И.Л. Пасховер

УЧИМСЯ ОБЩЕНИЮ И ВЕДЕНИЮ ДИСКУSSIONИ

УЧЕБНОЕ ПОСОБИЕ
по развитию навыков устной речи
на английском языке для студентов 1 курса
по дисциплине «Иностранный язык»

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Ситуативные диалоги раздела Pairwork сопровождаются текстами, насыщенными информацией о Великобритании на английском языке: начиная с описания обычая, соблюдаемого при первом знакомстве людей, расставании, новых встречах, и закончивая общепринятыми нормами поведения в разнообразных ситуациях. Задания, предлагаемые после вокабуляра к диалогам, способствуют формированию смыслового и языкового прогнозирования и готовят студентов к участию в диалогическом общении. Основное ядро упражнений составляют диалоги, имеющие характер моделей, код которых предсказуем, и для студентов их выполнение не составит особого труда.

Раздел Talking & Discussing включает дидактический материал (речевые клише, тренировочные упражнения, тестовые задания для коллективной работы с текстами 1А–8А вышеуказанных учебного пособия) для обучения основным этапам ведения дискуссии: выражению мнения, запросу мнения, выражению согласия/несогласия полного или частичного и др. В заключение предлагается методика проведения дискуссии по проблеме определения образованности и образованного человека.

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ПРЕДИСЛОВИЕ

Учебное пособие «Let's Communicate» призвано помочь лицам, изучающим английский язык, справиться с поставленными перед ними задачами: изучение иностранных языков посредством дальнейшего развития инозычной коммуникативной компетенции (речевой, языковой, социокультурной, компенсаторной и учебно-познавательной); овладение новыми языковыми средствами, навыками оперирования этими средствами в коммуникативных целях; систематизация языковых знаний, полученных в среднем общеобразовательном учебном учреждении; расширение объема знаний о социокультурной специфике страны/стран изучаемого языка, формирование умений строить своё речевое и неречевое поведение адекватно этой специфике, умений адекватно понимать и интерпретировать лингвокультурные факты; дальнейшее развитие специальных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, повышать её продуктивность, а также использовать изучаемый язык в целях продолжения образования и самообразования.

Целью освоения учебной дисциплины «Иностранный язык» является формирование ключевых компетенций у студентов средствами иностранного языка.

Дисциплина входит в базовую часть гуманитарного, социального и экономического цикла (Б1.Б3.). Изучению дисциплины предшествуют базовые знания, полученные в среднем общеобразовательном учебном учреждении.

В ходе изучения дисциплины с предлагаемым учебным изданием студент узнает значение новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики, реплик-клише речевого этикета, отражающих особенности культуры страны изучаемого языка и отличия бытовой, профессионально-деловой, учебно-социальной и социально-деловой сфер общения, особенностей разговорного, официально-делового, профессионально-делового и публицистического стилей. Адресату достаточно будет владеть базовыми знаниями нормативной грамматики и минимумом словарного запаса.

Чтобы лица, изучающие английский язык, могли использовать иностранный язык в межличностном общении и профессиональной деятельности, анализировать и оценивать социальную информацию и осуществлять свою деятельность с учётом результатов этого анализа, вокабуляр и речевые обороты предлагаются в диалогических моделях, которые в свою очередь, сопровождаются достаточно объёмным словарным запасом и варьирующимися по сложности выполнения заданиями для упражнения в развитии способности адекватно реагировать согласно ситуации общения.

При составлении учебного пособия были учтены следующие особенности повседневного языка: скорая смена речи и краткость реплик в этой
связи; влияние на речевой акт эмоций, темперамента, устоев и традиций; зависимость от партнёра; разнообразие стилистических уровней в зависимости от темы и участников общения; выразительная идиоматика и эллиптические предложения. Именно в диалогической практике чаще всего требуются умения использовать речевые обороты для реализации тех или иных коммуникативных намерений, таких как: обмен информацией, уточнение её, обращение за разъяснениями; выражение своего отношения к высказыванию и т. д., которые нашли своё место в рубрике «Vocabulary & Language functions» в каждой теме раздела PAIRWORK. Из оглавления видно, какой лексический материал и в какой главе, как и саму тематику диалогов, следует ожидать и можно изучить, что должно снять трудности при самостоятельной работе с пособием. Предлагаемые к диалогам задания способствуют формированию смыслового и языкового прогнозирования и готовят студентов к участию в диалогическом общении. Основное ядро упражнений составляют задания, имеющие характер ситуативных моделей, ход которых предсказуем, и для студентов их выполнение не должно составлять особого труда. В качестве исходного языкового уровня выбран уровень нейтрально разговорного языка, при соблюдении норм которого речь иностранца может быть адекватно воспринята носителями языка. Мини-тексты рубрики «You should know», дающие описание особенностей манеры общения, поведения позволяют обучающимся погрузиться в языковую культуру страны изучаемого языка (Великобритании), развивая их навыки и умения выделять необходимые факты/сведения; отдельять основную информацию от второстепенной; обобщать описываемые факты/явления; оценивать важность/новизну/достоверность информации; извлекать из текста лексико-грамматические явления с целью их распознания и закрепления.

Раздел TALKING & DISCUSSING, включающий дидактический материал (речевые кliche, тренировочные упражнения, тестовые задания на проверку понимания прочитанных текстов из базового учебника и их обсуждения) для формирования навыков полилогической речи, в том числе в форме дискуссии с соблюдением норм изучаемого языка, поможет в обучении основным этапам ведения дискуссии: выражению мнения, запросу мнения партнёра по общению, выражению согласия/несогласия полного или частичного, высказыванию и аргументированию своей точки зрения, что отражено в требованиях к освоению дисциплины «Иностранный язык». Логическим завершением данного этапа обучения может послужить организация и проведение дискуссии по проблеме определения таких понятий, как «образованность» и «образованный человек» в XXI веке, методика проведения которой представлена в заключительной части учебного издания.

Автор-составитель выражает благодарность рецензентам за внесённые ценные замечания и предложения и желает студентам успеха в освоении такого раздела дисциплины, как устная практика.
PAIRWORK


HELLOS

You should know:
It is not usual for people in Britain to greet one another by shaking hands.
However, if you meet someone for the first time in an official capacity, the person welcoming you may well shake hands with you. As a guest allow the initiative to be taken by your host in this matter. There are various greetings you can use depending on whom you are greeting and whether you are meeting him for the first time or not. “How do you do?” and “Pleased to meet you” are both formal greetings and used when you are being introduced to someone for the first time. “How do you do?” is not a question about your well-being. It is a mere greeting used in the same context as “Pleased to meet you.”

Once introduced to someone you just say “Hello” if you are passing by, and “Hello. How are you?” if you think you might stop for a quick chat.
The English are very quick to call each other by their first names, even at work. The title Dr. or Head of … is used usually when you are introduced for the first time, but may well be dropped afterwards.
If the circumstances or the atmosphere are formal it is common to address people as Mr Parkinson, Mrs Reynolds or Miss So-and-so, or to enquire about Tom Parkinson, Anne Reynolds etc.
However, if it is a rather more relaxed atmosphere the people will be on first name terms with each other, irrespective of rank or position.
Take your cue from the people around you in this matter, and if in doubt, call people by their surnames, so as not to cause offence.

What manners, customs and ways of behaviour in Britain are different from those you are used to at home?
Explain some aspects using the following points to help you:
Shaking hands / formal and informal modes of address / the use of titles / the use of first names.

INTRODUCING PEOPLE AT ONE’S PLACE OF WORK (FORMAL)

Mr White
Frau Schulz, may I introduce
Mr Reynolds to you? He is our librarian.

Mr Reynolds
Frau Schulz is from Berlin.

_Frau Schulz_

How do you do?

N.B.
It is quite common for English people to use the German address Herr/Frau/Fraulein when introducing formally.

_Vocabulary and language functions_

**Introducing (formal)**

This is ….
May I introduce … to you?
I’d like to introduce … to you.

Let me introduce … to you.
I’d like you to meet ….

Have you been introduced to …?
Allow me to introduce ….
Pleased to meet you.
(I’m) glad to meet you.
It’s a great pleasure for me to introduce (to you) Mr ….

**INTRODUCING PEOPLE AFTER WORK (INFORMAL)**

_Heather_
Dorothy, have you met Gerd, our guest from Dresden?
_Gerd_
Hello. Nice to meet you.

_Dorothy_
I don’t think I have. Hello, Gerd.

_Vocabulary and language functions_

**Introducing (informal)**

This is ….
Have you met …?
You haven’t met …, have you?
Have you two been introduced?

I don’t think so. I don’t think I/we have.

Do you know …?
Do you know each other?
I don’t think so.
I don’t think I/we do.

Hello.
Nice to meet you.

**Exercises**

1. **Tell your colleague that**
   — you will introduce him to the research group tomorrow
   — you would like him to meet some colleagues from a different section
   — an old acquaintance of yours would be interested to meet him next week
   — you would like to introduce him to your students

2. **Ask your friend whether**
   — he knows Paul Edwards
   — he has already met Sally Mason
   — she has been introduced to the Head of Department yet
   — she has met all the colleagues
   — he knows the colleague with you

**N.B.**
The English will often refer to their colleagues as “friends”.

3. **Introducing colleagues**
   *Fill in the gaps:*
4. **Introducing friends**

*Fill in the gaps:*

He introduced her to his friend who is fond of butterflies.

1. Dorothy, ... met Gerd ... Dresden? – I don’t ... I .... Hello. – ... to meet you.
2. You haven’t ... Hans, ... you? – I don’t ... so. – Hello. – ... meet you. 3. ... two ... before? – ... don’t ... we .... – Nice .... – ... 4. ... two ... introduced? This is Pete, ... Jenny. – Hello. – ... meet you. 5. ... know Jack? – I ... so. 6. Do ... each ...? – I don’t ... do. – ... Sally, ... Mark. 7. Have you met Wendy? – No, ... think .... Pleased ... you.

5. **Situations**

1. At a business lunch you introduce Frau Weber to Colin Burton, the director of a building firm.
2. You are with your friend in a cafe, when another friend of yours comes in. You don’t think they know each other.
**GOODBYES**

**LEAVING A PARTY**

*Ingrid*
I’m afraid I have to go now.

I’m afraid not, but thanks for a lovely evening.

Thank you. Goodbye.

*Wendy*
What a pity! Are you sure, you can’t stay a bit longer?

That’s all right. Have a nice weekend.

Bye.

**Vocabulary and language functions**

**Goodbyes**

Goodbye (then).
’Bye.
’Bye for now.
Cheerio.
See you.

(I’ll) see you soon/later/tomorrow.

(I’m) sorry, but … .
I’m afraid … .
- // - I (really) have to go;

- // - I have to be going (now);
- // - I must be off now;
- // - I can’t stay any longer.
Are you sure you can’t stay a bit longer?

I’d love to, but …. 

**Прощание**

Ну ладно, до свидания.
Пока.
Пока.
Пока.
Увидимся. До скорого (свидания).
До скорого / увидимся позже / до завтра.

(Мне) жаль, однако … .
К сожалению, … .
- // - мне (действительно) нужно уходить;

- // - мне (сейчас) надо уйти;
- // - я должен уйти сейчас;
- // - я не могу дольше оставаться.
Ты действительно не можешь оставаться дольше?
Я бы охотно, но …. 
I had better not, otherwise . . .
Nice of you to have come along.
Glad you could make it.

**Good wishes**

Have a good/nice weekend.
Have a good/nice time.
Enjoy yourself.

**LAST GOODBYES (INFORMAL)**

*Uwe*
I’m going back home tomorrow, and I just thought I’d come to say goodbye to you and to thank you for all the kindness you’ve shown me.

Thank’s very much. I’ll drop you a line once I’m back.

**LAST GOODBYES (FORMAL)**

*Frank Hartmann*
I’ve come to say goodbye and to thank you once again for the invitation and the hospitality shown to me by yourself and your colleagues.

Yes, indeed, I would welcome that opportunity.

*Jane Simmonds*
We’re glad you were able to come and we certainly appreciate the contribution you have made to the project. I do hope you will be able to come next year for the completion.

Well, all the very best to you and have a good flight home.
Vocabulary and language functions

Thanks
Thanks.
Thank you.
Thank you very much.
Thank you very much indeed …
- // - for a most enjoyable even-
ing/time/stay;
- // - for the delicious meal;
- // - for everything;
- // - for your hospitality;
- // - for all you’ve done;
- // - for all the kindness.
We certainly appreciate …. 

Replies to thanks

That’s all right.
You’re welcome.
Not at all.
Don’t mention it.

It was my/our pleasure.

It’s been really nice knowing you.

We’ve enjoyed having you with us.

We are really going to miss you.

Well-wishing

(I hope you’ll) have a good flight back.
Have a safe journey home.
Good luck to you.
Look after yourself.
Take care.
All the best.
All the very best with …. 
I hope everything goes well
(with…/in…) ....

Благодарность
Спасибо.
Спасибо. Благодарю Вас/тебя.
Большое Вам/тебе спасибо.
Очень благодарен Вам/тебе …
- // - за чудесный вечер / приятно проведённое время / пребывание;
- // - за вкусную еду;
- // - за всё;
- // - за Ваше/твоё гостеприимство;
- // - за все, что Вы/ты сделал(и);
- // - за всю Вашу/твою доброту.
Мы действительно благодарны за ….

Ответные реплики

Пожалуйста. Все нормально.
Пожалуйста.
Пожалуйста, не стоит.
Пожалуйста, не стоит об этом го-
ворить.
Мне/нам доставило это удоволь-
ствие.
Было действительно приятно с
Вами/тобой познакомиться.
Отлично (здорово), что Вы/ты
побывал(и) у нас.
Нам будет Вас/тебя не хватать.

Добрые пожелания

(Надеюсь), Ваш/твой полет домой
будет приятным.
Хорошо добраться до дома.
Удачи Вам/тебе.
Следи(те) за собой.
Будь(те) осторожны.
Всего хорошего.
Всего самого наилучшего …. 
Надеюсь, все пройдет хорошо/все
будет хорошо (с …/в …).
I hope things go well.
May I wish you every success with ....

**Passing good wishes on to a third person**

(Please,) give my (kindest) regards to A.
Regards to A.
Love to A.
(Please,) remember me to A, won’t you?
Would you please, give Pete Smith / Mr Jones my kindest regards / my best wishes.

**Until we meet again**

I’ll look forward to seeing you (again) soon / next year etc.
Don’t forget to keep in touch.
Keep in touch!
Remember to drop me a line.
Don’t forget to give me a ring (if ever you ...).
If you are ever here / in X., do come and see me.
I do hope you look us up if you are ever over here again.

**Exercises**

1. **Thanks for doing ...**

The Millers invited Tom and he thanks them for inviting him.
*Complete as shown in the above example:*

The Millers invited me and ....
They served me a nice meal and ....
They showed me round and ....
They came to see us and we ....
They did the shopping for their sister and ....
They brought Tom and Jane a nice present and ....
They introduced us to their friends and ....

2. **Fill in the gaps. Note the different language levels.**

1. **informal**
A: I’m … … have to go now.
B: What a …! Are you … you can’t … a bit … ?
A: I’m afraid …, but thanks … party.
B: That’s … nice weekend ....
A: …

2. **semi-formal**
A: I’m afraid … to go now. I’d like to … a most enjoyable evening.
B: Nice … to have come along. Goodbye then, and regards … Jenny.
A: Many … again for the invitation.

3. **formal**
A: I’m afraid I have … going now, Mr Miller. I have another meeting in an hour!
Thank you … indeed for all the information you have given.
B: You are …. Would you please give Mr Edwards my kindest …. 
A: Yes, I …. Thank you. Goodbye.
B: Goodbye.

4. **informal**
A: I hope you don’t mind, but I really … off now.
My last bus leaves … 10 minutes.
B: I wish you could … a little longer. I’ll … you … Monday. Have a nice weekend.
A: … same …, and if you … Chris, … her … regards.
B: Yes. I …, thanks. Bye.
A: Bye.

5. **semi-formal**
A: I’ve come to say … and to … for … stay.
B: It’s been …. Thank you … work, and … journey home.
A: … remember … to … parents.
B: Yes, certainly. And … a line, please.
A: Yes, I’ll keep ....

6. **formal**
A: Thank you … for the invitation.
B: We are … that you were … to come and we certainly … your contribution … the project. I … hope you will be … to come again next year.
A: Yes, indeed, I would … that opportunity.
7. *informal*
A: Thank you for all the … you’ve … me.
B: We’ve enjoyed … you here … us. I hope you’ll … to come again.
A: I’d love …, but it depends on my work load.
B: Good luck …, and have … journey home.

3. **Say goodbye to your colleague.**

<table>
<thead>
<tr>
<th>You</th>
<th>Your colleague</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goodbye, thanks for… time</td>
<td>pleasure</td>
</tr>
<tr>
<td>regards – your family</td>
<td>everything well – journey</td>
</tr>
<tr>
<td></td>
<td>if ever here – look up</td>
</tr>
<tr>
<td></td>
<td>that’s …, miss you</td>
</tr>
<tr>
<td>2. Goodbye, Thanks – everything</td>
<td>regards to... at....</td>
</tr>
<tr>
<td>remember – parents,</td>
<td></td>
</tr>
<tr>
<td>success – research work</td>
<td>in touch</td>
</tr>
<tr>
<td>drop line</td>
<td>bye, luck</td>
</tr>
<tr>
<td>3. Goodbye, thank you – hospitality</td>
<td>pleasure,</td>
</tr>
<tr>
<td>hope – things well – your project</td>
<td>remember – your colleague</td>
</tr>
<tr>
<td>certainly,</td>
<td>give ring</td>
</tr>
<tr>
<td>… after yourself</td>
<td></td>
</tr>
<tr>
<td>4. Goodbye, thank you – you’ve done</td>
<td>bye</td>
</tr>
<tr>
<td>look forward – see you</td>
<td>not mention,</td>
</tr>
<tr>
<td></td>
<td>success – your new job</td>
</tr>
<tr>
<td></td>
<td>safe journey – care</td>
</tr>
</tbody>
</table>

4. **Go round the class saying goodbye to everyone. Imagine**

1) you are not going to see any of them again for a long time – perhaps never again;
2) you are leaving a party.
MEETING PEOPLE

STARTING A CONVERSATION

Wendy Miller
Hello, Helga. How are you today?

I’m fine, thanks. Are you getting on well with your classes?

Have you already been able to see a bit of the area?

Good. Sounds as if you’re getting about a bit.

BEING LATE

Christa
Hello, Susan.
I do apologize for being late, but I got lost. As I came out of the station I went completely in the wrong direction.

To make matters even worse, I forgot to bring the dictionary along.

Helga Franke
Very well, thank you. And how are you?

Yes, I am. The colleagues are all very helpful.

Yes, a little – the town centre and the area where I live. I’m hoping to see more when I go to Oxford at the weekend.

Susan

Oh, dear!
The main thing is you’re all right. We did start to get worried about you when you didn’t turn up at five.

Never mind.
Tomorrow will do just as well. Come in and have a cup of tea.
MEETING A FRIEND AFTER A LONG TIME

Chris
Oh, hello Brian!
I haven’t seen you for ages!
How are you?

Brian
Fine, thanks.
And how are you?
Have you been away on business again?

All right, except for all that work.

No, not now. I’ve just come back from a two-week holiday.

The Lake District.

Vocabulary and language functions

How to reply to “How are you?”

I’m fine, thank you.
All right, thank you.
I’m very well, thanks.
Fine, thanks.
Great!

When you are not feeling 100 % well you’ll reply to your friend:

All right, except for all that work.

Fine, if it weren’t for the bad weather.
Can’t complain. Thanks.
Not too well, I’m afraid.
Not that good.

How to apologize

I’m sorry.
(I’m) sorry, I …
(I’m) sorry, but …
I’m sorry about that.
I’m awfully sorry …
I’m ever so sorry.
to apologize (very formal)
I do apologize for …-ing.

Как ответить на вопрос «Как у Вас/тебя дела?»

У меня все хорошо, спасибо.
Хорошо, спасибо.
Очень хорошо, большое спасибо.
Хорошо, спасибо.
Великолепно! Лучше всех!

Когда Вы себя не очень хорошо чувствуете, ответьте другу:

Хорошо, если бы не столько работы.
Хорошо, если бы не погода.
Не могу пожаловаться. Спасибо.
К сожалению, не очень хорошо.
Не так уж хорошо.

Как извиниться

Извини(те) / Мне жаль.
(Мне) жаль, что я …
(Мне) жаль, однако/но …
Я сожалею об этом.
Мне ужасно жаль …
Мне очень жаль.
извиняться (очень формально)
Я прошу прощения за ….
Please, accept my apology for …-ing. Пожалуйста, примите мои извинения за …

**How to show understanding**

(Oh,) that’s quite all right. (О), да все нормально / все в порядке.
Never mind. Не думай (об этом).
That doesn’t matter. Не стоит беспокоиться.
Please don’t worry (about it). Пожалуйста, не беспокойтесь об этом.
Oh, that’s O.K. Все в порядке.
Oh, forget it. Оставь(те) это. Забудь(те) это.
Oh, not to worry. Не беспокойся(тесь).
It couldn’t be helped. Тут ничего не поделаешь. Тут уже ничем не поможешь.

**How to show sympathy**

(Oh dear,) I’m very sorry. Ой, я очень сожалею.
(Oh dear,) I’m awfully sorry. Мне ужасно жаль.
What a pity. Как жаль!
How upsetting/annoying. Как неприятно! / Какая досада!
How terrible/awful. Как ужасно! / Как страшно!
That’s bad luck. Вот неудача!
I’m awfully sorry I wasn’t able to help you. Весьма сожалею, что не смог помочь тебе.

**N.B.**

Sometimes it is more expressive to combine two phrases at a time, e.g. That’s annoying, but never mind. Ох, это раздражает, но не ворочай.
That’s all right, don’t worry. Что ж, не ворочай.

**How to express surprise**

I haven’t seen you for ages / days / weeks / some time / quite a while! Я не видел Вас/тебя целую вечность / несколько дней / несколько недель / довольно долго!
What a surprise to see you (here)! Вот так сюрприз увидеть Вас/тебя (здесь).
How nice to see you again. Как здорово увидеть Вас/тебя снова!
Oh, hello?! Вот это да!
Fancy bumping into you! 

Вот так встреча!

Exercises

1. Practise the dialogue “Starting a conversation” (Gap dialogue).

**Wendy Miller**
Hello, Helga. How… today?

I’m fine, …. Are you … well with … classes?

… already … able to see … the area?

**Helga Franke**
Very…, thank you. … you?

Yes, I …. The colleagues are …

Yes, a … – the town centre and … where I live. I’m … to … more when I … to Oxford … weekend.

Good. Sounds as if … a bit.

2. Starting a conversation you may introduce your questions by:

How do/did you like …?

How do/did you find …?

**Replying enthusiastically you would say e.g.:**

I like … very much.

I (really) love/enjoy …

Sometimes you have to think of your answer and hesitate:

Well, I think (that) ….

**Example:**

Your colleague

– How do you like the people over here?

– How do you like our TV programmes?

You

– I like them very much. They are very friendly.

– Well, it’s difficult to say. I haven’t seen very much.

Now practise short conversations according to the examples given.

Your colleague

– things over here

You

– meet many interesting people
– your work here
– not so very different from home
– life in this town
– see many interesting things
– this kind of weather
– not a problem, get used to
– your stay here
– getting on very well
– meals at the students’ canteen
– quite good for the money
– the students’ hostel
– noisy, but always company
– the area here
– colleagues take me around quite a bit
– drivers in this country
– seem to be careful
– travelling
– learn a lot about the people and the country

3. Practise the dialogue “Being late” (Gap dialogue).

Christa
Hello. Susan. I do … for … late, but I … lost. As I came … the station I went completely in the … direction. Oh dear! The main … is you’re …. We … start to … about you when you didn’t … at five.

Susan
To make … worse, I forgot to … the dictionary …. Never …. Tomorrow will … just … well. Come in and … tea.

4. Apologies and responses. Complete:

1. … awfully … I’m so late, but the buses were running very irregularly. Oh dear! But that … matter. As long as you are all right. But when you didn’t turn up at 7 we did start to get worried about you.

2. Please, … my …, but I was held up at the office. The thing is, a visitor came in at the very last minute. … worry. I’ve been busy all the time myself.

3. I’m …, but I couldn’t ask Peter for the book. Never …. It … really …. I can easily ask him next week.

4. I …, but I couldn’t write the report for today. I’ll hand it in tomorrow. Oh, not to …. There’s no great hurry. Tomorrow will do just as well.

5. I promised to bring the photos along, I’m afraid I simply left them on the table. I’m … so ….
Oh, … mind. … quite …. Bring them along next time.

6. I … apologize. I did write the essay, but I couldn’t get it typed up. Oh, that’s…… worry. I’ll be able to read your handwriting.

7. I’ve got the tickets, but only for seats in the balcony. … sorry about …. … forget …. … doesn’t ….
8. … sorry, but I haven’t managed to tell Brian yet about tomorrow’s meeting. Never …. That’s …. I was going to phone him anyway.  
9. … I forgot to bring your book today. I didn’t expect you to be here. That’s …. There’s no great hurry.

5. **You apologize and give reasons. Your partner shows understanding.**

**Example:**

<table>
<thead>
<tr>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sorry I missed the appointment, but the trains were cancelled.</td>
<td><strong>Oh, that’s all right.</strong> Can we meet in the afternoon?</td>
</tr>
<tr>
<td>1) forget to give Paul the letter</td>
<td>– no hurry, give it today</td>
</tr>
<tr>
<td>2) not come round yesterday</td>
<td>– meet next weekend</td>
</tr>
<tr>
<td>3) late for the meeting, buses late</td>
<td>– not yet started</td>
</tr>
<tr>
<td>4) not lend you the book, borrowed myself</td>
<td>– can get it from the library</td>
</tr>
<tr>
<td>5) not ask boss, was absent yesterday</td>
<td>– no hurry</td>
</tr>
<tr>
<td>6) spill coffee over your dress, not careful enough</td>
<td>– old fashioned, buy new one</td>
</tr>
<tr>
<td>7) talk too much, but so much news</td>
<td>– very interesting</td>
</tr>
<tr>
<td>8) not bring photos along, not yet developed</td>
<td>– plenty of time yet</td>
</tr>
</tbody>
</table>

6. **You apologize and give reasons. Your partner expresses sympathy.**

**Example:**

<table>
<thead>
<tr>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sorry I can’t take you to the airport myself, but my car is at the garage being repaired.</td>
<td><strong>Oh, how annoying for you!</strong> I hope it will be roadworthy again by next week.</td>
</tr>
<tr>
<td>1. can’t stay for your talk, not feeling very well today</td>
<td>hope nothing serious, get well – main thing</td>
</tr>
<tr>
<td>2. can’t play football at weekend, sprained ankle</td>
<td>play as soon as healed</td>
</tr>
<tr>
<td>3. not finished typing, dog got run over</td>
<td>serious?</td>
</tr>
<tr>
<td>4. can’t go to the theatre, son got chicken pox</td>
<td>another time</td>
</tr>
<tr>
<td>5. cancel appointment, had car acci-</td>
<td>rearrange meeting</td>
</tr>
</tbody>
</table>
dent this morning
6. no photos from trip, film ruined get photos next visit there perhaps

7. Practise the dialogue “Meeting a friend after a long time” (Gap dialogue).

Chris
Oh, … Tom! … for ages! How …?
All …, … all that work.
No, not … … come back … two weeks holiday.
The Lake District.

Tom
…, thanks … you?
… on business again?
Oh good. … … enjoyed …. Where …?
…!

8. You meet your friend after a long time. Your conversation may be as follows:

You
1. Surprise! How …?
holiday?
where?
enjoy?
2. Fancy …! How …?
… – What … here?
interesting?
3. … for ages! How …?
much work again?
hope, like?
4. Oh, hello?! … here?
…, all that work
where go, what see?
enjoy!
5. How nice … you again. How …?
wife/husband interested

Your friend
…
yes, 10 days
mountains
yes, area, weather, show photos
…, … you?
conference at …, week
yes, subjects, talks, old friends
…
yes, but enjoyed: moved, new flat
yes, area, come and see
excursion, two days, … you?
new plant, test series, meeting
afternoon sightseeing
yes, interesting
…, not expect you at this exhibition
like, impressive
How … son?
regards, best wishes
ASKING AND GIVING DIRECTIONS

Walking around the town you should know:
Left-hand traffic in Great Britain is something that people coming from the continent have to pay special attention to – not only drivers but also pedestrians (пешеходы). Be careful when crossing the street. Use zebra-crossings or subways (подземные переходы) where possible.
Not all traffic lights at big crossroads have separate lights for pedestrians.

Why does traffic in Great Britain cause problems for people coming from the continent?

WALKING AROUND THE TOWN

Stranger

Excuse me, please, could you tell me how to get to the museum?
I’d rather walk, if it’s not too far.

So, I go straight across the traffic lights until I get to a big hotel on the right, where I turn right.

Thanks a lot.
I think I’ll find it.

Citizen

The museum? Well, you can either walk or take the bus.
All right then. If you go up here, you’ll come to a set of traffic lights. Go straight across the lights till you see a big hotel on the corner on the right-hand side. Turn right there.

That’s right. I think it’s the second road on the right after the lights. The museum is just down that road on the left.
**FINDING THE WAY WITH THE HELP OF A MAP**

*Stranger*

Could you tell me, please, where I can find the Asian bookshop?

Well, yes, I have, actually.

So from here, I turn right into this road.

I shall find it from the park. Thank you very much.

*Student*

That’s not so easy from here. You don’t happen to have a map on you, do you?

That makes things easier. Look. We’re here in Brook Street, just behind the college. And Newton Street, where the bookshop is, is there, near the park.

That’s right. Then carry on until you hit the park. Cross through the park until you come out at the other side. Keep to the left.

That’s all right.

**GETTING A LIFT HOME**

*Driver*

Do you need a lift home? I’m going to Greenhill.

Isn’t that near the hospital?

So, if I go down the High Street and turn left at the petrol station we’ll be in Birch Gardens.

Well, if you haven’t got too far to walk?

*Guest*

Oh yes, please. That would be lovely, if it’s not too much trouble. I live in Birch Gardens.

Well, not really. It’s nearer the station than the hospital.

Yes, Except Birch Gardens actually runs parallel to the High Street. And I’m not quite sure whether you can turn off before the petrol station. But if you were to drop me off at the petrol station that would be lovely.

No, it’s only just round the corner. I really appreciate the lift. Thanks very much.
Vocabulary and language functions

street/road
main/major road
side street
lane
avenue
motorway
turning
the first turning to the right

a road running parallel to …
a crossroads
a crossing
(a set of) traffic lights
square/circus

but:
in a different place
car park

Locations

on the left/right (hand side)
to the left/right
(right) on the corner
(just) round the corner
at (the station, the school)
in (West Park, London Road, the High Street)
on the river

near (the station)

close to
next to / beside…
nearby …
far from …
between
facing, opposite
over there

улица/дом
главная улица, проходная улица
боковая улица
переулок
аллея, проспект
автомобильная дорога (шоссе)
поперечная улица, поворот
первая поперечная улица / поворот направо
улица, идущая параллельно …
пересечение улиц
переход, пересечение
светофор
площадь (Trafalgar Square, Piccadilly Circus)

но:
в другом месте, на другой площади
место парковки автомобилей

Места расположения

слева/справа
налево/направо
(прямо) на углу
(сразу) за углом
на, у
в, на

на реке

рядом, совсем близко (возле вокзала)
близ (подле, около)
рядом с…
около, под … (населенный пункт)
dалеко от …
между
напротив
там
in front of … / behind
before/after
beyond
in the area of … / round
somewhere near
in a suburb

on/in the outskirts
in the surroundings
north/south/east/west of

Directions

the direction of (London)
the right/wrong direction
the opposite direction
Which way/direction is it?
it is to the right/left
go to the right/left
  - // - along here
  - // - straight on
  - // - (straight) through
  - // - further down
  - // - further up
  - // - further ahead
  - // - north

go back
  - // - round
  - // - from … to
  - // - across the bridge
  - // - as far as
  - // - up to
  - // - along here till you get to

to walk
to carry on (till)
to keep to the right/left
to turn right/left
to turn off
to turn into George Street
the first (turning) to the right/left

перед/за
dо/после
вдали, на расстоянии, по ту сторону
на территории … / вокруг
где-то в близости
в окрестностях, в пригороде, в
предместве
в предместье (города), на окраине
в окрестностях
севернее/южнее/восточнее/западнее
от, на севере/юге/востоке/западе от

Указания направления

направление (Лондон)
верное/ошибочное направление
противоположное направление
В каком это направлении?
это справа/слева
идите направо/налево
  - // - вдоль
  - // - прямо
  - // - (прямо) через
  - // - дальше вниз
  - // - дальше вверх
  - // - дальше вперед
  - // - на север
идите назад
  - // - кругом
  - // - от … до
  - // - через мост
  - // - до
  - // - до
  - // - вдоль, пока не дойдете до …
идти пешком
идти дальше (до)
держаться правой/левой стороны
повернуть направо/налево
свернуть (с дороги)
свернуть на улицу …
сделайте первый поворот направо/налево
to cross
to cross through …
to hit the park

perесекать
пересекать, переходить через …
выходить в парк / доходить до парка

**How to ask the way**

Excuse me,
- // - can you tell me the way to …, please?
- // - could you tell me how to get to …, please?
- // - do you happen to know how I get to …, please?
- // - would you mind telling me the way to …?

Извините, пожалуйста,
- // - Вы можете подсказать дорогу до …?
- // - Вы могли бы сказать мне, как попасть в …?
- // - может быть, Вы знаете, как пройти до …?
- // - Вы могли бы подсказать дорогу до …?

**How to ask the way**

**Hesitating when giving directions**

That’s not so easy.
(I’m afraid) I don’t know exactly.
(Well,) wait a minute …
I’m not quite sure, but ….
(Hm,) let me think, ….
(Hm,) let me see, ….

Это не так просто.
(Боюсь,) я точно не знаю.
(Вел,) минутку ….
Я не совсем уверен, но ….
(Hм,) мне нужно подумать ….
(Hм,) надо подумать/прикинуть ….

**Hesitating when giving directions**

**Distance and time**

It’s not too far to walk.
It’s only about (5 min.) from here.
It’s quite near, (actually).
Won’t take (you) very long.

Пешком не слишком далеко.
Это в 5 минутах ходьбы отсюда.
Это действительно близко.
Это не займет (у Вас) много времени.
Вы дойдете за … минут.

**Distance and time**

**To give someone a lift**

to get a lift (home)

to take smb. to the station
to drop smb. off
Are you sure you don’t mind?

быть доставленным на машине до дома
подвозить кого-либо до станции
высаживать кого-либо
Вам это действительно удобно?
Isn’t in out of your way?  
Won’t it make you late?  
I appreciate it.

Вам это по пути?  
Вы не опоздаете?  
Благодарю.

Exercises

1. Practise the dialogue “Walking around the town” (Gap dialogue).

**Stranger**

..., please, could you ... how to ... to the museum?

... rather walk, if it’s not ....

So, I go ... the traffic lights ... I ... to a big hotel ... the right, where I ... right.

**Citizen**

The ...? Well, ... either ... or ... the bus.

All right then. If you ... here, you’ll ... to a ... lights. Go ... across the lights ... you see a big hotel ... corner on the right hand ... Turn right ....

That’s right. I think it’s the second ... on the right ... the lights. The museum is just ... that road ... the left.

Thanks .... I think I’ll ....

2. Say where you find the following buildings, sights or places on the map (pic. 1):

the Town Hall / “The Read Lion” (pub) / the boat terminal / the library / the hospital / the boys’ grammar school / the cinema / the swimming pool / the castle / the museum.

3. Have a look at the map of the town and describe the way from the station to

the hospital / the post office / the bank / the castle / the sports centre / the boat terminal
MAP OF THE TOWN

1. GIRLS' SCHOOL
2. POST OFFICE
3. WALPOLE PARK
4. BOYS' GRAMMAR SCHOOL
5. OPEN AIR SWIMMING POOL
6. BOOKS
7. HOTEL
8. THE WHITE HORSE
9. BOAT TERMINAL
10. TENNIS COURTS
11. CINEMA
12. COLLEGE

Pic. 1
and the way from the Hall to

the castle / the station / the tennis courts / the boys’ grammar school / the swimming pool / the petrol station.

4. Practise the dialogue “Finding the way with the help of a map” (Gap dialogue).

Stranger

Could you tell me, please, … I can … the Asian bookshop?

Well, yes, … actually.

So … here, I … right … this road.

I shall find it … the park. … much.

Student

That’s not so easy … here. You don’t … to have a … you, do you?

That makes things …. Look. … here in Brook Street, just … the college.

And Newton Street, … the bookshop is, is …, near the park.

That’s right. Then carry … you hit the park. Cross … the park until you come out … the other side … left.

That’s all right.

5. How to ask the way. Asking directions you may use the following phrases:

Excuse me, can you tell me (best, shortest) way to …, please?
~ can you tell me how to get (from …) to …, please?
~ could you tell me where the … is, please?
~ do you happen to know how I (best) get to …, please?

Excuse me, do you happen to know where the … is, please?
~ would you mind telling me the way to …?
~ but I’m trying to find …. ~ is the … far from here?

Your questions will depend on the situation you are in. What do you ask in the following situations?

1. You ask the receptionist at your hotel for the post office.
2. You have just arrived at the station and have to get to the college.
3. Your meeting at the college is over and your train will leave in about an hour and a half. You think of going to the museum.
4. On your way from the station to the castle you have got as far as West Park and ask again.
5. You have to get quickly from the boat terminal to the station.
6. You have visited the castle and there is still some time for a snack in a pub before going home. The “White Horse” has been recommended to you.
7. You have spent the afternoon sightseeing and are not quite sure how to get back to your hotel from the tennis courts.
8. Coming from the library you cross West Park on your way back to the station. But when you see bridge in front of you you feel that you have got lost and ask the way.

6. **If you don’t know the way exactly you will hesitate and start your answers with phrases like:**

That’s not so easy.
(I’m afraid) I don’t know exactly.
(Well,) wait a minute …, …
I’m not quite sure, but …. 
(Hm,) let me think, …. 
(Hm,) let me see, …. 

Now react the scenes of exercise 5.

7. **Practise the dialogue “Getting a lift home” (Gap dialogue).**

**Driver**

Do you … a … home? I’m … Greenhill.

Isn’t that … the hospital?

So, if I go … the High Street and … left … the petrol station we’ll … in Birch Gardens.

Well, if you haven’t got … walk?

**Guest**

Oh yes, please. That … lovely, if it’s not … much …. I … in Birch Gardens.

Well, not …. It’s … the station than the hospital.

Yes. Except Birch Gardens actually … to the High Street. And I’m not quite … whether you can … before the petrol station. But if you … me off at the petrol station that …. 

No, it’s only … the corner. I … appreciate the …. Thanks very much.
8. **Refer to the vocabulary of dialogue 3 “Getting a lift” for the following situations:** You are leaving the sports centre with your friend, he offers you a lift.

<table>
<thead>
<tr>
<th>You Friend</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>lift → Cambridge</td>
<td>no, thanks, → station, train London</td>
</tr>
<tr>
<td>Cambridge Road?</td>
<td>no, parallel – The High Street</td>
</tr>
<tr>
<td>but north?</td>
<td>yes</td>
</tr>
<tr>
<td>take you</td>
<td>mind?</td>
</tr>
<tr>
<td>no</td>
<td>thanks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You Friend</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>lift?</td>
<td>great! mind? where?</td>
</tr>
<tr>
<td>→ Cambridge, you?</td>
<td>post office</td>
</tr>
<tr>
<td>centre? market?</td>
<td>no, the High Street</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Friend</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>lift? → Cambridge</td>
<td>great, see friend, outskirts, same directions</td>
</tr>
<tr>
<td>in or near Cambridge Road?</td>
<td>know way from station, girls’ school somewhere near</td>
</tr>
<tr>
<td>O.K., take major road, right at school, we’ll find</td>
<td>thanks</td>
</tr>
</tbody>
</table>

9. **Go through the following situations taking it in turns to ask for or give directions. Use the map.**

**Sit. 1:**
You phone your friend to invite him to spend the weekend with you. He lives in London and will drive down via London Road. You live at 24A, Birch Gardens. Give him clear directions as to how to reach your place.

**Sit. 2:**
You have been invited to speak to students at the college. Mr White, one of the teachers, will meet you at the main entrance. He tells you the way from the station to the college.

**Sit. 3:**
You live at 24A, Birch Gardens. You have invited a friend of yours from London to your party. At 7.30 the phone rings. It is your friend, who explains that he
is phoning from a phone box in Cambridge Road and asks how to get to your house from there. You give clear instructions.

10. **Discuss sightseeing:**

1. Do you like guided tours or walking around on your own with a map in your hand?
2. What are the places of interest for you and other people?
3. Where would you take a foreigner to in your country or your home town?
“There is little traffic in our street, isn't there?”
– “Yes, there are very few cars in our street.”

CITY TRANSPORT

Going by bus you should know:
In British towns there are two types of buses in operation, one-man buses where you pay the driver as you enter, and buses with conductors, who collect the fare from you once you are on the bus.

The first type of bus is more usual, although the latter is still quite common in London. Be sure not to present the driver or bus conductor with anything larger than a five pound note as he may refuse to accept it. The bus fares are in proportion to the distance traveled. When paying your fare always say where you are going to.

Standing room on buses is limited.

Whom do you pay the bus fare?
How much is it?

AT THE BUS STOP

Tourist

Excuse me, please, does the number 9 go to hospital?
When is the next one due?

How long will it take to get to the hospital?
Thank you very much.

Englishman

No, you want the 207.
I don’t know exactly, but I think it runs every ten minutes.

I think it’ll take you about 20 minutes.
Don’t mention it.
**ON THE BUS**

Hospital, please.  Thirty-five.
Can you tell me which stop to get off at, please?
I don’t know where it is.

Thanks a lot.

It’s another two stops.
You’ll see the big gate you can’t miss it.
You’re welcome.

Going by **underground you should know:**

The underground in London is made up of a large network of different lines. A map of the underground is displayed in every tube station for you to read and each line is indicated in a different colour. Find out which line the station you want to go is on, in which direction you are heading (i.e. north, south, east or west) and whether you have to change trains.

Before going to the trains you must purchase a ticket at either the ticket office or at a vending machine in the station. In order to get to the trains you either go past the ticket collector or go through a turnstile (турникет). Make sure you keep your ticket safe as you will need to hand it in to the ticket collector when you reach your destination (место назначения). The tickets are usually checked at the top of the escalators or stairs which lead to and from the trains. Failure to produce your ticket when you come out can result in you having to pay quite a heavy fine (громадська штраф). The tube fares vary according to the distance travelled. If you travel further than originally intended you pay the excess fare to the ticket collector. Cheap day return tickets can be purchased from the ticket office after 10 a.m. There is a reduced service on Sundays and bank holidays.

*How do you find the right train?*
*Where do you get your ticket?*
*When and where are tickets checked?*
*How can you save money when going by underground?*

**N.B.**

London Transport offers various types of season tickets for buses and the underground.

**FINDING THE RIGHT PLATFORM (AT OXFORD CIRCUS TUBE STATION)**

**Tourist**

Excuse me, please, does this train
go to St. Paul’s?

No, I don’t think so. You’ve got the wrong line. You want the CENTRAL line.

Could you show me, please, on the map?

Certainly. We are at Oxford Circus, BAKERLOO line. You have to go back upstairs and down again to the CENTRAL line.

Do I have to go through the ticket barrier and pay again?

No, just follow the signs.

Many thanks.

You’re welcome.

Taking a taxi you should know:

Taxi stands are to be found at all railway stations and other convenient pick-up places in town centres. It is also possible to ring for a taxi to come to collect you. Telephone numbers of taxi services can be found in the Yellow Pages (телефонный справочник). Strictly speaking it is not really permitted to hail cabs (taxis) in the street even when the yellow ‘for hire’ sign is illuminated, but nevertheless many people do so and the cab drivers do in fact stop to pick you up. It is usual to give the cab driver a tip on top of the fare, usually about 10–15 %.

When is an English taxi for hire?

What about tipping taxi drivers?

TAKING A TAXI

Taxi driver

Yes, sir – where to?

High Street, please, I have to be at the Town Hall at a quarter past seven.

Don’t worry, I’ll get you there.

Could you drop me off here at the corner?

Yes, right.

Here we are, sir. Got you here in good time.

Thank you.

Passenger

Thanks very much. Keep the change.

Vocabulary and language functions

bus stop

остановка автобуса
terminal/terminus
underground/tube station
platform
ticket, return ticket

fare
reduced fare
(small) change
barrier/gate
escalator
stairs
upstairs/downstairs
to go by bus/train
to get to … by bus
to take a bus/train
to catch a bus/train
to change buses/trains
to get on/off
buses go from … to
- // - run to …
- // - run every 10 minutes
- // - run frequently
- // - stop at …
The next bus is due in 10 min.

the next stop but one
the stop after next
the second stop from here
two stops further on
the taxi driver
- // - gets you to …
- // - drops you off at …

Opening expressions for questions

Excuse me, please, …
Can you tell me, please …?
Could you tell me, please …?

Вводные выражения для постановки вопроса

Извините, пожалуйста, …
Вы можете мне сказать …?
Не могли бы Вы мне сказать …?
Excuse me, please, do you know ...?

**How to read bus number**

22 – the twenty-two  
75 – the seventy-five  
117 – the one-one-seven  
205 – the two-o-five

**Exercises**

1. **Practise the dialogue “At the bus stop” (Gap dialogue).**

   **Tourist**
   
   Excuse me, please, ... number 9 ...  
   the hospital?  
   When is ... next ...?  
   How long ... to ... to the hospital?  
   Thank you. 

   **Englishman**
   
   No, you ... 207.  
   I don’t ..., but I think ... every 10 ....  
   I ... it’ll ... about 20 minutes.  
   Don’t 

2. **Practise the dialogue “Finding the right platform” (Gap dialogue).**

   **Tourist**
   
   Excuse me, please, ... of go to St. Paul’s?  
   Could you ..., please, ... the map?  
   Do ... through the ticket barrier and ...?  
   Many ....  

   **Englishman**
   
   No, I ... so. You’ve ... the wrong line.  
   You ... the CENTRAL line.  
   Certainly. We are ..., BAKERLOO line. You have ... upstairs and ... to the CENTRAL line.  
   No, just ... signs.  
   You’re ....

3. **At Kirov square in Irkutsk tourist asks you for the next bus stop to the Drama Theatre. Practise a dialogue:**

   **English tourist**
   
   bus to the Drama Theatre?  

   **You**
   
   in front of the ISLU
which bus? 3, 21, 23, …
when next? every 7 minutes
fare? 10 – 12 Roubles
where ticket? on bus
get off? next stop but one

Use polite opening expressions for the questions of the exercise.

Begin:

– Excuse me, please …?
– Can you tell me, please …?
– Could you tell me, please …?
– Excuse me, please, do you know …?

4. Rephrase the following statements or questions.

Examples:

It takes (you) 20 minutes to get there by bus.
The bus takes 20 minutes.

1. It is a 20 minute ride to the hospital.
2. He arrived after an 8 minute ride on his bike.
3. I hope you’ll be there in no more than half an hour.
4. Can I get there in 10 minutes?
5. I got there in less than 45 minutes.
6. Was the journey more than two hours?
7. How much time did you spend on the train?
8. How much time will we spend on the plane?

5. Asking for information. What verbs do you need?

Can I … to the Tower with this train? Do I have to … trains to get to St. Paul’s? How frequently do the trains … on Sundays? Does the 207 … to Wim-bledon? Can I … this bus to get to Oxford Street? Where can I … a bus to Wa-terloo Station? I want to go to the college. Could you tell me, please, what stop I have to … at? Does this bus … at the Town Hall?

6. You arrive at the station and want to take a taxi.

<table>
<thead>
<tr>
<th>You ask</th>
<th>The taxi driver answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>– to the college?</td>
<td>– yes</td>
</tr>
<tr>
<td>– far?</td>
<td>– 20 minutes</td>
</tr>
<tr>
<td>– how much?</td>
<td>– £ 2,50</td>
</tr>
</tbody>
</table>
7. *This is what you may say to a taxi driver. Use the correct prepositions.*

*Note:*

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>at the station</td>
<td>на станции / на вокзал</td>
</tr>
<tr>
<td>to the station</td>
<td>на станцию / на вокзал</td>
</tr>
<tr>
<td>to Wimbledon</td>
<td>до Уимблдона</td>
</tr>
<tr>
<td>at 9 o’clock</td>
<td>в 9 часов</td>
</tr>
<tr>
<td>by 9 o’clock</td>
<td>к 9 часов</td>
</tr>
<tr>
<td>for 10.30</td>
<td>к 10.30</td>
</tr>
<tr>
<td>in 15 minutes</td>
<td>через 15 минут</td>
</tr>
</tbody>
</table>

– Can you take me … South Kensington?
– I’d like to be … the Science Museum when they open … 2 o’clock.
– Do you think we’ll be … the station … 15 minutes? My train leaves … 9.24.
– I need a taxi tomorrow morning to get me … the airport. I have to check in … 9.45, and I’d like to be there … 9.30.
– Excuse me, please, could you get me … college … 10 minutes? I missed my bus.
– Could you wait for me … college, main entrance, please, … 9.10? I think our meeting will be over … 9.

8. **Discuss:**

1. *What is public transport in your country like? Think of*
   – service
   – fares, etc.
2. *Regard some aspects of manners and habits:*
   – queuing
   – giving up one’s seat on trams, buses and trains
   – special forms of politeness shown to women.
3. *Compare different places you have been to.*
**APPOINTMENTS**

**MAKING A FORMAL APPOINTMENT AT YOUR OFFICE**

*Mr Watkins*

Good morning, Mr Schmidt. Please, sit down.
Let me see, we’re trying to fix a time when we can meet to discuss the project.
What about Thursday afternoon?

*Mr Schmidt*

Thank you.

That’s correct.
I’m afraid I’ve already got an appointment with Paul Edwards Thursday afternoon, but would Friday morning suit you instead?

Perfect.

Fine. Thank you very much.

Goodbye, Mr Watkins.

**MAKING AN ARRANGEMENT FOR AN EVENING OUT**

*Hans Schmidt*

486 5799. Hello.

Yes, it is. Hello, Bill.

I’d like that very much. Thank you.
Unfortunately I can’t make it Saturday.
I’ve been invited to the reception at

*Bill White*

Hello. Bill White here. Is that Hans speaking?
Hans, I was wondering if you would like to come to the theatre with me. I can get tickets for Saturday night. It’s Shaw’s “Pygmalion”.

the Town Hall.

That’s great. I’d love to join you on Tuesday. It’s very kind of you to go to all that trouble.

I’m looking forward to that. Many thanks again.

INVITATION “ENGLISH STYLE”

Tom

Do you travel round very much at weekends?

How do you feel about going along the Thames Valley? We could visit some of the typical English villages there.

Have you got anything in this weekend? Because if you like I could take you to Henley and Marlow for instance.

Let’s make it Saturday then. If the weather is nice we may even find a little pub to put us up for the night. I’ll pick you up on Saturday morning. 9 o’clock all right?
Fine. See you then.

Hans

Yes, whenever I can. In fact, have you got any suggestions for places to visit around here?

Sounds lovely. I’ve heard it’s really very impressive around there.

Oh, that’s very kind of you. The only thing is, I’m going round to Susan and Peter’s on Sunday evening.

Yes, great.
See you. And thanks again. I’m really looking forward to Saturday.

N.B.
It is sometimes difficult to know what is a real invitation and what is not. “You really must come and see us one of these days” is probably not a genuine
invitation. The best thing is to reply “Thank you very much” and then wait to see whether a specific date is mentioned.

ARRANGING TO MEET A FRIEND

David

Hello, Hans
Fancy bumping into you!
Fine, thanks. Got time for a cup of tea?
Yes, any time this afternoon.
How about meeting at the “Coffee Pot” at 4?
Yes, that’s the one. See you there, then.

Hans

Hello, David. How are you?
I’d love to, but I can’t make it now.
Are you free at 4?

Is that opposite the library?
O.K. – See you.

Vocabulary and language functions

Appointment

I’ve got an appointment with …
Do you have an appointment?
to make an appointment with smb.
to fix an appointment with smb.
to fix a time/a day when …
to arrange a meeting with …
to ask for a meeting
to come for a meeting
to see smb.

I can fit you in on Monday.
That’s settled (then).
Please, sit down.

Invitation, arrangement

to invite, to be invited
to call round

Договорённость, встреча, приём

У меня встреча с …
Вам назначено время встречи?
договариваться с кем-либо о встрече
назначать встречу/прием
назначать, определять время/день,
когда …
dоговариваться о встрече с …
просить о встрече
приходить на встречу
заходить к кому-либо, навещать
кого-либо

Я могу записать Вас на понедельник.
Договорились. Решено.
Садитесь, пожалуйста.

Приглашение, согласование

приглашать, быть приглашённым
посещать кого-либо, проходить
мимо
to come round
to go round
to drop in
to put smb. up for the night
to stay the night
I’ll collect you (from) …
I’ll pick you up.
I’ll give you a ring
at/to Susan and Peter’s (=Susan and Peter’s home)

How to suggest or invite

Would you be interested in …-ing?
Are you interested in …-ing?
Would you like to (come)?
May I invite you to …?
May I take you to …?
I could take you to …
Will you join us?
How do you feel about …-ing?

How about …-ing?
What about …-ing?
What would you like to (do)?
Is there anything in particular you would like to (do)?
Have you ever (done) …?
Have you ever been to …?
Shall we (go) …?
Let’s (go to) …, shall we?
I tell you what: we’ll (go) …. 
Come and see me on …. 
Drop in for a cup of coffee.
May I suggest (we go) …?
I was wondering, if …. 

to wonder
We should be very pleased, if you could …. 

- // -

проходить мимоходом, заглядывать к кому-либо
заглядывать к кому-либо
приютить кого-либо на ночь
оставаться на ночь
Я встречу тебя (Вас) у …
Я захвачу тебя (Вас)/Я заеду за тобой (Вами).
Я позвоню тебе (Вам).
у Сьюзен и Питера / дома у … / домой к …

Как предлагать или приглашать

Вы не заинтересовались бы …?
Вы не интересуетесь?
Не хотели бы Вы (приехать)?
Могу я Вас пригласить на/в …?
Могу я Вас взять с собой на/в …?
Я мог бы взять Вас с собой на/в …
(Вы) не присоединитесь к нам?
Что Вы думаете о …? / Как Вы относитесь к …?
Как на счет …?
Как на счет …?
Что бы Вы хотели (сделать)?
Есть что-нибудь такое, что бы Вы хотели с удовольствием (сделать)?
Вы уже когда-нибудь (делали) …?
Вы уже когда-нибудь были в …?
Давайте пойдем/сходим…?
Давайте сходим на/в …, ага?
Знаете, мы пойдем …. 
Приходите ко мне в …. 
Заходите на чашку кофе.
Могу я предложить (пойти) …?
Мне бы хотелось спросить/узнать ….
очень хотел что-либо узнать
Мы были бы рады, если бы Вы смогли …. 

46
How to suggest a time

Would … be all right?
Would … be convenient?
Would … be possible?

Shall we meet on (Monday) at (9 o’clock)?
Could you make it (Monday / 9 o’clock)?
Let’s make it …
How about (9 o’clock Friday)?
What about (9 o’clock Friday)?
Are you free on/at …?
Have you got time on/at …?

Have you got anything on (on Friday)?
Have you made any plans/arrangements for …?

How to accept suggestions or invitations

(Friday) suits me fine.
(Friday) is O.K.
That’s O.K.
(That’s) all right/fine/perfect/great.

Yes, I’m free on/at …. I’ve got time.
(Yes,) that’s a good/nice/marvelous / not a bad idea.
That would be nice/lovely/marvelous/fantastic/excellent/super.

Yes, with pleasure.
I’d like that very much. Thank you.

I’d love to. Thank you.

Как предложить время

… было бы хорошо?
Было бы удобно …?
Устроило бы …? Было бы возможно …?
(Давайте) встретимся в понедельник в 9 часов?
Вас устроило бы в понедельник в 9 часов?
Давайте … / Скажем, …
Как насчет (пятницы в 9 часов)?
- / -
Вы свободны в (день) / в (время) …?
У Вас есть время в (день) / в (время) …?
У Вас что-нибудь намечено (на пятницу)?
У Вас есть какие-нибудь планы на …?

Как принимать предложения или приглашения

(Пятница) мне подходит / меня вполне устраивает.
(Пятница) подойдет.
Хорошо / Договорились / Согласен.
Хорошо/прекрасно/отлично/замечательно.
Да, я свободен в (день) / в (время) …. У меня есть время.
(Да,.) это хорошая/прекрасная/чудесная /неплохая идея.
Это было бы прекрасно/великолепно/чудесно/потрясающее/отлично/супер.
Да, с удовольствием.
Мне бы этого очень хотелось / Мне это бы очень понравилось.
Спасибо.
Я бы охотно (с удовольствием).
Спасибо.
That’s (really) very kind of you. Thank you. Thank you for your kind invitation.

I’m really looking forward to …-ing. It’s very kind of you to go to all that trouble.

**How to turn down a suggestion or an invitation / Excuses**

I’m sorry, (but) ….  
I’m afraid, …  
Unfortunately, …  
- // - I can’t come.  
- // - I can’t make it.

- // - I’m not free.  
- // - I’m fully booked.  
- // - I’ve got a full day.  
- // - I’m very/rather busy.  
I’ve got something (else) on.  
I won’t be in.  
I’m afraid not.  
I’m not sure if I can make it, (could I let you know?)  
I (really) don’t think I can make it.

Not really, you see.  
Thank you all the same.

**How to make alternative suggestions**

I’d rather ….  
… would suit me better.  
Isn’t there any other time/day that would suit you (instead)?  
Couldn’t you make it another time/day?  
What about …?

Это (действительно) очень мило с Вашей стороны. Спасибо.  
Спасибо (благодарю) за дружеское приглашение.  
Я действительно (буду) рад ….  
Очень мило с Вашей стороны, что беспокоитесь.

**Как отклонить предложение или приглашение / Извинения**

Мне жаль, (но) …. / К сожалению, ….  
К сожалению, ….  
- // - я не могу прийти.  
- // - я не могу это сделать/согласиться.  
- // - я не свободен.  
- // - я очень занят.  
- // - я (буду) занят весь день.  
- // - я очень/достаточно занят.  
У меня другие планы.  
Меня здесь не будет.  
К сожалению, нет.  
Я не уверен, что смогу (могу ли я дать Вам знать?)  
Я (действительно) не думаю, что могу/смогу.  
Знаете, это невозможно.  
Тем не менее благодарю Вас.

**Как делать альтернативные предложения**

Я бы лучше ….  
… подошло бы мне больше.  
Вас не устроило бы другое время / другой день (вместо этого)?  
Вы не могли бы (сделать это) в другое время / другой день?  
Как насчет …?
How to ask about likes

How do you feel about …-ing?
Do you like …-ing?
Do you enjoy …-ing?
Are you keen on …-ing?

How to express interest, likes

I’m interested in …-ing.
I like/love ….
I’m very keen on …-ing.
I (really) enjoy …-ing.
I’ve always liked/loved ….
I’m (really) very fond of …-ing.
(formal)
I quite like …-ing.

How to express dislikes

(I’m afraid) I don’t like …-ing.
I (really) hate to/…-ing.
I’m not too/very keen on …-ing.
I have to admit I rather dislike ….
(formal)
I must say I’m not too fond of …-ing.

Times

at the beginning
in the middle
at the end, weekend

Как спрашивать о том, что нравится

Что Вы думаете насчет …? Как Вы относитесь к …?
Вам нравится …?
Вам нравится …? Вам доставляет удовольствие …? Находите ли Вы интересным …?
Вы сильно хотите …? Сильно ли Вы желаете …?

Как выразить интерес, пристрастие

Мне интересно …., я интересуюсь ….
Мне нравится, я люблю ….
Мне очень нравится, я страстно хочу ….
Мне (действительно) очень нравится ….
Мне всегда нравилось/я всегда любил ….
Я (действительно) очень люблю ….
Мне нравится ….

Как выражать отсутствие интереса/пристрастия

К сожалению (боюсь), мне не нравится ….
Я (действительно) ненавижу ….
Я не очень люблю ….
Я вынужден признаться, что я неохотно ….
Я должен сказать, что я нелюбитель ….

Время

в начале
в середине
в конце, в выходные дни
at weekends  
on Monday  
on weekdays, working days  
at New Year, Easter, Christmas

in the morning  
at noon  
in the afternoon  
in the evening  
at night  
in the past  
at present  
in the future  
at the same time  
at the time  
in the meantime  
next week  
last week  
last year  
at 9, at about 9  
by nine (o’clock)  
to finish by Wednesday  
before, after, till  
during the day  
once, twice a week  
three times a month  
in a week’s time  
in a fortnight  
on Saturday night  
last night  
in (good) time  
on time

Exercises

1. Practise the dialogue “Making a formal appointment” (Gap dialogue).
Mr Watkins: …, Mr Smith. Please, ….  
Mr Smith: Thank you.  
Mr Watkins: Let me see, we’re trying … time when we … to discuss the project.  
Mr Smith: That’s ….  
Mr Watkins: … Thursday …?  
Mr Smith: … I’ve already … with Paul Edwards Thursday …, but … Friday morning … instead?
Mr Watkins: Yes, … Shall we … 9 o’clock … my office?
Mr Smith: …
Mr Watkins: Good. That’s … then. We’ll … things … Friday.
Mr Smith: Fine. … much.
Mr Watkins: … welcome. See you … . Goodbye.
Mr Smith: … , Mr Watkins.

2.  Practise a dialogue following the instructions given.

Your colleague  
You

wants appointment,  
agree, suggest time
 tomorrow?
 not sure,
new suggestion  
busy, but later
suits, fix time  
agree

3.  Complete the following dialogues according to the instructions given.

Your partner  
You

1) will show you round the factory  
accept, but ask for further details
 tomorrow morning  
(when and where)
gives details  
accept
2) will go with you over the new plans  
turn it down, but try to fix another day
 on Monday afternoon  
accept
suggests another day  
accept
3) asks you for a meeting at 2.30 in  
turn down with an excuse
the afternoon  
suggest 4 o’clock
suggests to see you later  
ask for further details (when and
accept
where)
accepts  
gives details

4.  Mr Wagner comes to the departmental office to find out on what day and time the Head of Department, Mr Anson, might be available. Mr Wagner had been asked to make a contribution to a seminar. Both had agreed to discuss details before the seminar.

Imagine you are Mr Wagner. His diary is given below.

From Mr Wagner’s diary
Mon: morning: ask at the office (appointment)
Tus: 9–12 classes
Wed: 8.30 arrival of Susan
      12.50 lunch with the Jones’s
Thur: 3 p.m. tennis
Fri: 11 lecture

Secretary: Good morning, Mr Wagner. What can I do for you?
Mr Wagner: ……………………………
Secretary: Well, Mr Anson has got a full day tomorrow. What about the day after tomorrow?
Mr Wagner: ……………………………
Secretary: And would Friday suit you?
Mr Wagner: ……………………………
Secretary: I think, Mr Anson will be free in the morning. 9 o’clock then. I’ll tell him.

5. **Phone a colleague:**
   – arrange to meet him/her to discuss a common project
   – find a suitable day and time
   – find a convenient (удобное) place
   – agreement

   **Here are a few facts to use in the dialogue:**
   – project in history, a series of tests, etc.
   – early in the morning, after lunch, the day after tomorrow etc.
   – staff lounge (гостиная), free classroom, students’ coffee bar, office, etc.

6. **Complete the following dialogues:**
   1. A: Where shall we go tonight?
      B: What about …?
      A: Yes, ….

   2. A: What shall we do next weekend?
      B: How about …?
      A: I don’t really ….
3. A: Where shall we go for our holidays?  
B: How do you feel about …?  
A: Yes, …. 

4. A: What should we eat tonight?  
B: Have you ever (try) …?  
A: Yes, but … not too keen on … . 

5. A: Shall we go to a Chinese restaurant?  
B: Have you ever (be) to …?  
A: Yes, I …. 

7. **You think your foreign colleague might be interested in going to the theatre.**

   1. **You**
   - buy tickets for Threepenny Opera, 
   - invite friend 
   - suggest Friday
   - Threepenny Opera on Tuesday, too 
   - tell him/her, whether tickets or not

   **Your friend**
   - glad about invitation, asks for time 
   - can’t accept, already invited, see friends 
   - agrees 
   - looks forward

   2. **You**
   - some colleagues to theatre next week, come? 
   - modern play 
   - Wednesday 

   **Your friend**
   - play? 
   - interested, thanks, day? 
   - meets friend, will postpone, inform tomorrow?

   **agree**

   8. **You want to show your foreign colleague a few places of interest in your country.**

   **You**
   - travel round? 
   - weekend into the country? 

   **Your colleague**
   - Irkutsk and Lake Baikal 
   - thanks, but not free, next weekend or …?

   **agree, next weekend, 
   suggest time and place**

   **expresses enthusiasm about trip**
9. **Practise the dialogue “Arranging to meet a friend” (Gap dialogue).**

_David_  
Hello, Hans.  
Fancy ... you!  
..., thanks.  
... for a cup of tea?  
Yes, any ... this .... How ...  
meeting ... “Coffee Pot”... 4?  
Yes, that’s.... See ... there, then.

_Hans_  
Hello, David. How ...?  
I’d ... but I can’t ... now. Are you ... 4?  
Is that ... the library?  
O.K. – See ....

10. **A chance meeting.**  
_You meet a friend you haven’t seen for ages and arrange another meeting with him._

_You_  
surprise  
How ...?  
in a hurry,  
suggest meeting  
suggest time  
fix time and place

_Your friend_  
surprise, too  
positive answer, asks back  
agreement  
slight change  
confirms (подтверждает), expresses joy

11. **Pairwork “Making an appointment”**.

Mr Black is on business in London. He is planning to stay there for three days. He has to make an appointment with Mr Smith, the sales manager of the firm Elco.  
_Student A_ takes the part of Mr Black.  
_Student B_ takes the part of Mr Smith.

**MR. BLACK.** Telephone your partner Mr Smith early in the morning on Monday and make an appointment with him. On Monday at 3 o’clock you are visiting an exhibition, on Wednesday at 12 you are visiting a factory. Your departure time on the same day is 7 p.m.  
**MR. SMITH.** You think it is necessary for you to meet Mr Black. Find the most convenient time for the appointment. Remember that on Monday you will be at the conference and on Tuesday you are having a meeting at 11 o’clock. You have a lot of time on Wednesday.
12. **Pairwork “Making a suggestion”**.

You are a guide of a specialist from France who arrived in Great Britain on a business trip from 12 January to 12 February. You can find the problems he is interested in in the chart on the page 113. Look through “Coming Events” and make a programme for him.
**HOUSE AND HOME**

What **you should know** about housing in Britain:

Most English people live outside town centres in residential/suburban areas and commute to their place of work in town. They usually buy their own house by taking out a mortgage. Flats are not very common, except in the larger cities of Britain, and rented accommodation is often difficult to find.

The typical family house in Britain is a small two-story house with three bedrooms, lounge/dining room and with kitchen and bathroom facilities. The houses are often built in rows (terraced), in pairs (semi-detached) or standing on their own (detached) with small gardens at the front and back of the house.

**What kind of accommodation do British people live in?**
**Name the types of houses on the market and explain the differences.**
**How do most British people manage to buy their own house?**

**INVITED TO A COLLEAGUE’S HOME**

**You**

What a lovely house!

Great! It is quite different from the houses at home.

It looks very cosy and so tastefully furnished. Is that a real fireplace?

I quite agree. There’s nothing like a good log fire on a cold winter’s evening.

But you’ve made the most of every bit of space. The tiles and curtains go well together.

**Your colleague**

Oh, thank you. We bought it three years ago. Let me show you round.

This is the living room.

Yes, we like a real fire, even though we’ve got central heating in the house.

Let’s go through into the kitchen. It’s a little on the small side.

Glad you like it. Let’s go upstairs.
How many bedrooms have you got?

**AT A FRIEND’S HOME**

*Erika*
Oh, you’ve completely redecorated the room. You’ve changed the wall-paper and put up some new shelves.

Definitely. I think the textured wall-paper is very subtle and the book-shelves and new stereo make the room look very modern.

*Louise*
Well, I’m afraid it was long overdue. The walls had got a bit dirty. Do you think it’s an improvement?

I’m glad you like it, because to begin with we couldn’t make up our minds about the wallpaper, whether to choose a textured one or one with a busy pattern.

Well, it’s nice to have one’s opinion confirmed by someone else.

Thanks very much.

**Vocabulary and language functions**

**Rooms**
sitting room
living room
lounge
bedroom
kitchen
bathroom
hall
box room

**Furniture**
bookcase

**Комнаты, помещения**

жилая комната
- // -
спальня
ванная комната
прихожая, вестибюль
маленькая комната

**Мебель**

книжный шкаф
bookshelf  
(chest of) drawers  
glass case  
sideboard  
table  
chair/armchair  
sofa/couch  
bed  
bedside table  
wardrobe  
mirror  
sink  
cupboard

**N.B.**

Living rooms in Britain are furnished in a somewhat different fashion than in Russian homes, e. g. you won’t find anything like a “стенка”, the English prefer single pieces of furniture.

**Furnishing**

to furnish  
to arrange the furniture  
to rearrange the furniture  
to move pieces of furniture  
to put smth., somewhere  
to put up smth.  
the latest acquisition

**Heating**

to install  
central heating  
radiator  
heater  
electric/gas fire  
cooker, oven  
fireplace  
log fire  
stove, stove heating

**Обстановка квартиры**

обставлять  
ставить мебель  
переставлять мебель  
передвигать мебель  
ставить, класть что-либо, куда-либо  
подвешивать что-либо, поднимать  
последнее приобретение

**Отопление**

встраивать, устанавливать  
центральное отопление  
радиатор, отопительный прибор, батарея (центрального отопления)  
нагревательный прибор  
электрическая/газовая плита  
плита, духовой шкаф  
камин  
древесное отопление  
печь, печка, кухонная плита, печное отопление
**Interior decorating**

to decorate

to redecorate
to paper
to paint
to cover with
to change
wallpaper
curtains
carpet/to carpet
wall-to-wall carpeting	
tiles
textured
plain
a busy pattern

**What is it like?**

cosy
comfortable
subtle
tasteful

**Complimenting**

You did a very good job on the room.
You made the most of every bit of space.
The room is tastefully furnished.
It goes well with the furniture.
It doesn’t detract from your furnishings.
It is one of my favourite things.
It looks delightful.
There’s nothing like a log fire.

**Miscellaneous**

to make up one’s mind

**Внутренняя обстановка**

оклеивать обоями (комнату), обивать (мебель), красить
обновлять, ремонтировать
克莱ить обои
красить
 покрывать чем-либо
изменять, менять
обои
 занавески
ковер / стелить ковер
ковровое покрытие
кафель/черепица
текстурный
одноцветный
живой орнамент

**Как это выглядит?**

уютный (уютно)
удобный
неуловимый, утонченный
со вкусом

**Делать комплимент**

Вы хорошо поработали над комнатой.
Вы использовали пространство с максимальной пользой.
Комната обставлена со вкусом.
Это хорошо подходит к мебели.
Это не портит Вашу обстановку.

Это одна из моих любимых вещей.
Выглядит восхитительно.
Нет ничего подобного дровяному отоплению.

**Общее**

решаться на что-либо
Exercises

1. **Practise the dialogue “Invited to a colleague’s home” (Gap dialogue).**

   **You**
   
   What a lovely house!
   
   Great! It is quite … from the houses at home.
   
   It … very cosy and so tastefully …. Is that a real fireplace?
   
   I quite agree. There’s nothing … a good log fire … a cold winter’s evening.
   
   But you’ve made … of very … of space. The tiles and the curtains … together.
   
   How … bedrooms have you got?
   
   **Your colleague**
   
   Oh, thank you. We … it three years …. Let me … round.
   
   This is the living room.
   
   Yes, we like a real fire, even though we’ve got … in the house.
   
   Let’s go through … the kitchen. It’s a little on the small side.
   
   Glad you … it. Let’s go upstairs. … show you the bedrooms.
   
   Three, but one is a little box room, just big … for one bed.

2. **Practise the dialogue “At a friends home” (Gap dialogue).**

   **Erica**
   
   Oh, you’ve completely … the room. You’ve … the wallpaper and … some new shelves.
   
   Definitely. I think the … wallpaper is very … and the bookshelves and new stereo make the room … very modern.
   
   **Louise**
   
   Well. I’m afraid it was long …. The walls … a bit dirty. Do you think it’s an …?
   
   … you like it, because to begin with we couldn’t … our minds about the
Well, I think a … wallpaper makes the room look larger and doesn’t … from your furnishings.

Yes, I really think you did … on the room.

Well, it’s nice to have one’s opinion … by someone …. Thanks very much.

3. Your friend wants to find out about your home. He asks about the following:

- how many rooms?
- favourite things in your rooms?
- your latest acquisitions?
- next improvement?
- your taste in interior decorating?

Now, reverse the roles with your partner, and you ask the questions.

4. Your friend is showing you round his flat and you are complimenting on his furnishings. Refer to “Complimenting” to help you.

Example:
Your friend: sitting room – This is our sitting room.
You: taste – Oh, it is really tastefully furnished.

Practise:

<table>
<thead>
<tr>
<th>Your friend</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>small kitchen</td>
<td>space</td>
</tr>
<tr>
<td>bedroom on the small side</td>
<td>wallpaper</td>
</tr>
<tr>
<td>new curtains in the lounge</td>
<td>colour</td>
</tr>
<tr>
<td>fireplace</td>
<td>log fire</td>
</tr>
<tr>
<td>sitting room redecorated</td>
<td>good job</td>
</tr>
<tr>
<td>new armchairs</td>
<td>pattern</td>
</tr>
<tr>
<td>glass case</td>
<td>piece of furniture</td>
</tr>
<tr>
<td>bathroom</td>
<td>tiles</td>
</tr>
</tbody>
</table>
5. Mrs Davidson has been invited to Mrs Pardee’s home. Mrs Pardee shows her round.

Mrs Pardee          Mrs Davidson

sitting room        cosy, armchairs
kitchen, small      use of space
bedroom             curtains and carpet
bathroom            colour

6. The Baxter family has got a new house. Mrs Baxter has invited her foreign colleague, Mrs Rivera, to a house-warming party.

Mrs Rivera         Mrs Baxter

lovely house        show round: living room
fireplace!          yes, log fire cosy,
central heating too? yes, now upstairs
two bedrooms?       curtains, wallpaper: What do you think …?

yes, plain, go well now next door: bathroom
tiles               to keep clean

7. Two friends meet after a long time. Tracy enters Helga’s living room:

Tracy           Helga

completely redecorated long overdue
new carpet and bookshelves pattern of the carpet too busy?
no, plain curtains; old glass case delightfull latest acquisition, favourite things
did very good job opinion confirmed
great improvement thank you

8. Discuss:

1. What does a house, a flat, a home mean to you? Is it a status symbol?
2. Would you prefer living in a flat or in a house of your own? (advantages – disadvantages)
“Let’s go there by train.” – “But we can get there by coach as well.”

**COACH AND RAIL TRAVEL ENQUIRIES**

Booking coach tickets you should know:
National Travel is responsible for operating the Express Coach Network all over Britain (in Scotland – Scottish Bus Group). Travelling by coach is considerably cheaper than going by train, but it takes longer to get to your destination. “Golden Rover” and “Cutback Day Return” tickets can save you quite a lot of money. Enquiries for coach services can be made through travel agents at any local bus station. It is generally advisable to book in advance. Timetables and brochures are available free of charge. Different guided tours are also offered.

**What are the advantages or disadvantages of travelling by coach?**

**BOOKING COACH TICKETS**

**Passenger**

Could you tell me, please, if there is a direct bus service to Crawley?

Thank you. I’d like to get to Crawley for about 10 o’clock in the morning. Could you tell me what time I would have to catch the bus from the bus station?

On a weekday.

That’s quite convenient. Could you also tell me, how much the return fare is?
I’d like a return ticket, please.

**Clerk**

I’m afraid there isn’t. You have to catch the 206 to Uxbridge and then carry on with the number 17 to Crawley.

Are you traveling on a weekday or at the weekend?
Well, there’s the 719 which will get you to Crawley for 10.13.

£8.70.
Fine. I’ll just write out the ticket for you.
Travelling by train you should know:
Time tables for individual routes are available free of charge. There are several types of tickets: single and various return tickets, e. g. cheap day return after 10 a. m. and weekend return. With return tickets it is advisable to check the times and trains for which these tickets are valid.

Inter-City trains, as the name suggests, link major cities in the U. K. No extra charge is made for the service. These trains make only a few stops between the main centres. Besides the Inter-City trains there are also many local trains which don’t stop at every local station. So, make sure the train you want to take stops at the station you require.

Don’t forget to hang on to your ticket as you have to show your ticket to the ticket collector before you get onto the platform and before you leave the station.

Explain the various fares that are available.
What mustn’t you forget to do with your ticket?

ASKING FOR TRAIN CONNECTIONS
(At the Booking Office of a small town north west of London)

Passenger

Could you tell me the best way to get to Colchester, please?

I need to get to Colchester for about 6 p. m. Could you tell me if there is an Inter-City which will get me there roughly for that time?

What train do I need to catch from here to get to Liverpool Street in time?
So I’ll have to take the underground from Marylebone to Liverpool Street? Is it a direct line?

Clerk

The best thing would be for you to catch a train into London and then the Inter-City to Norwich which stops at Colchester on the way.

You’re in luck. There’s the 17.05 from Liverpool Street, which will get you to Colchester by 17.50.

There’s the 15.10 from here which arrives at 16.05 in Marylebone.

I’m afraid not. If you look at the map of the underground here, you’ll see that you have to change at Baker Street.
What about the journey back? Is there a train which leaves Colchester at about 7 p.m. on Sunday?

Thanks very much. You’ve been very helpful.

Vocabulary and language functions

**Coach/bus**

destination
to book in advance
guided tour
connection
excursion
to book a seat on the coach
to cancel a trip

**Train**

The train gets into Liverpool Street at ....
The train will get you to ....
to catch a train
to catch a train into London from here
to change trains
roughly for that time
You might make the 20.50.

**Making sure**

Did you say …?
Didn’t you say …?
Does this mean …?
Does this include …?

There’s the 19.20 which gets into Liverpool Street at 20.05. You might make the 20.50 to High Wycombe. Otherwise there’s the 21.30.

Туристский автобус / автобус

место назначения
бронировать билет
групповая поездка
соединение, связь
экскурсия
бронировать/резервировать место в туристском автобусе
отказаться от поездки

Поезд

Поезд прибывает на Ливерпуль-стрит в ....
Поезд доставит Вас в/на …
успеть на поезд
успеть на поезд, идущий отсюда в Лондон
пересаживаться
приблизительно в это время
Вы могли бы успеть на поезд, который отправляется в 20.50.

Уточнение (информации)

Вы сказали …?
Разве Вы не сказали …?
Значит ли это …?
Включает ли это в себя …?
Exercises

1. You want to go with your friend on a local coach trip to Windsor and Eton at the weekend. Your friend got all the information from the travel agent’s which he explains to you.
   Sometimes you want to make sure you’ve understood properly or want to know further details.
   Use the following appropriate introductory phrases:

   Did you say …?        Does this mean …?
   Didn’t you say …?     Does this include …?

   1) a guided tour to Eton for £6 – … lunch?
   2) trips twice a month – … every weekend?
   3) bus from Victoria Station – … Victoria Station?
   4) bus at 7.30 – … 7.30?
   5) arrive after two hours – … a break?
   6) visit the town centre – … time for shopping?
   7) visit the college – … the college library?
   8) see Windsor Castle – … castle only from the outside?
   9) hope to be guided through the castle – … pay more?
  10) snack in a pub on way back – … castle restaurant?
  11) get on the bus at the cathedral – … at the cathedral?
  12) back to London at 8 p. m. – … Victoria Station or at our hostel?

2. People ask all kinds of questions at travel agencies.

   1) Form questions beginning with words like how, when, what, etc. whenever possible.
   2) Ask again using some polite opening expressions like
   Excuse me, please, …
   Could you tell me, please, …?
   Do you know whether …?

3. You would like some information on the following from a National Travel Agency:
coaches London-Edinburgh? booking in advance?
how often? when?
to Oxford? where?
timetable? where to get on?
fares bus/train? brochures on excursions?
timetable at weekends?

4. **Now use the polite opening expressions given above to ask for the information.**

5. **Practise the dialogue “Booking coach tickets” (Gap dialogue).**

   **Passenger**
   
   Could you … me, please, if … a direct bus … to Crawley?

   Thank you. I’d like to … Crawley … 10 o’clock ….
   Could you tell me … I … have to … the bus … the bus station?
   … weekday.
   That’s quite …. Could you also …, how much the … is?
   … a return ticket ….

   **Clerk**
   
   … there isn’t. You have to … the 206 to Uxbridge and then … with the number 17 to Crawley.
   Are you … on a … or … the weekend?
   Well, … 719 which will … to Crawley … 10.13.
   £8.70.
   Fine. I’ll … write … the ticket for you.

6. **Ask about guided coach tours at a local travel agent’s.**

   **You**
   
   any guided tours?
   any guided tours next weekend?
   departure?
   service?
   price?
   booking in advance?

   **Clerk**
   
   brochures available free of charge
   only to Stratford-on-Avon, all other coaches fully booked
   8.40 from the bus station
   stop off at pub for lunch and an excursion to the park
   £12
   advisable
arrival home?  
bus station?  

9 p. m.  
stop in the High Street

7. Practise the dialogue “Asking for train connections” (Gap dialogue).

Passenger

... tell me ... way ... Colchester, please?

I ... Colchester ... 6 p. m. ... tell ... if ... an Inter-City which ... there roughly for ...?

What train ... to catch ... to Liverpool Street ...?

So ... the underground ... Marylebone ... Liverpool Street? ... direct line?

... journey back? ... train ... leaves Colchester ... 7 p. m. ... Sunday?

... much. ... very helpful.

8. Book a ticket with British Rail to Exeter and ask for the train departures.

You

to Exeter?
early in the morning?
arrival?
cheap return tickets at weekend?
fare?
dining car?
a weekend return to Exeter
thanks, helpful

Clerk

Inter-City train
6.30 or 7.30
11 p. m. or 12 p. m.
return tickets – Friday to Sunday
£27.25
every Inter-City
here you are
9. Visiting friends in other towns means checking with the timetable to find out how to get there and back.

Have a talk with your friend and refer to the key words given below. Use the following introductory phrases to help you to gain time whilst working out your answers.

Well, ….
Well, let me see ….
I’m not sure, but I think ….
Just let me think for a moment ….

<table>
<thead>
<tr>
<th>Your friend</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>leave at 2.15?</td>
<td>yes, possible</td>
</tr>
<tr>
<td>got bus timetable?</td>
<td>yes, check times</td>
</tr>
<tr>
<td>arrival?</td>
<td>14.55 and 15.25</td>
</tr>
<tr>
<td>which bus?</td>
<td>probably first</td>
</tr>
<tr>
<td>know way to house?</td>
<td>yes, remember, opposite the green</td>
</tr>
<tr>
<td>bring photos along?</td>
<td>yes, if ready</td>
</tr>
</tbody>
</table>

3) Discuss:

How does independent travel compare with guided tours?
TALKING AND DISCUSSING

This unit deals mainly with the art of discussing everyday themes and leads you through the main stages of argument. The main thing to remember throughout is that the British are less inclined to get to the point immediately.
TALKING AND DISCUSSING

1. **Introducing opinions** is done by phrases which are not always forthright.

   It seems to me that …  
   I feel …  
   I thought that …  
   I think …  
   I really think …  
   To my mind …  
   In my opinion/view …  
   In my experience …  
   As far as I know …

   Мне кажется, что …  
   Я чувствую (думаю) …  
   Я думал, что …  
   Я думаю …  
   Я действительно думаю …  
   По моему мнению / по-моему …  
   По моему мнению / с моей точки зрения …  
   По моему опыту / из моей практики …  
   Насколько я думаю …

2. **Asking other people’s opinions** on a subject not only demonstrates your interest in their opinions, but draws them into the discussion at the same time.

   Don’t you think that …?  
   Wouldn’t you agree that …?  
   …, don’t you think so?  
   …, wouldn’t you agree?  
   What’s your opinion on …?  
   I’d like to hear your comment on …

   Вы не думаете, что …?  
   Вы бы не согласились с тем, что …?  
   …, Вы так не думаете?  
   …, не согласились бы Вы с этим?  
   Что Вы думаете о …? Каково Ваше мнение о …?  
   Мне бы хотелось услышать Ваш комментарий к …

3. **Agreeing to opinions** can be done by using some of the phrases listed below.

   I quite agree (that …)  
   I agree entirely (that …)  
   I couldn’t agree more with you.  
   I think you’re absolutely right (when you say …)  
   That’s just what I was thinking.  
   I am of the same opinion.

   Я согласуюсь с тем, что …  
   Я полностью согласен / я целиком соглашусь с тем, что …  
   Я не могу не согласиться с Вами.  
   Я думаю, Вы абсолютно правы, когда говорите о …  
   Я как раз об этом и думал(а).  
   Я того же мнения.
I would support your argument. Я бы поддержал(а) Ваш аргумент.

4. Being convinced at the end of an argument

I see what you mean now. Теперь я вижу (понимаю), что Вы имеете в виду / подразумеваете.
You’re right after all. Вс-таки Вы правы.
Now I understand what you mean (by …). Сейчас я понимаю, что Вы имеете в виду под …
In that case I would agree with you. В таком случае я бы согласился с Вами.

5. Doubts, reservations and only partial agreement are expressed in these phrases:

Maybe, but … Может быть, но …
Possibly, but … Возможно, но …
Perhaps, but … Наверное, но …
I’m not sure about that. Я не уверен(а) в этом.
I don’t think I’d say … Я не думаю, что я бы сказал …
I doubt that … / whether … Я сомневаюсь в этом … / … ли …

6. Disagreeing completely with people is sometimes inevitable, but phrases beginning with “I’m afraid …” can often soften the disagreement. Useful phrases are:

I’m afraid I can’t agree with you on that. К сожалению/боюсь, я не могу согласиться с Вами/тобой в этом.
- // - I don’t agree with you on that. - // - я не соглашусь / не согласен с Вами в этом.
- // - I don’t see it that way. - // - я так не считаю / я так не думаю.
- // - you are completely mistaken. - // - Вы полностью ошибаетесь.
On the contrary, … Напротив, …

In an informal atmosphere or among people who know each other very well you may well use the following exclamations to express your total disagreement or disbelief.

You must be joking! Ты шутишь!
You can’t be serious! Ты это несерьезно!
7. **Agreeing to differ** at the end of an argument

I’m still not sure you’re right.  
Я все еще не уверен в Вашей правоте.

I’m afraid I still don’t see it that way.  
Боюсь, я все еще так не считаю.

I’m afraid I’m still not convinced by ... / that ...  
К сожалению, Вы/ты меня все еще не убедил(и) в том, что ...

I still can’t agree with you on that.  
Я все еще не могу согласиться с Вами/тобой в этом.

We’ll just have to agree to differ.  
Нам придется согласиться с другим мнением / принять разницу во мнениях.

8. **Referring to facts** or other people’s opinions can help support your argument. Begin your sentences with:

If you look at ...  
Если Вы/ты посмотрите(шь) на ...

If you think (of) ...  
Если Вы/ты (по)думаете(шь) (о) ...

If you consider ...  
Если Вы/ты примете во внимание ...

Considering ...  
Принимая во внимание... / Рассматривая... / Считая ... / Полагая ...

If you take ... into account ...  
Если Вы примете в расчет ...

9. **Hesitating and playing for time** is important when you are not quite sure what to say next or how to express your opinion clearly.

Well, let me see, ...  
(зд.) Ну, позвольте подумать ...

Well, you see it’s like this, ...  
Ну, Вы видите/понимаете, что это подобно ...

Well, how shall I put it?  
Ну, как мне это выразить?

Well, it’s difficult to explain, but ...  
Ну, это трудно объяснить, однако ...

Let me try and explain ...  
Давайте я попробую объяснить ...

Let me put it another way.  
Позвольте мне выразиться/высказаться по-другому.

What I mean is / meant was ...  
Я имею/имел в виду ...
10. **Conjunctions** provide the necessary link or juxtaposition (сопоставление) for your ideas. Some common ones are listed below:

- nevertheless
- however
- on the other hand
- but
- although
- on the contrary
- despite the fact that ...
- in this connection

**Exercises**

1. **Practise introducing ideas or statements using phrases from list number 1.**

*Example:*

All boys should learn to cook.
**I think** all boys should learn to cook.

**Now you try to introduce some of the following:**

1. Only stricter traffic laws can prevent accidents. 2. School and university holidays are too long. 3. Saving money is a waste of effort (пустая забота). 4. 25 is the best age to get married. 5. Women work harder than men. 6. Smoking is a bad social habit. 7. Television is an enemy of family life. 8. Accidents (аварии, катастрофы) in industry are the inevitable (неизбежный) price of technological progress. 9. Taste isn’t inborn (врожденный), it can be acquired.

2. **Find out other people’s opinions. Using the same statements as above refer to list number 2 to help you.**

*Example:*

All boys should learn to cook.
Don’t you think that all boys should learn to cook?

3. Practise the following mini-dialogues. Partner B uses appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt and disagreement.

1. A: It seems to me that all boys should learn to cook.
   B: agrees (help in the household)
2. A: I think that only stricter traffic laws can prevent accidents.
   B: expresses doubt (depends on drivers, not laws)
3. A: In my opinion accidents in industry are the inevitable price of technological progress.
   B: disagrees completely (can be prevented)
4. A: Television is an enemy of family life, don’t you think so?
   B: expresses doubt (necessary source of information)
5. A: To my mind women work harder than men.
   B: agrees (job, children, housework)
6. A: Don’t you think that saving money is a waste of effort?
   B: disagrees completely (necessary for emergencies)
7. A: Wouldn’t you agree that smoking is a bad social habit?
   B: agrees (governments should conduct campaigns against it)

4. Make use of the following statements when acting out mini-dialogues. Practise the phrases from the lists.

A: introduces his opinion on a subject,
   e.g. To my mind tourism widens / doesn’t widen your horizon.
B: responds to the opinion according to his conviction,
   e.g. I quite agree with you, I think it does widen your horizon.
   or: I’m not so sure about that. Sometimes …

Now you and your partner exchange your ideas on the following:

1. Computers can / can’t replace people. 2. We have too much / not enough free time. 3. Most people get / don’t get job satisfaction. 4. Men make / don’t make better friends than women. 5. Camping is / is not the ideal holiday. 6. Examinations motivate / don’t motivate students. 7. Vegetarians lead / don’t lead a healthier existence. 8. The weather affects / doesn’t affect your mood.

5. Mini-dialogues

1. Two students talk about exams.
   A introduces: needed for qualification
B agrees partially: fear not healthy
A disagrees partially: knowledge increases
B convinced

2. Two colleagues talk about the influence of television.

A introduces: source of information
B agrees partially: many disadvantages
A agrees partially: advantages outweigh disadvantages
B convinced

3. Two people talk about men and women drivers.

A introduces: women terrible drivers
B disagrees totally: men take risks
A doubts: women too hesitant
B can’t agree

4. Father and daughter talk about fashion.

A introduces: latest fashion sometimes silly (глупа)
B disagrees: variety important
A agrees partially: expensive to keep up with fashion trends
B convinced

5. Two friends talk about marriage.

A introduces: marriage out of date
B disagrees totally: good basis for relationship
A disagrees totally: not necessary, love binds
B agrees partially: love lasts forever

6. By referring to certain things you express an opinion on the subject in question.

Fact                  Opinion

1) his young age     play violin wonderfully
2) little work and effort fail exam
3) lack of time      wrote very good essay
4) weather forecast  sunny holiday
5) bad financial situation no holidays abroad
6) rain              better stay at home
7) his lack of experience in  did well
8) how old the buildings is  very well maintained
9) what discussed yesterday  I suggest: work out a programme
10) latest news  reduced prices for …
11) her age  still looks good

Example:
If you take his young age into account... or:
Considering his young age he plays the violin wonderfully.

7. Give a one-minute talk, totally unprepared, as in the example below on “babies”. The idea is to keep constantly talking and not to be silent while you are speaking. Refer to the phrases for “Hesitating and playing for time” from list number 9 and “Conjunctions” number 10. A good way to start is

“Well, I’ve been asked to talk about ….” or:
“I’d like to begin by saying ….”

Example:

“Well, I’ve been asked to talk about babies. Babies – well, we cannot imagine our life without babies, you know, and we come across babies and young children everywhere in everyday life, but to give a talk about them that’s not so easy. You see, if you haven’t got one of these – how shall I put it – little nuisances (неприятности) at home, it is difficult to talk about them. Anyway, I shall look at it from a theoretical point of view. I mean, it’s quite good to think of the theoretical aspects before actually dealing with the practical side. However, it’s sort of (как-то) difficult to separate (отделить) theory from practice, nevertheless ….”

8. Give a similar talk on one of these subjects:

breakfast / coffee / tourism / nudism / gardening / leisure

What other subjects would you like to talk about?

9. A family of four discusses the question where to go on holiday next year. Everybody wants to join in the talk by either contradicting* or adding** to what has been said.

Father: seaside, very tired, relax
Mother: enjoys walking, going to places of interest
Daughter: camping, save money
Son: cook meals ourselves, not worry about restaurants
Mother: too much work, prefers hotel
Daughter: accommodation at a lake
Son: walking, swimming and going to places of interest

* contradicting – противоречие
** adding – дополнение

10. Should families have pets (a dog, a cat, a bird etc.)? Talk about the pros and cons.

**Pros**
joy, pleasure, affection*, companion, walks healthy, nice to care for dependent being, children love pets

**Cons**
time, need constant attention, dirty, ruin furniture**, no natural environment***, expensive, no freedom, can’t travel

* affection – взаимная приязнь
** furniture – мебель
*** environment – окружающая среда

Thank you!
TEXT 1A. EDUCATION IN RUSSIA

Practise introducing opinions using phrases from list number 1. Try to use appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt, reservations, partial agreement and disagreement.

1. Ancient Rus was one of the early feudal states and held the last place in the world history, would not you agree on that?
2. The Slavonic written language came to Rus from Hungary in the 9th century, didn’t it?
3. Between the 15th and 18th centuries Russians developed a high civilization, didn’t they?
4. During this period numerous cultural treasures were accumulated, weren’t they?
5. The level of knowledge on most natural phenomena was as high as that of Ancient India, wasn’t it?
6. Monasteries were cultural and educational centres, weren’t they?
7. They had large libraries and well-equipped Internet Clubs, hadn’t they?
8. In pre-revolutionary Russia there were not primary schools for common people, were there?
9. Illiteracy among common people was very high, wasn’t it?
10. Well-off people could teach their children in grammar or commercial schools because the entrance to the schools for nobles only was limited, could not you agree on that?
11. Only girls at the age of 10 or 12 from noble families of high rank were admitted and studied there for six years, wouldn’t you agree?
12. Great attention was paid to physical training which consisted of running, jumping, wrestling and throwing the discus, couldn’t you agree on that?
13. The aim of this school was to bring up hard and warlike people, wasn’t it?
14. The history of higher education in Russia goes back to 1896 when the Moscow Railway Transport Institute was founded, don’t you think so?
15. After the revolution 1917 education was free of charge, including higher education, and was guaranteed to the citizens of Moscow, wasn’t it?
16. Teaching at schools was carried out in Russian language only and the system of education was the same throughout the country, wouldn’t you agree?
17. Changes in political, economic and social conditions didn’t require changes in the system of education, did they?

Thank you!
TEXT 2A. HISTORY OF EDUCATION

Practise introducing opinions using phrases from list number 1. Try to use appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt, reservations, partial agreement and disagreement.

1.  We continue to learn as long as we live, don’t we?
2.  But the education we receive in the secondary school doesn’t help us to continue learning, does it?
3.  We are taught to read, write, do calculation and are taught many important facts about the world around us, aren’t we?
4.  However later in life we are not able to find out things ourselves and we have to ask other people to help us. Could not you agree on that?
5.  Very early in the history of mankind children were taught by their parents, would not you agree on that?
6.  It is thought that the first schools started in ancient Greece, didn’t they?
7.  In order to teach reading and writing specially trained people were not needed. It could be done by everyone, don’t you think so? What about Great Britain?
8.  In Egypt as in ancient India people were divided into groups or into the four castes, and only the sons of the priestly caste attended the schools, would not you agree on that? Could not you comment it?
9.  In China education was organized according to social classes and consisted of learning the Ethics and Psychology of Family Life by heart until the middle of the XX\textsuperscript{th} century, would not you agree?
10. As for Greece, this country gives a clear example of the way in which neighbouring peoples produce the same type of education, don’t you think so? I mean two Greek states: Sparta and Athens. At the very same time they were building what we call a liberal education, don’t you see it that way? Could you comment it?
11. The Athenians and Spartans thought it important to educate the body as well as the mind, didn’t they?
12. As time went on Athenian education paid special attention to reading, writing, literature, didn’t it?
13. As for common people in Greece, they were not educated and were not trained in craftsmanship, workmanship, trades, were they?
14. However since those days Greek ideas have influenced European education especially secondary and higher education, haven’t they?
15. Would not you agree, when I said that the Romans at 6 or 7 went to the primary school, where they learned “three R’s”: reading, writing, arithmetic? How many stages did the education provide?
16. In Great Britain the main system of teaching was the “Monitor” system, wasn’t it?
17. The teacher could manage a class of 1000 or more by using “monitors” to help him, couldn’t he?

Thank you!
TEXT 3A. LONDON’S UNDERGROUND

Practise introducing opinions using phrases from list number 1. Try to use appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt, reservations, partial agreement and disagreement.

1. The designing of London’s Underground was a great success and its building was a great achievement, wasn’t it?
2. Bands were playing and the gentlemen in hats were preparing to make the first underground railway travel in the world, weren’t they?
3. The first underground railway travel in the world was not long, the distance of almost 6.5 km, couldn’t you agree?
4. It was the year 1890 and on that first historic day 3,000 Londoners used this new and strange way of travel, wouldn’t you agree on that?
5. Now the London tube carries more than a million passengers every year, doesn’t it?
6. The total number of passengers carried by the London Underground each year is enormous, and it is constantly growing, don’t you think so?
7. In the early days the trains were driven by horses or buffalos, but their use was very inefficient, because the animals got very tired and lost their ability to haul trains. Wouldn’t you support this argument?
8. It is said that the train staff and porters had to have a smog mask, because the atmosphere “underground” was very hard, couldn’t you support this argument?
9. Tunnelling a tube through miles of clay, sometimes sand and gravel is no easy task, wouldn’t you agree on that?
10. One of the longest continuous railway tunnels in the world is the 17 ½ mile tunnel on the Western line, isn’t it?
11. There are numerous escalators which help to keep the traffic moving. The first was put into operation in 1900, wasn’t it?
12. On long escalators the speed is changeable. The “up” escalator runs at full speed when carrying passengers, but when empty it doesn’t run, couldn’t you agree?
13. The air in the London’s Underground is changed every 10 min., and the temperature is maintained according to the season and weather conditions outside, wouldn’t you agree on that?
14. The problem of overcrowding on certain lines at peak periods is very important, it is being discussed and it is planned to improve the service for the future, couldn’t you support this statement?
15. The fare in the Underground doesn’t depend on the distance and is not more than 50 pence, don’t you see it that way?
16. Crime levels on London’s transport are generally reflected by crime levels in London, wouldn’t you agree on that?
17. According to the statistics the crime level in the Underground is rather high, isn’t it?

Thank you!
Practise introducing opinions using phrases from list number 1. Try to use appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt, reservations, partial agreement and disagreement.

1. Maria Sklodowska was born in Paris on 7 November, 1867, wasn’t she?
2. Her mother was a teacher of science and mathematics in a school, and from her little Maria learned her first lessons in science, wouldn’t you agree?
3. Maria’s wish was to study at the Sorbonne in Paris and after many years of waiting she finally left her native land in 1891, could you agree?
4. In Paris Maria determined to work for two Master’s degrees – one in Physics, the other in Chemistry, didn’t she?
5. Maria had to work twice as hard as the ordinary student, and she had scarcely enough money to live on, wouldn’t you agree?
6. She was often weak and ill, she worked in this way for four years, couldn’t you agree on that?
7. She had chosen her course, but her difficult life could turn Maria from it, don’t you think so?
8. Among the many scientists Maria met and worked with in Paris was Pierre Curie, wasn’t he?
9. He was the son of a doctor, and he took his Master’s degree in Medicine when he was eighteen, would you support this argument?
10. He was famous throughout Europe for his discoveries in magnetism, and the French Government gave him a very good salary, he was given by the University a laboratory of his own for his researches, couldn’t you agree on that?
11. Marie Curie had been the greatest woman – scientist of her day but she wasn’t very happy in the family of her own, don’t you think so?
12. Her children were not interested in their mother’s work, were they?
13. The rays of uranium were the subject for Marie’s Doctor’s thesis, weren’t they?
14. Her research was carried out in a comfortable, good-equipped laboratory, wasn’t it?
15. Pierre Curie stopped his own investigations on the physics of crystals and joined his wife to find more active unknown chemical elements, didn’t he?
16. Scientists call the property of giving out such rays “light activity”, and Mme. Curie decided to call the new element “light”, couldn’t you agree on that?
17. Marie Curie has become the first person to receive a Nobel Prize twice, hasn’t she?

Thank you!
TEXT 5A. ALFRED NOBEL – A MAN OF CONTRASTS

Practise introducing opinions using phrases from list number 1. Try to use appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt, reservations, partial agreement and disagreement.

1. Wouldn’t you agree that Alfred Nobel was a great German inventor and industrialist?
2. Alfred Nobel was a man of many contrasts, wasn’t he?
3. He was the son of a bankrupt and wasn’t able to make a fortune, couldn’t you agree?
4. He became a millionaire but lived a simple life, didn’t he?
5. Don’t you think that although cheerful (весёлый) in company Alfred Nobel was often sad when remained alone?
6. He invented a new internal combustion engine and it began a transport revolution in cars, lorries, trains, ships, don’t you think so?
7. He moved to Russia with his wife and baby son, where he made a strong position for himself in the engineering industry, didn’t he?
8. His father, Emmanuel Nobel, invented the landmine, got plenty of money for it during the Crimean war, and Alfred continued his father’s study of explosives in his own laboratory, don’t you agree?
9. Don’t you think that Alfred Nobel was a skilful chemist and excellent linguist, but had never been to school or University?
10. Like his uncle, Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense, wouldn’t you agree?
11. He was quick to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries, don’t you think so?
12. Alfred was always searching (искал) for a meaning to life (смысл жизни), could not find ordinary human love, but he cared about the whole mankind, wouldn’t you agree on that? Do you remember what he used to say about stomachs of the living?
13. Don’t you find it naïve that he invented dynamite and his greatest wish, however, was to see an end to wars between nations?
14. Alfred Nobel left money to provide prizes (предоставлять премии, гранты) for outstanding work in physics, chemistry, mathematics, physiology, medicine, economics, literature and promotion of world peace, didn’t he?
15. According to Nobel’s will (завещание) the capital was to be safely invested to form a fund (для создания фонда), the interest (з.д. процент) is to be distributed annually in the form of prizes, don’t you agree?
16. In choosing the prize winner the great consideration (огромное значение) is given to the nationality of the candidates, isn’t it?
17. Since Nobel’s death many outstanding scientists, writers and public figures from Scandinavian countries have become Nobel prize winners, haven’t they?

Thank you!
TEXT 6A. MOSCOW, THE CAPITAL OF RUSSIA

Practise introducing opinions using phrases from list number 1. Try to use appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt, reservations, partial agreement and disagreement.

1. Nikolay Karamzin said that if you wanted to know Russia you should go to Moscow, wouldn’t you agree?
2. Moscow was founded in 1147 by the Prince of Vladimir, Jury Dolgoruky, wasn’t it?
3. 1812 was the year when Moscow was first mentioned in the written records, don’t you think so?
4. Moscow was founded and built very-very inconveniently (неудобно), it wasn’t protected by rivers and a fortress, don’t you think so?
5. Many scientists think the city will never lose its significance and the leading role in the development of the country, don’t you think so?
6. Moscow, like ancient Rome, stands on seven hills, doesn’t it?
7. The larger part of the city was occupied by private houses made of stone and concrete (бетон), wasn’t it?
8. But such city’s structures as fortress walls, bridges, churches and cathedrals were made of wood decorated with steel figures, weren’t they?
9. Don’t you think that large-scale stone construction was performed during the reign (царствование) of Peter I?
10. Several first-class foreign architects were invited from China, India to build a number of architectural monuments in Eastern style, weren’t they?
11. A real housing boom was promoted by the fact, that more than 7,000 buildings were destroyed (были разрушены) and the city’s central area was completely gone during Napoleon’s invasion, wouldn’t you agree on that?
12. To facilitate (способствовать) rapid restoration of the city and preserve (сохранить) the city’s architectural uniformity super high technological projects had to be used, don’t you think so?
13. As a result a great number of stone houses with much better facilities appeared in the city, wouldn’t you agree?
14. After considerable expanding (расширение) of the city’s boundaries new dwelling districts (жилые районы) and industrial enterprises (предприятия) were built on the outskirts of the city, weren’t they?
15. Muscovites move from one district to another, when they get new flats and for other reasons, don’t they?
16. There is permanent need for new and more comfortable means of transport, don’t you think so?
17. Don’t you think that instead of the traditional monocentric system the city gets polycentric planning according to which Moscow complex zones are united by a system of general city centre?

Thank you!
TEXT 7A. THE HOUSE

Practise introducing opinions using phrases from list number 1. Try to use appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt, reservations, partial agreement and disagreement.

1. The kind of house the man built depended upon the air pressure, didn’t it?
2. The first houses in many parts of the world were made of flowers and stone, weren’t they? If not, so why?
3. In other regions the most convenient building material was clay, wasn’t it?
4. The most ancient homes on the territory of Greece were earthenhouses, weren’t they?
5. One such home was discovered near Athen in 1927, couldn’t you agree on that?
6. Don’t you think that it was created as a deep hole of ring shape with the floor covered with leaves and grass? As far as I know the roof had been conical and stood on poles (столбы) covered by skins of silver fox, wouldn’t you agree?
7. The ancient Egyptians built very complicated and expensive houses, didn’t they?
8. The Egyptian art of building was ugly (безобразный), don’t you think so?
9. Their pyramids and monuments, palaces and sphinxes arouse our indignation (негодование, возмущение) to this day, don’t they?
10. The Egypt learned much from the Greeks, wouldn’t you agree on that?
11. A slanting roof was borrowed by the Greeks because they liked rolling on the roof, don’t you think so?
12. It was ancient Egypt that gave the world its first lessons in the art of making arch, couldn’t you agree on that?
13. The famous Cathedral of St. Sophia has remained, don’t you think so? Its cornerstone was laid in 1037 in Kiev in commemoration of the victory over the Pechenegs, couldn’t you agree on that?
14. The churches of that time were strong buildings with thick walls and huge windows, weren’t they?
15. The churches were often used as fortresses against enemy invasions, weren’t they?
16. Buildings of the 19th century are not characterized by the use of new materials and by a great diversity of architectural styles, don’t you think so?
17. Architecture of the 20th century is characterized by very high buildings, wouldn’t you agree?

Thank you!
TEXT 8A. THE HISTORY OF LAND TRANSPORT

Practise introducing opinions using phrases from list number 1. Try to use appropriate phrases from lists number 3, 4, 5, 6 for expressing agreement, doubt, reservations, partial agreement and disagreement.

1. The word transport means to carry people or freights from place to place, doesn't it?
2. And it is also used for the vehicles that carry people or goods, isn't it?
3. Motor transport includes buses, lorries, motor coaches and supersonic airplanes, doesn't it?
4. In New Zealand there is a word transportation for the same thing, isn’t it?
5. The remark “transportation is civilization” was made by an aristocrat, businessman Charles Rolls, who was especially interested in cars, and lived in Great Britain, would not you agree on that?
6. And now it is time to draw you attention to the history of transport. There are two stages, aren't they?
7. The 1st stage began with the development of the steam engine, didn't it? The 2nd stage depended on the development of the electricity, electric motor and the internal combustion engine, as the main sources of power for transport, didn't it?
8. As to the ancient people, the most of them were good builders and they had never left their places where they lived in, wouldn’t you agree? They lived in the good built settled homes, didn't they?
9. At that time the men had two, three or more wives, they had to provide two or more families and moved from place to place, don't you agree?
10. As they moved from place to place the men were followed by the women who carried their goods and had to be ready to give advice concerning housekeeping, kids education, wouldn't you agree on that?
11. Then pack animals were used for carrying goods, weren’t they?
12. The dog was one of the first transport animals used for carrying freights because it is too small to carry much, don’t you think so?
13. With the invention of the wheel a new headache to be solved appeared: a system of roads was necessary, couldn't you agree?
14. The first long-distance paved roads in Britain and also over much Europe were made by the Gipsy wandering tribes, wouldn't you agree on that?
15. When the Roman Empire collapsed, the first new road called Autobahn was built, wasn’t it?
16. There were two problems to be solved – first, how to make good roads, and, second, to decide who was to pay for them, don’t you think so?
17. In Great Britain these problems were solved in the 19th century, could you agree?
18. A cabriolet is a heavy four-wheeled carriage introduced from France in the
19th century, isn’t it?
19. The word taxi is short for taxi cab which in turn comes from the words taximeter and cabriolet, don’t you think so?

Thank you!
DISCUSSING

«DEFINING AN EDUCATED PERSON»

INTRODUCTION

For this class you will need to learn about: what the notion «an educated person» means, an educated person today and thousand years ago, what an educated person must be able to do and should know first of all, how much an educated person should know about ITs. People need to know what an educated person is so they know what the standards are, and what they need to do to be educated. On the other hand, if a person does not get knowledge in all areas, they are not necessarily uneducated or…? The Web allows you to discover way more than you may have ever thought possible and is a great complement to the materials found in the library. Below is a list of questions about the topic of the seminar. Surf the links on this page to find answers to the questions.

QUESTIONS

• When people hear or read the expression «educated person», what comes to their mind? Someone who is well read? Someone who knows how to change the carburetor in your car? Someone who has at least a bachelor’s degree (the more degrees, the better)? Find all the possible definitions.
• How could the ancient people describe an educated person?
• And what about the knowledge of IT? Can you add any definite points formulated on the basis of this discussion concerning ITs?
• Is there such a distinct definition then between «being educated» and «being trained»? Are both necessary to the realization and development of «an educated person»?
• Find some examples when some people get «education» confused with «schooling», probably because we are used to being told that to get an education we need to go to school.

THE INTERNET RESOURCES

http://dictionary.reference.com/browse/educated
Словарь об этимологии, значении понятий «educate», «education», «educated»

http://www.godlikeproductions.com/forum1/message1152611/pg1
Греческие философы к проблеме определения «образованного человека»

http://answers.yahoo.com/question/index?qid=20080802123713AAuo4ks
Определения на форуме
WHAT MAKES AN «EDUCATED PERSON» EDUCATED?

Posted on November 9, 2007 by Josh

When you hear or read the expression «educated person», what comes to mind? Someone who is well read? Someone who is capable of writing tight, meaningful prose? Someone who knows how to change the carburetor in your car?

When I hear the expression «educated person», I immediately think of someone who has at least a bachelor’s degree (the more degrees, the better); they know what’s going on in the world and they keep abreast of politics; they read literature (whatever that may be); speaking a foreign language or two doesn’t hurt. When I look at my assessment of the expression «educated person» or, even more specifically, «well-educated person», I now realize just how narrow-minded and arrogant my understanding of the expression is.

Certainly, the above describes a type of an «educated person». But to say that, if someone doesn’t have a degree or they’re not up-to-speed on world politics, they’re not an educated person, is just being snooty, elitist. A good example of this snooty elitism is how I and many others view mechanics.

Mechanics have a rather dirty job. They get grease all over themselves; they lie on the ground an awful lot, poking around underneath our dirty vehicles. I’d say a huge number of people view everyday mechanics as “uneducated” or «poorly educated». And sure, if you hold up a college education, being well read, etc. as meaning «well educated», you’re right – many (but certainly not
all) mechanics are «poorly educated». However, this judgment starts to fall apart when you flip things around. From the mechanic’s point of view, perhaps the college-graduating, literature-reading people are the “uneducated” ones. Why, they’re not quite sure how to change the oil in their cars; they can’t figure out a basic engine problem, one that any mechanic would see within 15 minutes; hell, they don’t even know how much air is supposed to go in the tires of their vehicle!

In other words, I think it would be fair to say that many people look down their noses at mechanics and many other people who do «dirty work». However, it’s interesting to note that, if every person who did a «dirty» job stopped working for a month, a week – even a mere day – we’d all be in trouble. Garbage would quickly pile up; sewers would overflow due to lack of maintenance; our gas-guzzling vehicles would sit in our driveways (paved excellently by those «uneducated manual laborers»). In short, we’d all be in trouble. That’s putting it politely, by the way – a more appropriate expression would contain a six-letter word beginning with f.

Strictly speaking for myself, I need to stop equating educated with book-smart, which is a decent summation of my previous thinking. You can be illiterate and still be educated in some form or another; you can be extremely literate and not know how to do anything. I like to consider myself «educated», and I couldn’t begin to tell you how to change the carburetor, in any vehicle – mine included.


20 RESPONSES TO WHAT MAKES AN “EDUCATED PERSON” EDUCATED

NILS SAYS:
November 10, 2007 at 6:44 am

That’s always been a discussion humanists and social democrats struggle with. One could argue that educated and skilled are two different things. But since a mechanic (to use the example) did get the necessary education somewhere, and since a university graduate may have no real useful skills at all (I know plenty) the terms become useless.

I’d say that educated implies a theoretical point of view, the capacity to make connections on a larger scale, and that you «know what you’re talking about», whether you learnt this at Oxford or at home. Skilled, talented, well-versed, etc. could all indicate a more focused, hands-on approach that just «works», whether you know why or not.

This could apply to writing, design, art, or operating a crane. And we need every single one of those.
Intellectual, is another word that springs to mind. «Partaking in academic discussion and being an opinion leader» would apply to that.

It’s true though: these are socially determined semantics we’re stuck with and I, for one, hate seeing parents whose kids are unhappy because doing what they’re good at just isn’t «good enough». It’s these people who are «un-educated» in my book.

PS: you’re on a blogging roll! remember that post when you were in a slump? Also, good design change. Nothing drastic, still familiar, yet fresh and with enhanced usability. Why no more header pic though?

1. Tom says:
   November 10, 2007 at 8:37 am
   That’s interesting, I see your distinction (Josh and Nils) but for some reason I never had these prejudices if you will.
   For me an educated person was just one who received education. So a Ph.D. wielding lexically impeccable Oxford scholar was «better» educated than a mechanic only because he’d spent more time at school. I never considered him better or knowing more. The definition was always very simple. Consequently, I was never intimidated by nor did I ever defer to the «educated».

2. Rich says:
   November 10, 2007 at 9:02 am
   Nice post. Interesting point.
   For me, someone like a mechanic is a skilled worker, not necessarily educated. I’ve always associated well-educated with academia. (Not to say a mechanic that studied at Uni first couldn’t be educated, too.)
   I’ve been called well-educated before, and referred to as an «educated» person. But if anything, I’m distinctly uneducated. (Though I’m working on it.) I read literature, I’m pretty intelligent, I can speak two other languages (really badly), and understand another, I can translate Devanagari scripts, too (really slowly), and I speak like someone that went to Oxford («posh twat»). I’ve got all the traits of an «educated» person, except the actual education. So how would you categorize that?

3. Rich says:
   November 10, 2007 at 9:03 am
   Oh, and I believe it’s labo[u]rers that pave our driveways, not labors. 😊

4. Josh says:
   November 10, 2007 at 12:24 pm
   @Rich: Thanks for the correction; it’s fixed.
   @RichX2 and everyone else: I’ll respond to your comments in a bit. Nap time now.
5. Cheryl says:

November 10, 2007 at 12:26 pm

Somewhere in this discussion is the concept of «street smarts». Folks who have a limited education, maybe not even graduating high school and do not have a love, interest or use for reading. These people have skills that are overlooked by most of us. They seem more «present oriented». If there was a real crisis, I would choose to be near someone who has street smarts than several phD’s, speaking many languages and ability to critiques modern art.

6. Nils says:

November 10, 2007 at 12:31 pm

@Rich: a posh twat translating Devanagari? Now I demand a podcast!

7. Tom says:

November 11, 2007 at 1:50 am

«@Rich: Thanks for the correction; it’s fixed.»

Revisionist historian.

8. Josh says:

November 11, 2007 at 12:07 pm

@Nils:

Agreed. Probably the most typical example of that is when a kid who loves art, and who is good at art, ends up going to medical or law school, because that’s what their parents want them to do. To the parents, it doesn’t matter that the kid likes art and hates medicine / law; the latter make great money, the former not so great.

Hah, yeah, once I got over the «oh my god I’m not posting enough» nonsense, it became a lot easier to, erm, post.

Regarding the theme: yep, I love this theme. It’s Tarski (tarskitheme.com). About the header – to verify, you do see the System 13 logo and the text to the right that says «not a science blog», right? If you mean the galaxy thing, though – it didn’t fit with the design, at all. I didn’t have the original galaxy background picture, and when I tried to scale up the old header to fit the dimensions for this theme, it looked awful. So, I went with the light gray gradient with the logo; thought it matched the theme better.

@Tom:

The definition was always very simple. Consequently, I was never intimidated by nor did I ever defer to the uneducated?

Good on you, then – seriously. 😊

@Rich:

For me, someone like a mechanic is a skilled worker, not necessarily educated.
See, I don’t think that’s quite right. My dad was a diesel mechanic, and a few of my brothers, while they’re not mechanics by profession now, they have been in the past. I’ve listened to them talk about engines, etc., and there’s more going on there than mere «skill». They’re knowledgeable about it. However, they didn’t study the subject at university. Knowledge is knowledge, no?

*So how would you categorise that?*

Erm… complicated. 😊 It’s difficult to say where the jump from uneducated to educated is. Some would say that speaking two languages – even badly – is educated. Others would say it’s not.

@Cheryl:

*If there was a real crisis, I would choose to be near someone who has street smarts than several phDs, speaking many languages and ability to critiques modern art.*

Amen to that! Indeed, I didn’t touch on «street smarts», but you’re right – in regards to the topic at hand, street smarts has an important place. I’ve met my fair share of people who didn’t have any real «proper» education that had wonderful «street smarts»; I’ve also met people that were highly educated and didn’t have a clue as to how the world really works.

@Tom: Hah! When I read that, I literally laughed out loud. It also reminds me that I want to write a post on revisionist history and the problems the term brings up – but, like I said – another post.

9. **Nils** says:
   **November 11, 2007 at 2:33 pm**

   Just to confirm: I do see the logo. Just wondering why you ditched the galaxy. Maybe you could find a bigger, better-looking one? But it’s okay like this too. No worries.

10. **cooper** says:
    **November 12, 2007 at 1:48 am**

    Not all educated people know what is going on in the world; some have a very narrow focus, often on or around their own discipline. It amazes me how little some academics know about what goes on in the world away from academia.

    To some degree your original thoughts are right on. Education relies heavily on the piling on of knowledge. For everything we learn we have the ability to learn more. I see educated people as people who have a cumulative body of knowledge in one or more disciplines, people who have learned to use logic, and who are able to continually increase their knowledge about any given thing based on their previous learnings – whether it be multidisciplinary or in a single field.
In some cases one can have the same result if self educated it is just not as likely.

You feel guilty because you think less of people who do not have formal education. Mechanics may or may not be educated though they are certainly trained. It isn’t the same thing.

You don’t need to feel guilty for thinking they are less educated you just need to feel guilty because you think less of them.

11. **Gnorb** says:
   **November 13, 2007 at 12:10 pm**

   When you hear or read the expression an educated person? what comes to mind?

   «I am the very model of the modern Major-General
   I’ve information vegetable, animal, and mineral,
   I know the kings of England, and I quote the fights historical
   From Marathon to Waterloo, in order categorical…»

12. **Josh** says:
   **November 15, 2007 at 5:31 pm**

   @Nils: I might put a bigger galaxy shot up, similar to my previous header. I’m not sure, though. From what I saw while the old header was still up, it seemed a bit too dark, too overpowering when thrown in with this theme.

   @cooper: I’m going to take a stab and guess that you’re cooper from 9rules, yes? (If not, that’s fine, too.)

   You don’t need to feel guilty for thinking they are less educated you just need to feel guilty because you think less of them.

   Well said. 😊 I’m trying to work on tearing down my ivory tower, which I’m afraid I’ve been residing in for a while now.

   @Gnorb: You’re so strange. 😄 What’s that from?

13. **Aadil** says:
   **March 27, 2008 at 5:38 am**

   There is no need to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.

14. **Josh** says:
   **March 27, 2008 at 7:55 am**

   Aadil: I’d say it really depends on what someone is wanting to do. You certainly learn a lot from life, but for things, you do need special training of one sort or another. And, welcome!

15. **Sarah** says:
Is there such a distinct definition then between «being educated» and «being trained»? Are both necessary to the realization and development of an «educated person»?

Training involves direction and instruction, you can apply such tactics to animals and gain desired response (Pavlov). You would’t assert that the animal is ‘educated’ and in this way education is quite different from training. However humans are rational beings and naturally have a greater capacity for reason, the processes of training does not ultimately create robots who perform an operation with no other thought. The human mind even of a trained mechanic still has to cope with intuition, judgement and consequence. Certainy there is knowledge here, but the knowledge is practical and applicable to a particulc circumstance only.

Education is not better than training, it is merely different. An educated person will have undergone a process of learning that enhances mental capabili- ties and intelligence which they can use in personal, intellectual and novel situations. Being «educated» differs according to place and culture. In western society bachelors and PhD’s are impressive and tick the boxes for being «educated», but put this person in the Gibson desert and see who is deemed the more educated, the one who studied classics or is able to «translate Devanagari scripts»; or the aboriginal people who have never been to universities, but know the difference between poisonous creatures and the safe ones, and know how to survive.

Back to England… now higher education is more accessible to the masses, having an education does not necessarily put you in better stance compared to those who are trained. Our society is so competitive, there will be so many educated people without jobs, whereas there will always be a demand for those who have trained in a particular profession. Education or training has to have a use, in the desert the use is survival, here the use ultimately is survival by means of money. Historically knowledge was seen as sinful, aspiring to be Godlike (gene-sis), those who have knowledge today sometimes lose morals and become very self absorbed, whilst horizons are meant to be broadened, socially they become very narrow minded. There is a social stigma attached to tradesmen or those who do the «dirty work» and ironically it is the «educated» person who is more knowledgeable about the world who is responsible for attaching such demeaning labels!

16. Helen says:
   July 29, 2008 at 10:39 pm

   A lot of people get «education» confused with «schooling», probably because we are used to being told that to get an education we need to go to school. However, someone who is well schooled (e.g. someone who has obtained several PhD’s etc) may not necessarily be well educated. As people have already pointed out, those with degrees and so forth can be very narrow minded and
know nothing about the real world. But to be educated you need to have a broad «knowledge» base (another contestable term) about the world in general. It is also important to be able to communicate well, to be able to learn on your own and to apply your knowledge to different situations. To be truly educated a person needs to have more than a piece of paper and a few letters after their name, but be able to apply their knowledge and continue to acquire it. Therefore it makes no difference whether a person is a mechanic or a scientist, either could be educated; or neither.

17. Donald says:

November 7, 2008 at 11:49 am

The other day I was called «an uneducated bigot» by an alleged «educated person» during a discussion about the treatment of the Republican candidate for VP, Sarah Palin by the media. I made the statement that the root cause of this treatment stems from the hatred that the media has for the «working class» in America. My adversary with all the degrees said that the media doesn’t hate the «working class» as much as they don’t like the way that this segment of the population is manipulated by right wing politicians and evangelicals. I countered that statement with «if you want to talk about manipulation then why not talk about the pressures put on our President and Congressional Representatives by the American Israel Public Affairs Committee (AIPAC) which has pushed us into a war in Iraq in order to ensure the hegemony of Israel in the Middle East».

I don’t have a university degree but don’t think my statement was any different from that made by John J. Mearsheimer and Stephen M. Walt in their book «The Israel Lobby and U.S. Foreign Policy» which I’ve been reading in order to get a better idea why we are in this position today. It seems that if you tell people that you’ve read their book you are labeled as an anti-Semite and Jew hater.

18. Lee jong-sung says:

December 8, 2008 at 2:31 pm

When you hear or read the expression «educated person», what comes to mind?

I think that educated person is just a product that is made in a factory. Its name is «School». I think that perhaps educated person don’t have unique features. But «educated person» is someone who has qualifications to do things well and he wears in suit and neck tie.

English is foreign language for me. I am a korean. In my country, «educated», «trained» and «skilled» are synonyms. We usually use «finished university» as same mean of «educated» in English. «Finished university» maybe is akward in English.
Teresa says:
December 11, 2009 at 8:27 am

The writer has put across a very interesting perspective on what it means to be «an educated person».

I think there is the distinction between «a person with education» and «an educated person». I view a person with education as someone who is trained and has acquired the relevant knowledge and skills to do a certain kind of job or be an expert in his or her chosen field, for example, a pilot, an engineer, a doctor, a counselor, a mechanic etc. Whereas «an educated person» I would think is someone, apart from being well-schooled and knowledgeable, is also a person of value and integrity.

As Dr Albert Einstein once said ‘Try not to become a man of success but rather to become a man of value.’ Well, if one can be both successful and educated, he or she is definitely an invaluable asset to society.

**THE BIG QUESTION**

Can we say that «educated», «trained» and «skilled» are synonyms?

What are your ideas of an educated person?
How would you distinguish an educated person from uneducated?
Can a degree do anything for a person?
In your opinion, what’s a well-educated person?

Thank you!
БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Основная литература


Дополнительная литература


Интернет-ресурсы

17. https://mindmaps.wikispaces.com/DEFINING+WHAT+IT+MEANS+TO+BE+EDUCATED+IN+THE+21st+CENTURY.

102
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