attend, visit) French lessons four times a week. 6. She has some trouble with her eyes and has to (attend, visit) the clinic twice a week. 7. I (attended, visited) Shakespeare's birthplace last year. It was an unforgettable trip.

9. Share your experience.

a) What was the social and cultural program of the conference you attended? What places of interest did you visit? What impressed you most?

b) Have you recently visited any interesting exhibition? Have you recently been to a theater or a concert hall? Have you attended any kind of scientific gathering lately? Speak of your impressions.

Text 2

10. Read the text. What are the main points of etiquette you are expected to follow?

ON ETIQUETTE

At a conference when taking part in cultural and social events, one comes into contact with various people of different national traditions and modes of behavior. Nevertheless, there are common codes of behavior determined by the rules of etiquette. Most of these rules are reasonable, some are silly or arbitrary.

Here are a few examples of what we are expected to do at a party:

1. When introduced make sure you hear the name. If you don't, ask to repeat it; if you are still in doubt, ask for the spelling.

2. On informal occasions you may skip the words of greetings and say: "I'm so glad to see you" or "I haven't seen you for ages". When introduced one sometimes says nothing at all — just smiles.

3. A proper handshake is made briefly and firmly. Look the person straight in the eye and smile.

4. Of course all people who are seated together at a meal accept the obligation of talking. Start with safe areas; if you are in difficulty what to start your conversation with, remember that people usually like to talk about themselves.
5. Do not monopolize the conversation. Welcome opinions.
6. Smile rather than frown throughout the party.

Exercises

11. Can you give any examples of the rules of etiquette which are observed in your country at a formal reception? at a business meeting? Do you find them reasonable or are you critical of them? Say why. Do you think that observing the rules of etiquette makes one polite?

12. Make comments on the following sayings.

1. Politeness makes human relations easy and pleasant. 2. Nothing costs one so little and is valued by others so highly as politeness.

13. Study the meaning of *different* and *various* in the opening paragraph of text 2 and fill the blanks in the sentences below. Remember that *different* stresses dissimilarity between two or more objects, while *various* implies a number of similar objects.

1. In the local museum _____ objects of Indian art are on display. 2. If you compare the New Year traditions of England and Scotland, you will see that they are _____. 3. People of _____ social and educational background have little chance to get on well together. 4. The landscape of the Greenhill area is _____. There are hills, small lakes, valleys and woods. 5. One goes to the right, the other to the left, both err, but in _____ ways (*proverb*). 6. At a travel agency you will be offered _____ routes and means of transport to get to the place you want to visit. 7. The picture was painted in _____ shades of blue. 8. Both of them are brilliant speakers, but their manner of presentation is _____. 9. This holiday center is well known for providing _____ kinds of entertainment to satisfy every taste. 10. For _____ reasons I'd prefer not to meet him. 11. This is a _____ car from the one you drove yesterday.

LISTENING AND SPEAKING

14. Listen to a speech made at a banquet. To whom is the toast proposed? Follow the script below if necessary.

Proposing a Toast

Dear Colleagues, Ladies and Gentlemen,

I am not much of a speaker and usually feel embarrassed when making a speech, but on this particular occasion I can't be silent.

Prof. Payne, I'd like to express my appreciation and thanks to you and your colleagues on the Organizing Committee for the splendid and efficient organization of the Conference. You and your colleagues obviously spent many weeks working very hard on all the details of the meeting. Nothing was lacking to make it a success. Everything came off extremely well, and I believe it was the best conference I have ever attended.

The conference was most interesting and beneficial scientifically. In addition, it established personal relationships and friendships, and this is perhaps the greatest value of such a gathering. The meeting achieved its primary purpose, permitting scientists of many countries to meet each other and discuss their work on common problems. I would also like to note that the social events were very pleasant, and added to the enjoyment of our visit.

Prof. Payne, thank you once more for the magnificent job you did as Chairman of the Organizing Committee.

Here's to you and your colleagues!

15. Listen to another speech. What are the merits of the Lady the speaker toasts? Follow the script below if necessary.

A Toast to a Lady

Mr. President,

I'm very happy to have the opportunity to speak. I'll make use of this chance to propose a toast. It's a toast to a lady.

Everyone here knows her most intimately and feels her powerful influence. She's demanding, this lady. One can't get into her good graces unless one is ready to sacrifice to her, absolutely and unconditionally — one's time, one's ability and one's activity, in short, one's whole life. In exchange she grants one torments of creation and thirst for further work.

The lady's not sympathetic. She's more inclined to bring disappointment than joy. She makes people compete and seek priority.

But whatever the lady's faults I'd like to make publicly a declaration of love and devotion to her. It's she who doesn't allow people to stop in their progress. She unites people; she stimulates and pushes them forward to further innovations. It's she who brought into existence the community we all belong to. I'd like to drink to the prosperity and success of our scientific community and our queen — Science!

16. Listen to both speeches again. In what way are they different?

Dialog 1

17. Listen to Dialog 1. Is there a toast in it?

18. Listen to Dialog 1 again. What word is used before drinking when no particular toast is proposed?

What will you have?

A. Let me get you a drink. What will you have?

B. Oh, that's very kind of you. A little sherry would be good.

A. Here is your sherry.

B. Thank you very much. Cheers!

A. Cheers!

19. Make up a toast using the following phrases: *to drink (a toast) to; to propose a toast to; (Here's) to you/everybody present/the success of the work, etc.; Cheers! (used before drinking).*

to closer cooperation and better understanding between the scientific communities of different countries;

to the success of joint research;

to the health of the President;

to the ladies present;

to the hero of the jubilee celebrations;

to the hero of the day.

Dialog 2

20. Listen to Dialog 2. Why do you think Dr. Arch wanted to have a talk with Dr. Rensky?

21. Listen to Dialog 2 again; follow the script below, if necessary.

I'm happy you could make it

ARCH: What a surprise, Alex! I didn't expect to see you tonight. I thought you had a meeting or something. I'm happy you could make it.

RENSKY: Oh, hello, Bob! I got a phone call in the afternoon canceling the appointment I'd made. I'm really glad to be here, I didn't want to miss this party. I am enjoying it.

ARCH: So am I. Besides, it's an excellent chance to make all kinds of informal and pleasant contacts.

RENSKY: So it is.

ARCH: Speaking of contacts, is Paul Smith a colleague of yours? Do you think you could introduce me to him one of these days? I've got an idea that may interest him.

RENSKY: Sorry, Bob. Didn't you hear that he got a Fulbright scholarship* to work in India for the whole semester?

ARCH: Really? What a shame! Well, I'll have to try to reach him by e-mail then.

22. Read Dialog 2 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

23. Note the way Dr. Arch expresses his surprise at seeing Dr. Rensky. Study the following ways of ...

breaking surprising news

I've got news for you. *Dick's got a promotion.*

Did you hear that *Bill hasn't even been offered that job?*

You won't believe it, but *the score was seven to one.*

Believe it or not, the match ended in a *draw.*

You'd better sit down. *Brian has won a million dollars.*

expressing surprise

What a (nice/pleasant/unpleasant) surprise!

That's very surprising.

Really?/Is that (really) so?

I didn't expect it/to get it/you to do it.

Are you serious/kidding?

How about that!

Wow! (very informal)

NOTE: *Oh no!* with a rising-falling intonation is used to indicate unpleasant surprise:

— I'm afraid I left the tickets in the hotel.

— Oh, no!

24. Work in pairs. Break surprising news supplying the missing remarks from the list. React to the news.

1. _____ Dr. Green is appointed head of the Commission.
2. _____ They are through with their work.
3. _____ James has solved the problem at last.
4. _____ Dr. Ray is going to Antarctica to study penguins.
5. _____ Warsaw is proposed as the host city of the next popular science film festival.
6. _____ I managed to bring everyone to my point of view.
7. _____ Professor Foote's published a book of science fiction stories.
8. _____ John has won the first prize in the rally.

25. Study some ways of expressing extreme surprise. Introduce them into the statements given below.

Haven't you heard that *he was fired?*

Don't you know that *they got divorced?*

Don't you remember that *we were invited to that party?*

Haven't we agreed that *you won't interfere with my plans?*

Don't you see that *these data are incomplete?*

NOTE: Be careful using negative-interrogative structures: they can often sound as reproach.

Example. A: Mr. Gray doesn't work here any more. He was relieved from his post a week ago.

B: Don't you know he was relieved from his post a week ago?

1. Are you going back on your word? You promised me you would join our efforts.
2. You can consult him practically on every subject. He is a treasure-house of information.
3. She is sure to help you. She never forgets her promises.
4. I see you haven't started working on the text. This passage should be changed.
5. Why don't you include him in the Committee. He can be very helpful.
6. Martin lives in Sweden now. He has a new job.
7. You shouldn't call again. She doesn't want to talk to you.
8. There are no two ways about it. Dr. Rice's candidacy should be withdrawn. He is gravely ill.

Dialog 3

26. Listen to Dialog 3. Why does Rensky criticize Fred Brown's conclusions?

27. Listen to Dialog 3 again; follow the script below, if necessary.

The session was interesting

RENSKY: Today's session was extremely interesting, wasn't it?

SMITH: Yes, it was. All the presentations were quite good.

RENSKY: I was particularly impressed by Jack Newberg's paper. His data are new and, in my opinion, quite convincing.

SMITH: Well, I can't fully agree with you there. I'm afraid his data are insufficient to allow any generalizations. Speaking of generalizations, what do you think of Fred Brown's conclusions?

RENSKY: To tell the truth, I am rather critical of them. They are not well grounded.

SMITH: Perhaps you know it better. It's not my field. Oh, before I forget. Fred Brown asked me to introduce him to you. Do you mind?

RENSKY: Not at all, I would be glad to meet him and discuss some points of his paper.

SMITH: Look! There he is. Let's walk over to him.

28. Read Dialog 3 in pairs. Trade roles. Reproduce the dialog in pairs.

Exercises

29. Note how many times the speakers change the subject of the talk or introduce a new subject. What phrases do they use? Study the following ways of changing the subject or introducing a new one.

Speaking of our field trip. What is the weather forecast for tomorrow?

(Oh,) by the way, did you hear that Greg won a Fulbright scholarship?

Incidentally, Bob has just bought a new house.

(Oh,) before I forget, There's a phone message for you.

(Oh,) while I remember, tomorrow is Mary's birthday.

Coming/going back to the question of money. Who is paying for that trip?

That/Which reminds me. Have you read Johuson's new book?

30. Read the following mini-dialogs illustrating the use of these expressions.

1. A. Dr. Smith invited me to give a talk in his laboratory.

B. *Speaking of Dr. Smith*, I was greatly impressed by his recent experiments.

2. A. Are you going to the Mayor's reception?

B. I hope so. *By the way*, are we supposed to dress formally?

3. A. I spent the whole evening with Bob and Gary talking of the good old days in college.

B. *Incidentally*, what's become of Sam Raleigh? He was in your class too.

4. A. Tomorrow's session is going to be very interesting.
B. It really is. Oh, *before I forget*, I need to go and have them do a trial run of my visuals.
5. A. Do you know that Wilson is leaving Friday morning?
B. Oh, *while I remember*, there are a few preprints I promised to give him to take along.
6. A. The discussion of Nelson's paper was very hot.
B. It sure was. *Coming back to* the opening speech, I must say I wasn't much impressed.
7. A. I received a letter from Prof. Fulton with some very interesting photos.
B. *That reminds me*. I need to write him a thank-you letter.

31. Respond to the following statements. Change the subject or introduce a new one using the phrases in brackets.

Example. A: Dr. Rensky made a good speech at the farewell party (call him).

B: Yes, it was a great success. Oh, *before I forget*, I promised to call him.

1. I believe Dr. Newberg's new book created quite a commotion (order a few copies for the library).
2. I think it will be a most delightful party (dress is informal).
3. Our visit to Houston is something we'll never forget (call the Fowlers and thank them for their hospitality).
4. It seems to me the scope of the book is much narrower than the title suggests (there is a display of new books in the conference hall).
5. I hope you will have a comfortable journey (confirm the reservations).
6. I spent a most enjoyable evening at the Philharmonic last night (have an extra ticket to a show on Broadway tonight).
7. The weather is going to change for the worse (go on a field trip tomorrow morning).
8. I hate shopping but need to buy some souvenirs (most shops are closed on Sunday).

32. Work in small groups. One person starts by giving his/her impressions of the last conference session, e. g. *Many interesting papers were presented at the last session. The next person responds, then changes the subject: Yes, some were quite outstanding. Speaking of papers, did you read today's Washington Post? Use the guidelines suggested below, then go on with your own ideas. A person who cannot say anything drops out. The winner is the person left when everyone else has dropped out.*

The last session



Dr. Fast from England



Last year's conference in Cambridge



The beauty of Cambridge



A football match in Cambridge



Tonight's sports program on TV



An important phone call



Flight reservation to travel home



Tomorrow's farewell party



Now continue on your own!

Dialog 4

33. Listen to Dialog 4. Why did Dr. Arch register for the excursion?

34. Listen to Dialog 4 again. Follow the script below, if necessary.

A canceled excursion

ARCH: Do you know that the excursion to Green Hill National Park has been canceled?

BELL: Has it? Why?

ARCH: Almost nobody signed up. And I was really looking forward to visiting it.

BELL: Were you? What's so wonderful about the place?

ARCH: It's beautiful and wild country with mountains, canyons, cliffs, and waterfalls. It's great!

BELL: Oh, is it really? Sounds fascinating!

ARCH: And what's more, there are some isolated lakes with sandy beaches.

BELL: Are there? Can we go there on our own?

35. Read Dialog 4 in pairs; trade roles. Reproduce the dialog in pairs.

Exercises

36. How does Bell show his interest in what Arch is saying? What is the model behind all these expressions?

37. Each student in turn makes a few statements on the topics suggested (or any other topic). The others respond by using conversational formulas showing interest. Work as a group.

Model. Student 1: I never go to matinee performances.

Student 2: You don't?

Student 1: The choice of plays is usually poorer.

Student 3: Is it?

Student 1: And there are too many noisy children.

Student 4: Are there?

etc.

Suggested topics

1. My summer vacation.
2. My present work.
3. A book I read recently.
4. A film which impressed me.
5. My last trip abroad.
6. My hobbies and favorite occupations.
7. My eating habits.
8. My likes and dislikes.

ROLE PLAY

38. Make up dialogs following the situations and strategies suggested below. Work in pairs.

Situation 1. A conference participant is impressed with the paper another participant has read. He/she proposes cooperation (giving a series of lectures at his institution). The conversation takes place in the corridor after the session.

A

B

Identifies the other party

Confirms the identity

Introduces him/herself

Responds to the introduction

Compliments B on the paper he/she has read

Thanks A, says what A's appreciation means to him/her

Proposes cooperation in research

Accepts it. Thanks the other party again

Suggests that B give a series of lectures

Shows he/she didn't expect it, gives tentative consent

Go on to make arrangements as to the subject matter of the lectures, the time of the visit and the possibility of reimbursing expenses.

Situation 2. Conference participant A asks participant B about his/her impressions of the session which he has missed. During their talk they change the subject twice: one proposes cooperation, the other asks a favor.

A

B

Explains that he/she missed the last session. Asks about B's general impression of it

Answers the question. Changes the subject and breaks surprising news (*arrival of VIP, newspaper report, etc.*)

Expresses surprise. Goes back to the original subject of conversation. Asks for some detailed information (*the papers read, the discussion that followed, the behavior of the chairman, etc.*)

Responds and adds some critical and complimentary remarks (*while A uses appropriate conversational formulas to show interest*)

Thanks B for the information. Changes the subject, suggests an exchange of preprints

Shows interest and gives consent. Changes the subject: asks about the time of A's departure

Answers the question

Asks to take a diskette to A's colleague, who happens to be B's friend

Agrees

Expresses gratitude

Go on to make the necessary arrangements for future contacts.

WRITING

39. Study the content and composition of a letter of gratitude to the Chairman of the Organizing Committee.

September 20, 2002

Dr. Paul G. Brown
Institute of Geology
1720 Riverside Ave.
Rochester, N.J. 19224 USA.

Dear Dr. Brown,

I am writing to express my gratitude to you and the other members of the Organizing Committee for the splendid organization of the Conference which it was my privilege to attend.

The Conference was most interesting and beneficial as a scientific event and has, in addition, established personal relations and friendships, and this is perhaps one of greatest values of such a meeting. I should also like to express my warmest thanks to you for providing a chance to visit your laboratories and to see at first hand all the interesting work that is going on. I sincerely enjoyed meeting and talking with your colleagues. Please thank them for their effort and time.

With best regards to you and your colleagues,
Sincerely yours,

F. Craft

- 40. Write a letter to the Chairman of the Organizing Committee. Use the phrases given in A (expression of gratitude) and B (evaluation of the scientific and social aspects of the Conference).**

A

1. I should like to repeat/reiterate my thanks and deep appreciation to you personally and to the members of the Organizing Committee for the effort you have made to ensure the success of the conference.

2. On arriving home, I wish to express to you my sincere gratitude for having organized the Conference in such a wonderful and efficient manner. You and your committee deserve great credit for the tremendous effort you put into planning the Conference.

3. Now that I have returned home, I want to thank you once more for the magnificent job you did as Chairman of the local Organizing Committee. Equally impressive was the great effort your colleagues on the Committee made to ensure the success of the Conference.

B

1. The meeting achieved very well its primary purpose to permit the scientists of many countries to meet each other and discuss their work on common problems in an atmosphere appropriate both to scholarship and fellowships. The local arrangements and the atmosphere which they helped to create contributed greatly to the success of the Conference, which represents, in my opinion, a further significant contribution to the establishment of good will and cooperation among the scientists of the world.

2. It gives me great pleasure to note that not only did the scientific sessions proceed at a high level, but the social aspects were very pleasant too. We all enjoyed visiting R. University and looking around the laboratories.

3. All the scientific sessions were well run and extremely interesting. It was both a pleasure and a great honor to have this opportunity to discuss many problems of mutual interest. I feel that an outstanding achievement of the Conference was that many new contacts were made between people interested in different problems.

- 41. Write a thank-you letter to your colleague who hosted you during the Conference. Use suitable sentences from A, B, C, and D.**

A

1. I'd like to thank you and your charming wife for your kindness and generosity. You made my visit to ... unforgettable. I enjoyed every minute of it.

2. Allow me to repeat my thanks and deep appreciation to you personally for making my stay in ... most enjoyable. I'll always recall with great pleasure the time I spent with you and Mrs. Dill in ...

3. I'd like to express to you my sincere gratitude for the hospitality which you and Mary showed me and my colleagues during our stay in I enclose a few photographs to remind you of our visit.

B

1. Please, remember me to all colleagues and friends at your department. I was delighted to meet them and discuss with them many problems of mutual interest. I'm particularly grateful for the time Dr. Smith devoted to showing me around your laboratory.

2. I must particularly ask you to extend my thanks to Prof. Brown for his kindness and assistance.

3. Please, convey my thanks to Dr. Reed for the help and guidance he provided. I am sending him under a separate cover/with this letter a photocopy of the paper I promised.

C

1. I wish we could meet again in the not too distant future. I hope there will be a chance to repay some of your kindness.

2. I look forward to your visit. I hope I will be able to extend the same hospitality to Mrs. Dill/Mary and you.

3. It is my sincere hope that you and some of your colleagues will be able to visit us in You are welcome any time.

D

1. With best/kind regards to you all.

Affectionately yours,

2. With every good wish to you and Mary.

Sincerely,

3. Many thanks and kindest regards.

Yours,

4. Good luck and every good wish to yourself, Mrs. Dean, and your colleagues.

Dr. Arch joins me in sending you and Mrs. Dean his best regards.

Truly yours,

Commentary

Fulbright scholarship — The U.S. Fulbright Scholar Program (initiated by Senator J. William Fulbright in 1946) offers grants for lecturing and research to American and international scholars. It is funded and administered by the U.S. Government.

Appendices

APPENDIX A. Visa application form

NONIMMIGRANT VISA INFORMATION

IMPORTANT — READ CAREFULLY

A valid VISA is necessary for most aliens who wish to apply entry into the United States. Under U. S. law, all aliens seeking admission are presumed to require an immigrant visa unless they establish that they are entitled to receive a visa in one of the nonimmigrant visa categories. The most widely known nonimmigrant visa category is the visitor visa, which is used by aliens who wish to enter the United States temporarily for business purposes (B-1) or for tourism, visit to relatives and friends, or similar reasons (B-2). Other categories of nonimmigrant visas are required for persons who wish to enter as representatives of foreign governments (A & G), in transit (C), as crewmen (D), treaty traders and investors (E), students in academic or language programs (F), temporary workers and trainees (H), journalists (I), exchange visitors (J), fiance(e)s of U. S. citizens (K), intracompany transferees (L), and students in vocational or other nonacademic programs (M), the parents of certain special immigrants (N), temporary workers of extraordinary ability (O), athletes and entertainers (P), cultural exchange visitors (Q), and religious workers (R).

A nonimmigrant visa for a particular category is valid for entry only for the purpose for which it was originally issued. For example, a student visa cannot be used for entry as a visitor, nor can the possessor of a visitor visa enter to study.

A visa is not a guarantee of entry into the United States. The bearer of a visa is subject to inspection at the port of entry by U. S. Immigration officials who have authority to deny admission. Therefore, the recipient of a visa should carry with him/her, for possible presentation to immigration inspectors, the evidence submitted to the consular officer when the visa was obtained.

The validity period shown in a nonimmigrant visa is only the period during which it may be used in making application for admission into the United States; it does not indicate the length of time the alien may spend in the United States. The period for which the bearer of a nonimmigrant visa is authorized to remain in the United States is determined by the U. S. Immigration authorities at the port of entry. A nonimmigrant who remains in the United States beyond the period for which he/she has been granted permission to stay may become subject to deportation.

Certain categories of nonimmigrant visas require special documentation which can be furnished only by an authority in the United States. These categories include students, who must have a valid Form I-20 A-B or I-20 M-N issued by the prospective school; exchange visitors, who must have a Form IAP-66 issued by the sponsoring organization; and temporary workers and trainees, intracompany transferees, fiance(e)s of U. S. citizens, athletes and entertainers, and cultural exchange visitors, all of whom must have a specific petition filed on their behalf and approved by the U. S. Immigration and Naturalization Service.

There may be a fee charged for your visa. If there is a fee it is approximately the same as that which is charged by your government to a United States citizen for a similar type visa.

TO APPLY FOR A NONIMMIGRANT VISA

1. Complete this application form by **PRINTING** all of the answers.
2. Submit your passport with the completed application form. Your passport should be valid for at least 6 months longer than your intended period of stay in the United States.
3. A separate application is required for each traveler, regardless of age, and whether or not more than one person is included in the same passport.
4. Present a recent photograph 1-1/2 inches square (37 × 37 mm) with your usual signature written on the **REVERSE** side. Children under the age of 16 are not required to submit a photograph.
5. Evidence substantiating the purpose of your trip and your intention to depart from the United States after a temporary visit may be required. Such evidence might include: a letter from your employer, documents outlining your plans while in the United States, and other evidence showing why you would return abroad after a short stay, such as family ties, employment, or similar binding obligations in your home country. Students are required to present a completed Form 1-20 A-B or 1-20 M-N; exchange visitors must present a Form IAP-66; and temporary workers and intracompany transferees, fiance(e)s, athletes and entertainers, and cultural exchange visitors must show evidence — a petition approved by the Immigration Service. Supplementary information will also be required of treaty traders and investors, fiance(e)s, and religious workers. Evidence should also be submitted regarding the arrangements you have made to cover your expenses while in the United States and to provide for your departure from the United States.

The above requirements are not inclusive, in that all applicants will not be required to submit all documents, and some applicants will be required by the consular officer to submit additional documents. In order to avoid delay, it is to your advantage to submit as complete documentation as possible when you first submit your visa application.

VISAS BY MAIL

If you wish to apply for a nonimmigrant visa without making a personal appearance at a United States Consular Office, complete this form after having carefully read all of the information contained there. Sign and date the form. Enclose all of the documentation requested. In some localities and under certain circumstances the consular officer may require an applicant to appear in person to apply for a visa. You will be informed if this is considered necessary in your case.

SUPPLY A SELF-ADDRESSED ENVELOPE — LARGE ENOUGH TO RETURN YOUR PASSPORT TO YOU. AFFIX SUFFICIENT POSTAGE TO THE ENVELOPE TO EXPEDITE THE RETURN OF YOUR PASSPORT.

NOTE: As soon as we receive your application, and if your eligibility for a visa can be determined on the basis of the application form and the documents submitted therewith, a **NONIMMIGRANT VISA** will be stamped in your passport which will be returned to you promptly. If there is a question concerning your documentation or eligibility, you will be

invited by mail or telephone to visit the Consular Office for a discussion of your plans to visit the U. S. A.

APPLY FOR YOUR VISA EARLY AND BEFORE
YOU MAKE FINAL TRAVEL ARRANGEMENTS

HOLIDAY NOTICE

Consular Offices are closed on all legal holidays of this country and of the United States of America.

Holidays of the U. S. A.

January 1	New Year's Day
Third Monday in January	Martin Luther King, Jr.'s Birthday
Third Monday in February	President's Day
Last Monday in May	Memorial Day
July 4	Independence Day
First Monday in September	Labor Day
Second Monday in October	Columbus Day
November 11	Veteran's Day
Fourth Thursday in November	Thanksgiving Day
December 25	Christmas Day

PLEASE TYPE OR PRINT YOUR ANSWERS IN THE SPACE PROVIDED BELOW EACH ITEM.

1. SURNAMES OR FAMILY NAMES (Exactly as in Passport)

2. FIRST NAME AND MIDDLE NAME (Exactly as in Passport)

3. OTHER NAMES (Maiden, Religious, Professional, Aliases)

4. DATE OF BIRTH (Day, Month, Year)

5. PASSPORT NUMBER

6. PLACE OF BIRTH

City Province

Country

DATE PASSPORT ISSUED

(Day, Month, Year)

8. NATIONALITY

7. SEX

☐ MALE

☐ FEMALE

DATE PASSPORT EXPIRES

(Day, Month, Year)

9. HOME ADDRESS (include apartment no., street, city, province, and postal zone)

10. NAME AND STREET ADDRESS OF PRESENT EMPLOYER OR SCHOOL (Postal box number unacceptable)

11. HOME TELEPHONE NO.

12. BUSINESS TELEPHONE NO.

13. COLOR OF HAIR

14. COLOR OF EYES

15. COMPLEXION

16. HEIGHT

17. MARKS OF IDENTIFICATION

18. MARITAL STATUS

☐ Married

☐ Single

☐ Widowed

☐ Divorced

☐ Separated

If married, give name and nationality of spouse.

19. NAMES AND RELATIONSHIPS OF PERSONS TRAVELING WITH YOU (NOTE: A separate application must be made for a visa for each traveler, regardless of age.)

24. PRESENT OCCUPATION (If retired, state past occupation)

20. HAVE YOU EVER APPLIED FOR A U.S. VISA BEFORE, WHETHER IMMIGRANT OR NONIMMIGRANT?

☐ No

☐ Yes

Where?

When?

Type of visa?

☐ Visa was issued

☐ Visa was refused

21. HAS YOUR U.S. VISA EVER BEEN CANCELED?

☐ No

☐ Yes

Where?

When?

By whom?

22. Bearers of visitors visas may generally not work or study in the U.S. DO YOU INTEND TO WORK IN THE U.S.? ☐ No ☐ Yes If YES, explain.

25. WHO WILL FURNISH FINANCIAL SUPPORT, INCLUDING TICKETS?

26. AT WHAT ADDRESS WILL YOU STAY IN THE U.S.A.?

27. WHAT IS THE PURPOSE OF YOUR TRIP?

28. WHEN DO YOU INTEND TO ARRIVE IN THE U.S.A.?

29. HOW LONG DO YOU PLAN TO STAY IN THE U.S.A.?

23. DO YOU INTEND TO STUDY IN THE U.S.?

☐ No

☐ Yes

If YES, write name and address of school as it appears on form I-20.

30. HAVE YOU EVER BEEN IN THE U.S.A.?

☐ No

☐ Yes

When?

For how long?

NONIMMIGRANT VISA APPLICATION

COMPLETE ALL QUESTIONS ON REVERSE OF FORM

OPTIONAL FORM 156 (Rev. 4-91) PAGE 1
Department of State

50156-107
PREVIOUS EDITIONS OBSOLETE

NSN 7540-00-139-0053

31. (a) HAVE YOU OR ANYONE ACTING FOR YOU EVER INDICATED TO A U.S. CONSULAR OR IMMIGRATION EMPLOYEE A DESIRE TO IMMIGRATE TO THE U.S.? (b) HAS ANYONE EVER FILED AN IMMIGRANT VISA PETITION ON YOUR BEHALF? (c) HAS LABOR CERTIFICATION FOR EMPLOYMENT IN THE U.S. EVER BEEN REQUESTED BY YOU OR ON YOUR BEHALF?

(a) ☐ No ☐ Yes

(b) ☐ No ☐ Yes

(c) ☐ No ☐ Yes

32. ARE ANY OF THE FOLLOWING IN THE U.S.? (If YES, circle appropriate relationship and indicate that person's status in the U.S., i.e., studying, working, U.S. permanent resident, U.S. citizen, etc.)

HUSBAND/WIFE _____ FIANCÉ/FIANCÉE _____ BROTHER/SISTER _____

FATHER/MOTHER _____ SON/DAUGHTER _____

33. PLEASE LIST THE COUNTRIES WHERE YOU HAVE LIVED FOR MORE THAN 6 MONTHS DURING THE PAST 5 YEARS. BEGIN WITH YOUR PRESENT RESIDENCE.

Countries _____ Cities _____ Approximate Dates _____

34. IMPORTANT: ALL APPLICANTS MUST READ AND CHECK THE APPROPRIATE BOX FOR EACH ITEM:

A visa may not be issued to persons who are within specific categories defined by law as inadmissible to the United States (except when a waiver is obtained in advance). Are any of the following applicable to you?

- Have you ever been afflicted with a communicable disease of public health significance, a dangerous physical or mental disorder, or been a drug abuser or addict? ☐ Yes ☐ No

- Have you ever been arrested or convicted for any offense or crime, even though subject of a pardon, amnesty, or other such legal action? ☐ Yes ☐ No

- Have you ever been a controlled substance (drug) trafficker, or a prostitute or procurer? ☐ Yes ☐ No

- Have you ever sought to obtain or assist others to obtain a visa, entry into the U.S., or any U.S. immigration benefit by fraud or willful misrepresentation? ☐ Yes ☐ No

- Were you deported from the U.S.A. within the last 5 years? ☐ Yes ☐ No

- Do you seek to enter the United States to engage in export control violations, subversive or terrorist activities, or any unlawful purpose? ☐ Yes ☐ No

- Have you ever ordered, incited, assisted, or otherwise participated in the persecution of any person because of race, religion, national origin, or political opinion under the control, direct or indirect, of the Nazi Government of Germany, or of the government of any area occupied by, or allied with, the Nazi Government of Germany; or have you ever participated in genocide? ☐ Yes ☐ No

A YES answer does not automatically signify ineligibility for a visa, but if you answered YES to any of the above, or if you have any question in this regard, personal appearance at this office is recommended. If appearance is not possible at this time, attach a statement of facts in your case to this application.

35. I certify that I have read and understood all the questions set forth in this application and the answers I have furnished on this form are true and correct to the best of my knowledge and belief. I understand that any false or misleading statement may result in the permanent refusal of a visa or denial of entry into the United States. I understand that possession of a visa does not entitle the bearer to enter the United States of America upon arrival at port of entry if he or she is found inadmissible.

DATE OF APPLICATION _____

APPLICANT'S SIGNATURE _____

If this application has been prepared by a travel agency or another person on your behalf, the agent should indicate name and address of agency or person with appropriate signature of individual preparing form.

SIGNATURE OF PERSON PREPARING FORM
(if other than applicant) _____

DO NOT WRITE IN THIS SPACE

37 mm x 37 mm

PHOTO

Glue or staple
photo here

APPENDIX B. Customs declaration

The U.S. Customs Service Welcomes You to the United States

The U. S. Customs Service is responsible for protecting the United States against the illegal importation of prohibited items. Customs officers have the authority to question you and to examine you and your personal property. If you are one of the travelers selected for an examination, you will be treated in a courteous, professional, and dignified manner. Customs Supervisors and Passenger Service Representatives are available to answer your questions. Comment cards are available to compliment or provide feedback.

Important Information

U.S. Residents — declare all articles that you have acquired abroad and are bringing into the United States.

Visitors (Non-Residents) — declare the value of all articles that will remain in the United States.

Declare all articles on this declaration form and show the value in U.S. dollars. For gifts, please indicate the retail value.

Duty — Customs officers will determine duty. U.S. residents are normally entitled to a duty-free exemption of \$800 on items accompanying them. Visitors (non-residents) are normally entitled to an exemption of \$100. Duty will be assessed at the current rate on the first \$1,000 above the exemption.

Controlled substances, obscene articles, and toxic substances are generally prohibited entry.

Thank You, and Welcome to the United States.

The transportation of currency or **monetary instruments**, regardless of the amount, is legal. However, if you bring in to or take out of the United States more than \$10,000 (U.S. or foreign equivalent, or a combination of both), you are required by law to file a report on Customs Form 4790 with the U.S. Customs Service. Monetary instruments include coin, currency, travelers checks and bearer instruments such as personal or cashiers checks and stocks and bonds. If you have someone else carry the currency or monetary instrument for you, you must also file a report on Customs Form 4790. Failure to file the required report or failure to report the *total* amount that you are carrying may lead to the seizure of *all* the currency or monetary instruments, and may subject you to civil penalties and/or criminal prosecution. **SIGN ON THE OPPOSITE SIDE OF THIS FORM AFTER YOU HAVE READ THE IMPORTANT INFORMATION ABOVE AND MADE A TRUTHFUL DECLARATION.**

Description of Articles

(List may continue on another Form 6059B)

Value

Customs
Use Only



DEPARTMENT OF THE TREASURY
UNITED STATES CUSTOMS SERVICE

Customs Declaration

19 CFR 122.27, 148.12, 148.13, 148.110, 148.111, 148.112, 31 CFR 53.16

FORM APPROVED

OMB NO. 1515-0041

Each arriving traveler or responsible family member must provide the following information (only ONE written declaration per family is required):

1. Family Name

First (Given)

Middle

2. Birth date Day Month Year

3. Number of Family members traveling with you

4. (a) U.S. Street Address (hotel name/destination)

(b) City

(c) State

5. Passport issued by (country)

6. Passport number

7. Country of Residence

8. Countries visited on this trip prior to U.S. arrival

9. Airline/Flight No. or Vessel Name

10. The primary purpose of this trip is business: Yes No

11. I am (We are) bringing

(a) fruits, plants, food, insects: Yes No

(b) meats, animals, animal/wildlife products: Yes No

(c) disease agents, cell cultures, snails: Yes No

(d) soil or have been on a farm/ranch/pasture: Yes No

12. I have (We have) been in close proximity of (such as touching or handling) livestock: Yes No

13. I am (We are) carrying currency or monetary instruments over \$10,000 U.S. or foreign equivalent: Yes No
(see definition of monetary instruments on reverse)

14. I have (We have) commercial merchandise: Yes No
(articles for sale, samples used for soliciting orders, or goods that are not considered personal effects)

15. Residents — the total value of all goods, including commercial merchandise I/we have purchased or acquired abroad, (including gifts for someone else, but not items mailed to the U.S.) and am/are bringing to the U.S. is: \$

Visitors — the total value of all articles that will remain in the U.S., including commercial merchandise is: \$

Read the instructions on the back of this form. Space is provided to list all the items you must declare.

I HAVE READ THE IMPORTANT INFORMATION ON THE REVERSE SIDE OF THIS FORM AND HAVE MADE A TRUTHFUL DECLARATION.

X

(Signature)

Date (day/month/year)

For Official Use Only

Customs Form 6059B (11/02)

Departure Number

**Immigration and
Naturalization Service**

1-94

Departure Record

14. Family Name	
15. First (Given) Name	16. Birth Date (Day/Mo/Yr)
17. Country of Citizenship	

Warning - A nonimmigrant who accepts unauthorized employment is subject to deportation.

Important - Retain this permit in your possession; *you must surrender it when you leave the U.S.* Failure to do so may delay your entry into the U.S. in the future.

You are authorized to stay in the U.S. only until the date written on this form. To remain past this date, without permission from immigration authorities, is a violation of the law.

Surrender this permit when you leave the U.S.:

- By sea or air, to the transportation line;
- Across the Canadian border, to a Canadian Official;
- Across the Mexican border, to a U.S. Official.

Students planning to reenter the U.S. within 30 days to return to the same school, see "Arrival-Departure" on page 2 of Form I-20 **prior to surrendering this permit.**

Record of Changes

Port:

Departure Record

Date:

Carrier:

Flight #/Ship Name:

APPENDIX D. Application for admission to graduate school

**TEACHERS
COLLEGE**
COLUMBIA UNIVERSITY

Application for Admission, Part I

FOR OFFICE USE

G/TC# _____

☐ REAPP

Fee Pd. \$_____ Due ☐

Please type or print in black ink

Name _____
Title: Mr., Ms., etc. Family Name First Name Middle Name Social Security Number

NOTE: Your application will be processed under the name given above. If you were registered at any of the institutions listed below under maiden and/or any variations of your name as given above, please write that name here. _____

Permanent address _____
Number and Street City State Zip Code (_____) Work
Telephone

Mailing address _____
Number and Street City State Zip Code (_____) Telephone

Indicate date of termination, if possible. _____
M D Y

Department desired _____ See enclosed Departmental Information Booklet. Area of specialization _____ (T_____) (letter code)

For which degree are you applying?

- ☐ Master of Arts
☐ Master of Science
☐ Master of Education
☐ Nondegree Graduate
☐ Doctor of Education
☐ Doctor of Education in the College Teaching of an Academic Subject
☐ Doctor of Philosophy

For which term are you applying? (insert year)

- ☐ September 19____ ☐ May 19____
☐ January 19____ ☐ July 19____

Country of citizenship _____

If not a U.S. citizen, and presently in the U.S., how long have you been here? _____

Current visa _____

What kind of visa will you hold while at TC? _____

What is your native language? _____

- Check one: ☐ I wish a Student visa (F-1).
☐ I wish an Exchange-Visitor visa (J-1).
☐ I am a Permanent Resident/Immigrant.
My alien registration number is _____

Record of Preparation. (Supply full information regarding preparation to date, including ANY study in Teachers College and Columbia University. List each institution separately in chronological order beginning with undergraduate institutions.)

Dates of Attendance From To	Institution and Location	Department or Major	Degree, Diploma, Certificate, License, etc.	Date of Award

Are you applying for financial aid? ☐ Yes ☐ No

Be sure to complete the Application for Admission, Part II.

Application for Admission, Part II

Name _____ LAST _____ FIRST _____ MIDDLE _____

Department _____ Area of specialization _____ (T _____)

Record of Employment and Activities (i.e., active military service, at home, travel, etc.)

Dates		Institution	Address	Title or Type of Work
From	To			

Have you, since admission to college, been on probation, suspended or dismissed? ☐ Yes ☐ No

If yes, please explain: _____

Do you feel that your college grades are a true index of your ability? If not, what were the factors that prevented your doing better?

What has been your major field of study? _____

In what languages do you have adequate proficiency to translate scholarly material? _____

Give the name, official position, address and phone number of the persons you have asked to write references:

Name	Title	Address	Phone
_____	_____	_____	_____
_____	_____	_____	_____

Test Requirements (Please see your Departmental Information Booklet to determine if test is required.)

	GRE	MAT	TOEFL	ALP(EP)
Date taken				
Scores	Verbal _____ Quant. _____ Analyt. _____ Advanced Test _____ Which Test? _____			
Date to be taken				

Be sure to request that official scores be sent directly to this office. Our institution's code for both GRE and TOEFL is 2905.

PERSONAL STATEMENT: On the reverse side of this page, write a brief statement in which you describe your background, your past work in your intended field of study, your plans for graduate study and a professional career, and any other information you feel is relevant. If you are now in a graduate program at another university, please explain why you wish to leave. If you are not currently registered in an academic program, please describe your activities since last enrolled in an educational institution. (Please typewrite and be sure to type and sign your name on any additional sheets.)

Date _____ Signature of Applicant _____

OPTIONAL: Teachers College has undertaken to insure equality of educational opportunity and to make our programs and services fair and useful to all students. We would appreciate your providing the following information which will be used for statistical purposes only.

Year _____ Month _____ Day _____
Date of birth _____ / _____ / _____ Sex _____ ☐ I have a disability, which is _____

My ethnic background is:

- ☐ American White — Non-Hispanic ☐ American Indian or Alaskan ☐ American Asian
☐ American Black — Non-Hispanic ☐ American Hispanic ☐ Other _____

APPENDIX E. Some differences between American and British English*

I. Vocabulary

AmE	BrE
apartment	flat
baggage	luggage
bill (<i>money</i>)	banknote
busy (<i>about a telephone line</i>)	engaged
to call (<i>somebody on the telephone</i>)	to ring (<i>somebody</i>) up
collect call	reverse charge call
to call (<i>somebody</i>) collect	to make a reverse charge call
can (<i>food/drink container</i>)	tin
candy	sweet(s)
car (<i>on a train</i>)	carriage
check (<i>in a restaurant</i>)	bill
to check in (<i>at a hotel</i>)	to register
cookies	pastry
desk clerk	receptionist
doorman	porter
downtown	city center
driver's license	driving license (<i>or licence</i>)
drugstore	chemist's
elevator	lift
exhibit	exhibition
to fill out (<i>a form</i>)	to fill in
first, second, etc. floor	ground, first, etc. floor
gotten (<i>3rd form of get</i>)	got
graduate (<i>student, school</i>)	postgraduate
guess (<i>in I guess...</i>)	think/believe
high school	secondary school
line, to line up	queue, to queue up
mail	post
movie	film
movies	cinema
one-way/roundtrip (<i>ticket</i>)	single/return
pants	trousers
pantyhose	tights
purse	handbag
restroom/bathroom	toilet
schedule	timetable
subway	underground
vacation	holiday
zip code	postcode

* The list of differences between AmE and BrE is far from complete and only refers to cases to be found in the textbook.

II. Pronunciation

1. *a* is pronounced [æ] before *ss, sk, st, nc*: class, ask, past, chance (BrE [ɑ:])
2. *o* is pronounced [ʌ] when stressed: hot, lot, not, stop, college, doctor (BrE [o])
3. *u* is pronounced [u:] after *d, n, s, t*: duty, new, suit, student (BrE [ju:])
4. *er* is pronounced [ə:] in clerk, current, hurry, worry (BrE [ɑ:] or [ʌ])
5. *r* does not disappear after vowels: car, garden, clerk, theater
5. *r* is often pronounced [d] between vowels: better, pity, city
6. *r* is often left out after *n*: twenty, plenty

III. Spelling

1. Word endings

AmE -g : catalog, dialog, monolog	BrE -gue : catalogue, dialogue, monologue
AmE -er : center, theater	BrE -re : centre, theatre
AmE -ize : analyze, apologize, organize	BrE -ise : analyse, apologise, organise
AmE -or : color, endeavor, honor	BrE -our : colour, endeavour, honour

2. Word- and form-building

In AmE *t* is generally not doubled in building new words or word forms:

AmE travel ⇒ traveler, traveling, traveled BrE travel ⇒ traveller, travelling, travelled

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