

Anthony Fitzpatrick

ENGLISH FOR INTERNATIONAL CONFERENCES

A LANGUAGES COURSE
FOR THOSE WORKING IN THE FIELDS OF
SCIENCE, ECONOMICS, POLITICS AND ADMINISTRATION

Unit 1

TRAVELLING

Unit 2

MAKING SOCIAL CONTACTS

PLENARY SESSION

Unit 3

WORKING GROUPS

Unit 4

PERGAMON PRESS

OXFORD * NEW YORK * TORONTO * SYDNEY * PARIS * FRANKFURT

Anthony Fitzpatrick

TIẾNG ANH
CHO
HỘI NGHỊ QUỐC TẾ

1. Hành trình
2. Giao tiếp xã hội
3. Hội nghị phần A - Phiên toàn thể
4. Hội nghị phần B - Nhóm thảo luận

(Dùng cho các nhà khoa học, kinh tế, chính trị, quản lý)

PERGAMON PRESS

OXFORD - NEW YORK - TORONTO - SYDNEY - PARIS - FRANKFURT

CONTENTS

Preface	3
The Components of the Programme and their Function	7
How to Use the Programme	15
Unit 1 : Travelling	17
Unit 2 : Making Social Contacts	30
Unit 3 : Conference A - Plenary Session	41
Unit 4 : Conference B - Working Groups	53
Dramatized Conversation	64
Unit 1: Travelling	64
Unit 2: Making Social Contacts	70
Unit 3: Conference A - Plenary Session	76
Unit 4: Conference B - Working groups	81

Chịu trách nhiệm xuất bản : PTS Mai Hà
Chịu trách nhiệm phần dịch : Nguyễn Văn Dũng
Biên tập : Kim Ngọc Chi

PREFACE

English for International Conferences is an English course for those who already have a firm knowledge of basic English grammar and vocabulary. It does not pretend to be a fully comprehensive English language course, but is designed to help those who have to use English for the first time in the context of international conferences and congresses, and for those who have become conscious of the need to improve their mastery of the language in this area. The emphasis of the course is on the spoken language, confronting you with the kind of language you are likely to encounter at any international gathering of people engaged in different fields of science, economics, politics and administration. By practising structures and linguistic strategies which are commonly used in such situations you will gain confidence in your use of English and will be able to concentrate more easily on the content of the conference you have to attend.

Specialized vocabulary has been avoided, as research into the needs of the above mentioned groups has shown that it is not the specific vocabulary of their own subject area which causes most trouble, but the use of "everyday" English and the lack of familiarity with the procedures and "linguistic strategies" required for the mastery of those situations which recur at different types of meetings.

Above all, attention has been paid to training the ability to understand and react to English spoken at normal speed and at the level which can be expected in the situations described above.

Obviously, grammar cannot, and should not, be treated exhaustively in a course of this nature, but those features of English which tend to cause difficulty to

PREFACE

even the most fluent non-native speakers of English have been selected from the texts where they naturally occur, and are dealt with in the form of remedial structure drills.

The cassettes in this first cycle recount the visit of a German scientist to a conference in Eastbourne in England. Although there is an ongoing storyline, each of the cassettes can be used independently, and may be used to brush up a particular area before a conference or meeting. If, for example, you have to take over the chair in a working group, you might wish to concentrate on the unit entitled "Conference B - Working Groups".

Furthermore, you may use this booklet as an 'aide memoire' when you have to act as a chairman or rapporteur: you can use the "Useful Words and Phrases" at the end of each unit as a permanent point of reference.

In the preparation of this course I have received great help from Herr Mruck, Dr Splegel, Herr Trotnow and Dr Wiercimok, and I should like to take this opportunity of thanking them for their suggestions and their help. I should also like to thank Dr Lube and Dr Christa Müller for their support throughout the whole project.

Heusenstamm, July 1978

Anthony Fitzpatrick

LỜI NÓI ĐẦU

Tiếng Anh Hội nghị Quốc tế là chương trình giành cho những đối tượng đã có kiến thức vững vàng về ngữ pháp và từ vựng tiếng Anh. Đây không phải là một chương trình dạy tiếng hoàn chỉnh mà chỉ là một chương trình nhằm trợ giúp những người sử dụng tiếng Anh lần đầu trong các cuộc nghị đàm quốc tế và giành cho người có nhu cầu hoàn thiện khả năng làm chủ ngôn ngữ của mình. Trọng tâm của chương trình nhằm làm cho người học làm quen với thể loại ngôn ngữ sẽ phải đụng chạm tại bất cứ hội nghị quốc tế nào có các đại biểu tham dự công tác ở các lĩnh vực khác nhau như: khoa học, kinh tế, chính trị, hành chính. Thông qua thực hành câu trúc và thành ngữ thường hay sử dụng trong những tình huống tương tự, người học sẽ dần dần cảm thấy tự tin khi sử dụng vốn tiếng Anh của mình và có thể dễ dàng tập trung vào nội dung hội nghị mình đang tham dự.

Khi biên soạn tài liệu này, chúng tôi đã tránh không dùng các thuật ngữ chuyên môn, bởi vì qua nghiên cứu nhu cầu của các đối tượng học viên nói trên thấy rằng nguyên nhân gây khó khăn nhất không phải là thuật ngữ chuyên ngành mà là cách sử dụng tiếng Anh "hàng ngày" và thiếu quen thuộc với các hoàn cảnh và thành ngữ cần thiết để có thể làm chủ các tình huống xảy ra trong các kiểu hội nghị khác nhau.

Trước hết, chúng tôi tập trung rèn luyện khả năng nghe hiểu và ứng đáp tiếng Anh khẩu ngữ ở tốc độ thông thường và mức độ diễn biến trong các tình huống nêu trên.

Rõ ràng một chương trình mang tính chất như thế này không thể và cũng không nên đề cập kỹ lưỡng đến ngữ pháp. Tuy nhiên, những đặc điểm ngôn ngữ của tiếng Anh hay gây khó khăn cho ngay cả những người nước ngoài nói

LỜI NÓI ĐẦU

tiếng Anh trôi chảy nhất đều được chọn lọc từ các bài khóa có văn cảnh tự nhiên và xử lý dưới hình thức các bài luyện cấu trúc sửa sai.

Các băng cassette của chương trình này thuật lại chuyên đi của một nhà khoa học người Đức sang dự hội nghị ở Eastbourne tại Anh. Mặc dù cả bộ băng diễn biến theo mạch chuyện liên tục, người học có thể sử dụng riêng rẽ từng băng một hoặc dùng để ôn luyện một phần đặc biệt nào đó trước khi tham dự hội nghị. Chẳng hạn, nếu người học phải làm chủ tọa nhóm thảo luận của hội nghị, người đó chỉ cần tập trung vào phần có tiêu đề "Hội nghị phần B : Nhóm Thảo luận".

Người học còn có thể sử dụng tài liệu này làm phương tiện ghi nhớ khi phải đóng vai trò chủ tọa hay thư ký nhóm thảo luận. Phần "Từ và Thành ngữ" sau mỗi bài học có thể dùng để tham khảo khi cần.

Để biên soạn tài liệu này, tôi đã nhận được sự giúp đỡ to lớn của ông Herr Mruck, TS Splegel, ông Herr Trotnow và TS Wiercimok. Nhân dịp này tôi xin bày tỏ lòng biết ơn đối với những ý kiến đóng góp và sự giúp đỡ của các vị nêu trên. Tôi cũng xin ngỏ lời cảm ơn TS Lube và TS Christa Müller đã hỗ trợ nhiều trong suốt quá trình biên soạn và xuất bản chương trình này.

Heusenstamm, tháng 7 năm 1978

Anthony Fitzpatrick

THE COMPONENTS OF THE PROGRAMME AND THEIR FUNCTION

The first four units of English for International Conferences are:

- Travelling
- Making Social Contacts
- Conference A - Plenary Session
- Conference B - Working Groups

Each unit is organized as follows:

- Dramatized Conversation
- Structural Drills
- Language Strategy Drills
- Dialogue
- Active Listening Exercise
- Listening Comprehension Exercise
- Useful Words and Phrases.

The whole course is based on the cassette which guides you through the programme. The rôle of the booklet is described below in "How to Use the Programme".

THE DRAMATIZED CONVERSATION. | |

Each unit starts with a conversation, which is presented like a radio play. You should only use the cassette in this part of the programme. It sets the scene for the whole unit and provides all the "raw material" for the following exercises. Its basic function is to provide examples of realistic language connected with the area of conference English. No concessions are made as concerns the speed of delivery or naturalness of speech.

You are not expected to understand everything from the beginning. At first, you should be satisfied with understanding the "gist" of the conversation, that is to

NỘI DUNG CHƯƠNG TRÌNH

Bốn bài đầu của chương trình "Tiếng Anh Hội nghị Quốc tế" là:

Hành trình
Giao tiếp xã hội
Hội nghị phần A: Phiên toàn thể
Hội nghị phần B: Nhóm thảo luận

Mỗi bài sắp xếp như sau:

- Thoại kịch
- Luyện câu trúc
- Luyện câu trúc thành ngữ
- Hội thoại
- Luyện nghe tích cực
- Luyện nghe hiểu
- Từ và thành ngữ.

Học chương trình này chủ yếu bằng băng cassette kèm theo. Vai trò của sách in được nêu rõ trong mục "Phương pháp sử dụng chương trình".

THOẠI KỊCH

Mỗi bài mở đầu bằng một thoại kịch được trình bày như một màn kịch truyền thanh. Ở học phần này, học viên chỉ dùng băng cassette. Thoại kịch dàn cảnh chung cho cả bài và cung cấp toàn bộ ngữ liệu để làm các bài tập tiếp theo. Chức năng chính của phần này là nhằm cung cấp các ví dụ thực tế liên quan đến thể loại tiếng Anh dùng trong hội nghị. Ở phần này sẽ không có những bộ đối với người học; tức là: tốc độ hay tính chất tự nhiên của lời nói được giữ nguyên như trong thực tế. Không yêu cầu người học phải hiểu hết tất cả ngay từ đầu. Thoạt tiên, người học chỉ cần hiểu được đại ý cuộc thoại; tức là ý

THE COMPONENTS OF THE PROGRAMME AND THEIR FUNCTION

say, the general meaning of what you hear. Detailed understanding of individual words and phrases will come later, when you have worked through the whole programme. The complete text of the dramatized conversation is to be found at the end of the booklet, but this should only be consulted when, after completing the whole programme, you are still unsure of some points.

THE STRUCTURAL DRILLS .---

There are usually two structural drills in each unit. They are exercises designed to provide practice in the use of particular grammatical forms which experience has shown cause difficulty to even the more advanced learners of English. Grammatical phenomena like the difference between the Present Perfect and the Simple Past, for example, are contrasted and practised. In this type of exercise you are expected to respond to a question or other verbal stimulus on the tape, then listen to the correct answer and repeat the correct response, according to the following scheme:

Teacher's Voice:	Question		Correct answer	
Your Voice:		Answer		Repetition

THE LANGUAGE STRATEGY DRILLS .---

These drills are similar to the structural drills above.

NỘI DUNG CHƯƠNG TRÌNH

nghĩa chung chung của những điều nghe thấy. Người học sẽ hiểu chi tiết hơn đến từng từ, từng ngữ sau khi học hết chương trình. Toàn bộ thoại kịch có in trong phần cuối sách; nhưng người học chỉ nên dùng để tham khảo những điểm nào sau khi học xong vẫn còn chưa nắm vững.

LUYỆN CẤU TRÚC

Mỗi bài thường có hai bài tập về cấu trúc. Đây là những bài tập được biên soạn nhằm mục đích thực hành sử dụng các kiểu mẫu ngữ pháp đặc biệt mà qua kinh nghiệm cho thấy gây không ít khó khăn cho ngay cả những đối tượng học viên cao cấp. Chẳng hạn, những hiện tượng ngữ pháp như sự khác biệt giữa thì Hiện tại Hoàn thành với thì Quá khứ Đơn giản được so sánh và thực hành. Đối với loại bài tập này yêu cầu người học phải trả lời được câu hỏi hoặc các gợi ý trên bảng; sau đó nghe câu trả lời chuẩn và nhắc lại theo các bước như sau:

Giọng nói giáo viên:

Hỏi		Đáp chuẩn	
	Đáp		Nhắc lại

Giọng nói học viên:

LUYỆN CẤU TRÚC THÀNH NGỮ

Những bài luyện này cũng tương tự như các bài luyện cấu trúc ở phần trên nhưng giúp người học thực hành theo một cấu trúc hay thành ngữ cố định có thể sử dụng trong

THE COMPONENTS OF THE PROGRAMME AND THEIR FUNCTION

but they practise a fixed strategy or expression which can be used in a variety of circumstances to fulfil the same function. One such strategy is, for example, "Introducing a new topic" (→ Conference A: Drill 6; booklet, page 45).

Both types of drills should be practised with the cassette only. If, however, a particular drill causes difficulty, you should refer to the booklet, where the first two examples of each drill are printed.

THE DIALOGUE

These are short conversations, often taken from the body of the dramatized conversation, and illustrate simple, everyday use of English in typical situations. Here, after listening to the dialogue, you are expected to learn one of the rôles by heart, concentrating on correct pronunciation and intonation. This exercise gives you the chance to use some of the useful words and phrases you heard in the dramatized conversation and which you practised in the drills in a new, meaningful context. Mastery of these words and phrases will gradually lead to a more complete mastery of the language as a whole.

THE ACTIVE LISTENING EXERCISE

In this part of the programme the whole of the dramatized conversation is presented again, this time in short sections. After each section there is a pause on the cassette for you to provide a missing word or words.

The purpose of this exercise is to encourage you to

NỘI DUNG CHƯƠNG TRÌNH

nhiều tình huống. Chẳng hạn, một trong những cấu trúc đó là "Giới thiệu một đề tài mới" (trong bài "Hội nghị phần A: Phiên toàn thể", Bài tập 6, trang 45).

Cả hai loại bài tập này đều chỉ luyện bằng băng cassette. Tuy nhiên trong trường hợp đặc biệt gặp trở ngại, người học có thể xem sách, bao giờ cũng có in hai ví dụ đầu.

HỘI THOẠI

Đây là những cuộc thoại ngắn trích từ phần thoại kịch minh họa cách sử dụng tiếng Anh đơn giản, trong sinh hoạt thường ngày ở những tình huống đặc biệt. Ở phần này khi nghe hội thoại người học phải thuộc lòng lời thoại của nhân vật, chú ý phát âm và có ngữ điệu cho đúng. Bài tập này giúp người học có cơ hội sử dụng những từ, ngữ nghe thấy trong thoại kịch và áp dụng những từ, ngữ ấy vào một văn cảnh mới có ý nghĩa. Làm chủ được những từ, ngữ này sẽ dần dần dần dần đến làm chủ ngôn ngữ một cách hoàn thiện hơn.

LUYỆN NGHE TÍCH CỰC

Ở phần này, toàn bộ thoại kịch được nhắc lại một lần nữa, nhưng chia thành nhiều đoạn nhỏ. Sau mỗi đoạn sẽ có những chặng ngắt trên băng để người học điền vào những từ bị mất.

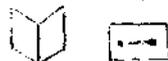
Mục đích bài tập này nhằm khuyến khích người học nghe lời thoại chăm chú hơn và thu hút sự chú ý vào một số

THE COMPONENTS OF THE PROGRAMME AND THEIR FUNCTION

listen more intently to the conversation, and to draw your attention to certain features of the language which appear in the conversation.

Normally, this exercise is best done with the help of the booklet, where you fill in the missing words after listening to the corresponding passage on the cassette. However, if you feel confident that you are completely familiar with what you heard in the dramatized conversation, you may wish to do the exercise orally. If you choose to do the exercise in this way you will find that there is just enough time left on the cassette for you to say the missing words.

THE LISTENING COMPREHENSION EXERCISE



This is an exercise in multiple choice form which helps to ensure that you have understood the dramatized conversation completely, and is done with the help of the booklet, where you will find statements about the content of the dramatized conversation. If, when you have checked your answers against the key, you still have doubts about your understanding of a certain section, you should refer to the printed version of the conversation at the back of the booklet. Again it should, perhaps, be emphasized that the text is to be used only as a last resort, when, after working through the programme several times, you still have difficulty in understanding some of the words and phrases.

USEFUL WORDS AND PHRASES



Obviously, it is not possible in the space of such a short programme to provide you with all the material you

NỘI DUNG CHƯƠNG TRÌNH

đặc điểm ngôn ngữ sử dụng trong cuộc thoại.

Bài tập này nên làm cùng với sách; học viên điền từ bị mất vào sách sau khi nghe trên băng đoạn thoại tương ứng. Tuy nhiên, nếu người học thấy rằng mình thực sự hoàn toàn quen thuộc với nội dung trên băng người đó có thể làm miệng bài tập này. Nếu lựa chọn cách làm miệng, bạn sẽ thay băng dùng đủ thời gian để điền từ bị mất.

LUYỆN NGHE HIỂU

Đây là loại bài tập dưới dạng lựa chọn, giúp cho người học đảm bảo hiểu hết thoại kịch. Phải làm bài tập cùng với sách và người học sẽ thấy trong sách có in đầy đủ lời thoại để lựa chọn. Trường hợp sau khi đã so câu trả lời của mình với lời giải ở ngay trang sau rồi mà vẫn còn hiểu lơ mơ, người học có thể tham khảo nội dung cuộc thoại in ở cuối sách. Tuy nhiên, cần nhấn mạnh rằng chỉ được coi việc tham khảo phần này là phương sách cuối cùng, sau khi đã nhiều lần làm hết các học phần của chương trình rồi mà vẫn không hiểu hết các từ và ngữ.

TỪ VÀ THÀNH NGỮ

Rõ ràng trong khuôn khổ một chương trình ngắn gọn như thế này, không thể nào cung cấp hết cho người học tất cả những ngữ liệu cần thiết dùng trong hội nghị. Vì thế

THE COMPONENTS OF THE PROGRAMME AND THEIR FUNCTION

will need at a conference or congress, so the elements isolated here are those felt to be most useful in a variety of circumstances. The "Useful Words and Phrases" section summarizes most of the language strategies used in the unit, and provides a list of alternative strategies.

HOW TO USE THE PROGRAMME

As mentioned above, the only exercise for which the booklet is absolutely necessary is the "Listening Comprehension Exercise". If possible, all the other exercises should be done using the cassette only, where you will receive full instructions on how to do each exercise.

Basically, the booklet has two purposes: first, it may be used by the weaker learner and by those who need to see the written form in order to memorize something more easily, and second, you may use it "on the spot", when you are attending a conference or congress and feel the need for quick reference notes.

You will profit most from the course if you follow the programme again and again, returning to it at intervals until complete mastery of all material has been achieved.

NỘI DUNG CHƯƠNG TRÌNH

những từ, ngữ xếp riêng trong phần này được coi là những từ ngữ thông dụng nhất trong các tình huống ngôn ngữ. Mục "Từ và Thành ngữ" tóm tắt hầu hết các câu trúc chủ đạo sử dụng trong bài; đồng thời có liệt kê cả các thành ngữ thay thế.

PHƯƠNG PHÁP SỬ DỤNG CHƯƠNG TRÌNH

Như đã nói ở trên, bài tập duy nhất trong chương trình phải căn đến sách là "Bài luyện nghe hiểu". Người học nên cố gắng làm tất cả các bài luyện khác trên băng. Cách thức làm bài cũng được hướng dẫn đầy đủ trên băng,

Sách có hai mục đích: một là để trợ giúp những người học lực còn yếu cần có bài viết để vừa đọc vừa nghe cho dễ nhớ hơn; hai là để dùng "tại chỗ" khi người học đang tham dự hội nghị cần có tài liệu tham khảo ngay.

Người học sẽ tiếp thu chương trình một cách có hiệu quả nhất khi bỏ công luyện tập nhiều lần, lặp đi lặp lại cho tới khi hoàn toàn làm chủ được tất cả ngữ liệu có trong chương trình.



Now switch on your cassette recorder and listen to the
Dramatized Conversation: "Travelling".

Listen to the conversation as often as necessary until you are confident that you understand in general what it is all about. Do not refer to the printed version of the text yet.

After completing this part of the programme you can go on to the drills when you have read the following text, which explains the purpose of this kind of exercise and how you are to do it.

DRILLS

In this part of the programme, you will practise some of the grammatical structures and phrases from the conversations which you have just heard. The first two drills are concerned with grammatical points which certainly will not be new to you. You will probably recognize, however, that these points are those which always seem to cause most difficulties in use. In other words, it is not enough to know and understand the structure, it is also necessary to practise it so often that its use becomes automatic. That is why you should say the responses out loud and then repeat the correct answers.

Each drill starts with two examples in which the woman's voice takes over your rôle to show you how the drill is to be done. These examples are printed in your booklet in the form in which they are recorded on the cassette. The printed version will provide a supplementary aid for those drills which you find more difficult to do, and will later serve as a useful record of the grammar

Mời các bạn bật máy nghe đoạn thoại kịch có chủ đề

"Hành trình"

Nghe nhiều lần cho đến khi bạn dám chắc rằng mình đã hiểu đại khái nội dung lời thoại. Xin dùng vài giờ phần lời in cuộc thoại ở cuối sách.

Kết thúc phần này bạn chuyển sang phần bài luyện, sau khi đọc kỹ phần hướng dẫn sau đây trong đó có nêu rõ mục đích thể loại bài tập và cách thức luyện tập.

BÀI LUYỆN

Ở học phần này, người học sẽ thực hành một số cấu trúc ngữ pháp và thành ngữ có trong cuộc thoại vừa nghe. Hai bài tập đầu luyện về những cấu trúc ngữ pháp quen thuộc. Tuy nhiên, các bạn sẽ nhận thấy đây là những cấu trúc gây nhiều khó khăn nhất. Nói cách khác, biết và hiểu những cấu trúc đó chưa đủ mà cần phải thực hành thường xuyên để sử dụng chúng một cách tự nhiên. Vì vậy, các bạn phải tập trả lời thật to và nhắc lại các câu trả lời chuẩn cho đúng.

Mỗi bài luyện mở đầu bằng hai ví dụ minh họa, trong đó giọng người phụ nữ sẽ thể vai bạn nhằm hướng dẫn cách thức làm bài. Hai ví dụ cũng được in trong sách theo đúng cách thức trình bày trong băng. Đối với bài khó trong sách có in thêm lời để hỗ trợ người học đồng thời để sau này sẽ trở thành tập hợp những cấu trúc ngữ pháp và thành ngữ đã học trong chương trình.

Bước đầu, người dẫn bài sẽ đề nghị bạn phải trả lời

and language strategies which you have covered in the course.

In the first step the commentator or presenter will say something to which you are expected to respond in a certain way, using a specific structure or phrase. As you try to give the first response you will find that you are concentrating more on the form of the structure or phrase in order to get it right. The "cassette teacher" then gives you the correct form, and this you should repeat. Even if you get the response right the first time it is worth repeating it, as the second time you can direct your attention to imitating the pronunciation and the intonation of your "cassette teacher". You should repeat the drills until you are able to give all the correct responses fluently and accurately without hesitation.

DRILL 1. QUESTION-WORD QUESTIONS WITH "do/does"



Your voice

Teacher's voice

You want to know when the next train to Eastbourne leaves:

When does the next train to Eastbourne leave ?

When does the next train to Eastbourne leave ?

When does the next train to Eastbourne leave ?

Now you want to know where the trains to Eastbourne leave from :

Where do the trains to Eastbourne leave from ?

Where do the trains to Eastbourne leave from ?

Where do the trains to Eastbourne leave from ?

theo cách đã định, có sử dụng một cấu trúc hoặc một thành ngữ cụ thể. Khi cố trả lời lời đáp thứ nhất bạn sẽ thấy mình tập trung nhiều hơn đến hình thái cấu trúc hoặc thành ngữ để đạt được câu trả lời đúng. Sau đó giáo viên trong băng sẽ cho câu trả lời chuẩn và bạn phải nhắc lại câu chuẩn này cho thật đúng. Ngay cả khi trong lần đáp đầu bạn đã trả lời đúng bạn vẫn nên nhắc lại câu trả lời chuẩn, bởi vì khi ấy bạn sẽ giành sự chú ý vào việc bắt chước cách phát âm và ngữ điệu câu nói của giáo viên.

Bạn hãy làm những bài luyện này thật nhiều lần cho tới khi có đủ khả năng trả lời đúng tất cả mọi câu hỏi một cách trôi chảy và chính xác không một chút ngập ngừng

DRILL 2. QUESTIONS WITH "do/does"



You are in a travel agency and want to book flight. First you ask someone if they know where you can change your flight booking:

Do you know where I can change my flight booking?
Do you know where I can change my flight booking?
Do you know where I can change my flight booking?

Now you want to know if they make reservations for Lufthansa flights in this travel agency:

Do you make reservations for Lufthansa flights?
Do you make reservations for Lufthansa flights?
Do you make reservations for Lufthansa flights?

DRILL 3. MAKING SUGGESTIONS



You are with friends in a hotel and you think it would be a good idea to have a drink, so you say:

Let's have a drink, shall we?
Let's have a drink, shall we?
Let's have a drink, shall we?

Now you feel hungry and it's time for dinner:

Let's have dinner, shall we?
Let's have dinner, shall we?
Let's have dinner, shall we?

DRILL 4. MAKING ALTERNATIVE SUGGESTIONS

☐ In this drill you will hear someone making suggestions. You agree with the suggestions in principle, but you, in return, make an additional suggestion. The sentences in parentheses represent your "inner voice".

These are the examples on the cassette:

What about having dinner at the Royal Dolphin?

(Yes, but reserve a table first.)

Don't you think we'd better reserve a table?

Don't you think we'd better reserve a table?

Don't you think we'd better reserve a table?

We could hire a car to travel to Eastbourne.

(Yes, but find out how much it costs.)

Don't you think we'd better find out how much
it costs?

Don't you think we'd better find out how much
it costs?

Don't you think we'd better find out how much
it costs?

DIALOGUE

CUSTOMS AND IMMIGRATION

☐ In this part of the programme you should work from the cassette only. The purpose of this exercise is to practise pronunciation and intonation by giving you the opportunity of using useful words and phrases from the dramatized conversation in a new context.

The dialogue is presented in four steps which you should work through in the following way:

1. Listen to the complete dialogue several times until you are sure that you understand it completely.
2. Repeat the words and phrases after the voice on the cassette.
3. Listen to the dialogue again and try to speak at the same time as Dr Schneider. Repeat this until you know the rôle by heart.
4. Play the rôle of Dr Schneider, asking his questions and giving his answers in the pauses on the cassette.

Read the printed version of the dialogue below only if you have difficulty in understanding the text.

P.O. [†]	May I see your passport, please?
Dr Schneider	Oh, sorry. Here you are.
P.O.	What's the purpose of your visit?
Dr Schneider	I'm attending a conference in Eastbourne.
P.O.	And how long do you intend to stay in Britain?
Dr Schneider	Just five days. Until the end of the conference.
P.O.	And will you be staying at this address all the time?
Dr Schneider	Yes. At the Royal Dolphin Hotel.
P.O.	Is this your first visit to Britain?
Dr Schneider	Yes, it is.
P.O.	All right. You can go through now.
Dr Schneider	Thank you.

[†]P.O. = Passport Official

ACTIVE LISTENING EXERCISE

Listen to the text on the cassette, and then fill in the missing words on this page when you are asked to do so. After completing this sentence, listen to the cassette again for the right answer and then go on to fill in the missing words in the next sentence.

1. "Yes, I'm looking forward to my friends and relatives again".
2. "I'm afraid you have to go over there where it says and Passports."
3. "What's the of your visit?"
4. "Yes, I so."
5. "I believe you've got a for me."
6. "How often do the trains from here?"
7. " . . . can change the booking at the travel when we get the train tickets."
8. "Do you sell railway tickets here?"
"No, I'm not."
9. "In that case there's no difference between two singles and an return."
10. "You're here on the list of conference but I'm afraid I can't find Dr Barker's name."

LISTENING COMPREHENSION EXERCISE

This exercise sets out to test whether you have understood the conversations in detail.

Listen to the dramatized conversation again and then put a mark \emptyset against the sentence which you think best describes what the speakers said.

If you find you have made a mistake when you compare your answers with the key on page 26, go back to the cassette again and listen carefully to the section where you made the mistake.

There is a transcription of the whole conversation at the end of the booklet, if you need extra help.

- | | |
|--|---|
| 1. a) Dr Schneider says he is pleased to be back in England again. | 0 |
| b) Dr Schneider thinks that Dr Barker is happy to be back in England. | 0 |
| 2. a) Both Dr Barker and Dr Schneider have completed an immigration card. | 0 |
| b) Dr Schneider has completed an immigration card, but Dr Barker has not. | 0 |
| 3. a) Dr Schneider went through the red channel because he had to pay customs duty. | 0 |
| b) Dr Schneider made a mistake and went the wrong way at customs. | 0 |
| 4. a) Dr Barker is not sure if he will get to Eastbourne on time if he goes by train. | 0 |
| b) Dr Barker wants to take a train to Eastbourne because then he will be on time for his appointment at three o'clock. | 0 |
| 5. From the airport to Eastbourne | |
| a) there is a direct connection by train. | 0 |
| b) you have to go by Underground and change at Victoria. | 0 |

- | | |
|---|---|
| 6. To get from London Victoria to Eastbourne by train it takes | |
| a) from fourteen to forty minutes. | 0 |
| b) approximately one hour and a quarter. | 0 |
| 7. Dr Schneider suggests they change their booking for the return flight because | |
| a) they do not know whether Dr Grey will be able to bring them back to the airport. | 0 |
| b) Dr Grey plans to bring them back to the airport | 0 |
| 8. Dr Barker and Dr Schneider decide to take the flight to Düsseldorf | |
| a) at 8.50 p.m. | 0 |
| b) at 10.00 p.m. | 0 |
| 9. At the railway booking office, Dr Schneider asks for | |
| a) two first class singles to Eastbourne. | 0 |
| b) two first class returns to Eastbourne. | 0 |
| 10. The hotel receptionist apologizes because | |
| a) she has not got a room free for Dr Barker. | 0 |
| b) the hotel made a mistake when the booking was made. | 0 |

KEY TO LISTENING COMPREHENSION EXERCISE

- | |
|--|
| 1. b) Dr Schneider thinks that Dr Barker is happy to be back in England. |
| 2. b) Dr Schneider has completed an immigration card, but Dr Barker has not. |

3. b) Dr Schneider made a mistake and went the wrong way at customs.
4. a) Dr Barker is not sure if he will get to Eastbourne on time if he goes by train.
5. b) From the airport to Eastbourne you have to go by Underground and change at Victoria.
6. b) To get from London Victoria to Eastbourne by train it takes approximately one hour and a quarter.
7. a) Dr Schneider suggests they change their booking for the return flight because they do not know whether Dr Grey will be able to bring them back to the airport.
8. a) Dr Barker and Dr Schneider decide to take the flight to Düsseldorf at 8.50 p.m.
9. a) At the railway booking office, Dr Schneider asks for two first class singles to Eastbourne.
10. b) The hotel receptionist apologizes because the hotel made a mistake when the booking was made.

USEFUL WORDS AND PHRASES

Timetable

- When does the next train to Eastbourne leave?
- What time does the last flight to Düsseldorf leave?
- How long does it take to get to Eastbourne?
- When do we arrive at Eastbourne?
- How often do the trains/buses run to Eastbourne?

Rail

- Which platform does the train to Eastbourne leave from?
- Do I have to change (trains) ?
- Is there a good connection/a connecting train?
- Is the 5.45 an express train/Inter City?
- Is there a restaurant car on the train?
- A first class single to Eastbourne, please.
- Two second class returns to Eastbourne, please.

Bus

- Excuse me, where does the airport coach leave from?
- Could you tell me when to get off, please?
- Does this bus go to the conference centre?

Airport

- Can I change my reservation here?
- I'd like to change my flight booking, please.
- Where does the luggage arrive?
- Could you tell me where I can find a porter/baggage trolley?

Hiring a car

- I'd like to hire a car, please.
- Do you accept credit cards/Eurocheques/traveller's cheques?
- I need a large car for three days.
- Do I have to bring it back to this office?
- Does that include comprehensive/accident insurance?
- Do I have to pay for mileage, or is it unlimited mileage?
- Could I have a receipt, please?

Finding the way

- Excuse me, could you tell me the way to the conference centre, please?
- Is there a post office near here?
- Excuse me, where's the nearest bank, please?



Now switch on your cassette recorder and listen to the

Dramatized Conversation: "Making Social Contacts"

Listen to the conversation as often as necessary until you are confident that you understand in general what it is all about. Do not refer to the printed version of the text yet.

Detailed instructions on how to do the drills which follow can be found in the introduction to Unit 1, page 17.

DRILL 1 THE FUTURE WITH "going to" AND "will"



There are several ways of expressing the future in English, but "going to" and "will" are the most common. The use of "will" in this drill demonstrates the use of the "neutral" form of the future whereas "going to" is here practised expressing future intention.

Does Dr Lindberg intend to give a paper tomorrow?

I know he's going to give a paper,
but I don't think it will be tomorrow.
I know he's going to give a paper,
but I don't think it will be tomorrow.
I know he's going to give a paper,
but I don't think it will be tomorrow.

Does Dr Grey plan to fly to Germany on Sunday?

I know he's going to fly to Germany,
but I don't think it will be on Sunday.

I know he's going to fly to Germany,
but I don't think it will be on Sunday.
I know he's going to fly to Germany,
but I don't think it will be on Sunday.

DRILL 2 "will" = PROMISING FUTURE ACTION

[...]

A colleague of yours wants to do various things,
but has no time or has other things to do. You
offer to help him.

I'd like to phone Dr Grey, but I haven't got
enough time.

That's all right. I'll phone him for you.

That's all right. I'll phone him for you.

That's all right. I'll phone him for you.

I should meet Professor Brown at six.

That's all right. I'll meet him for you.

That's all right. I'll meet him for you.

That's all right. I'll meet him for you.

DRILL 3 MAKING INTRODUCTIONS

[...]

This drill practises one of the most usual forms of
formal introduction. You are showing a group of
English-speaking visitors around your place of work.
As you go from department to department you meet
various colleagues whom you would like to introduce
to the visitors.

Introduce Dr Schneider to Dr Grey:

Dr Schneider, may I introduce you to Dr Grey?
Dr Schneider, may I introduce you to Dr Grey?
Dr Schneider, may I introduce you to Dr Grey?

Now introduce Professor Brown to Dr Schmidt, your assistant:

Professor Brown, may I introduce you to
Dr Schmidt, my assistant?
Professor Brown, may I introduce you to
Dr Schmidt, my assistant?
Professor Brown, may I introduce you to
Dr Schmidt, my assistant?

DRILL 4

APOLOGIZING



In this drill, friends or colleagues of yours want to know why you did not keep to an arrangement or agreement you made with them. You apologize and tell them the reason. Once again, the sentences in parentheses represent your "inner voice".

I thought you wanted to meet me at the airport?
(That's true, but I had to look after another visitor.)
I'm sorry I couldn't meet you at the airport, but I had to look after another visitor.
I'm sorry I couldn't meet you at the airport, but I had to look after another visitor.
I'm sorry I couldn't meet you at the airport, but I had to look after another visitor.

Didn't you want to join us for dinner?

(Yes, I did, but I wasn't feeling very well.)

I'm sorry I couldn't join you for dinner,
but I wasn't feeling very well.

I'm sorry I couldn't join you for dinner,
but I wasn't feeling very well.

I'm sorry I couldn't join you for dinner,
but I wasn't feeling very well.

DIALOGUE MAKING ARRANGEMENTS BY TELEPHONE

[-.-] In this part of the programme you should work from the cassette only. Detailed instructions on how this exercise is to be done are to be found in Unit 1, page 22.

Telephonist Central Electricity Generating Board.

Dr Schneider Could I speak to Dr Grey, please?

Telephonist Just one moment, I'll put you
through.

Dr Grey Grey speaking.

Dr Schneider Good afternoon, Dr Grey. My name is
Schneider. Dr Barker asked me to
phone you.

Dr Grey Ah, good afternoon, Dr Schneider.
Dr Barker said you'd ring.

Dr Schneider Yes, he suggested we should meet
for dinner this evening.

Dr Grey That sounds a good idea. What time?

Dr Schneider Would seven o'clock suit you?

Dr Grey Yes, fine. Where?

Dr Schneider	Would you like to come to our hotel?
Dr Grey	Yes. Where are you staying?
Dr Schneider	At the Royal Dolphin.
Dr Grey	Fine. Seven o'clock at the Royal Dolphin,
Dr Schneider	Good. Well, I look forward to meeting you this evening, Dr Grey.
Dr Grey	So do I, Dr Schneider. Thank you for calling. Goodbye.
Dr Schneider	Goodbye.

ACTIVE LISTENING EXERCISE

Listen to the text on the cassette, and then fill in the missing words on this page when you are asked to do so. After completing the sentence, listen to the cassette again and then go on to fill in the missing words in the next sentence.

- "No, I'm afraid I haven't. Perhaps ask the receptionist."
- "In that case I think we'll walk. Is that you, Dr Schneider?"
- "It's a big, modern building. You it."
- "Here are you name , gentlemen."
- "Well, it's only a local call, so I'll only need one or two 2p"
- "Dr Grey? Just one moment, I'll you"

7. "Yes, six o'clock me fine."
8. "Oh, the usual problems, But they're all in good, thanks."
9. "He's the Swedish specialist on caused by"
10. "Jones has taken up a at the Department of the Environment, but otherwise the team is the same."
11. "Of course, to. But what about dinner?"
12. "I believe you're doing in the field of sulphur dioxide emissions."
13. "I was most interested to hear about your paper on photochemical air pollution in the Federal Republic."
14. "He's just made an application for from the Ministry for a new project."
15. "I hate to interrupt you, gentlemen, but my tells me that it's time for dinner."

LISTENING COMPREHENSION EXERCISE

This exercise sets out to test whether you have understood the conversations in detail.

Listen to the dramatized conversation again and then put a mark Ø against the sentence which you think best describes what the speakers said.

If you find you have made a mistake when you compare your answers with the key on page 38, go back to the cassette again and listen carefully to the section where you made the mistake.

There is a transcription of the whole conversation at the end of the booklet, if you need extra help.

- | | |
|--|---|
| 1. a) Dr Schneider is afraid to ask the receptionist the way to the conference centre. | 0 |
| b) Dr Schneider suggests they ask the receptionist the way. | 0 |
| 2. a) It takes half an hour to get to the conference centre. | 0 |
| b) It is only a ten minute walk to the conference centre. | 0 |
| 3. a) The conference centre is near the traffic lights in Church Road. | 0 |
| b) The conference centre is in North Street. | 0 |
| 4. a) Dr Barker can telephone from the conference centre office. | 0 |
| b) Dr Barker must use a public telephone. | 0 |
| 5. a) Dr Grey should have met Dr Barker at the airport. | 0 |
| b) Dr Grey is going to meet another visitor at the airport. | 0 |
| 6. a) Dr Grey is going to meet Dr Barker on the seafront. | 0 |
| b) The two men will meet at Dr Barker's hotel. | 0 |
| 7. a) Dr Grey's family is having health problems. | 0 |
| b) Dr Grey's family is well. | 0 |

- | | |
|--|---|
| 8. a) Graham Wright could not meet Dr Lindberg at the airport. | 0 |
| b) Graham Wright had an accident when he picked up Dr Lindberg. | 0 |
| 9. a) Dr Barker wants to show Dr Grey some photos of his work in Münster. | 0 |
| b) Dr Barker recently went on holiday in Switzerland. | 0 |
| 10. a) Dr Barker cannot have dinner with Dr Grey because he is going to eat with his German colleague. | 0 |
| b) Dr Barker would like to know if Dr Grey would like to have dinner with him and with Dr Schneider. | 0 |
| 11. a) Dr Grey's team produces electricity from sulphur dioxide. | 0 |
| b) Dr Grey's team is examining the effect of sulphur dioxide on the atmosphere. | 0 |
| 12. a) Dr Barker has just been made head of Dr Schneider's department. | 0 |
| b) Dr Barker works under Dr Schneider. | 0 |
| 13. a) Dr Grey would like to get a copy of Dr Schneider's recent paper. | 0 |
| b) Dr Grey has just read Dr Schneider's recent paper. | 0 |
| 14. a) Dr Karl Becker is a good friend of Dr Grey's. | 0 |
| b) Dr Grey knows Dr Becker from a meeting in Germany. | 0 |

KEY TO LISTENING COMPREHENSION EXERCISE

1. b) Dr Schneider suggests they ask the receptionist the way.
2. b) It is only a ten minute walk to the conference centre.
3. b) The conference centre is in North Street.
4. b) Dr Barker must use a public telephone.
5. a) Dr Grey should have met Dr Barker at the airport.
6. b) The two men will meet at Dr Barker's hotel.
7. b) Dr Grey's family is well.
8. a) Graham Wright could not meet Dr Lindberg at the airport.
9. b) Dr Barker recently went on holiday in Switzerland.
10. b) Dr Barker would like to know if Dr Grey would like to have dinner with him and with Dr Schneider.
11. b) Dr Grey's team is examining the effect of sulphur dioxide on the atmosphere.
12. b) Dr Barker works under Dr Schneider.
13. a) Dr Grey would like to get a copy of Dr Schneider's recent paper.
14. b) Dr Grey knows Dr Becker from a meeting in Germany.

USEFUL WORDS AND PHRASES

On the telephone

Caller

- Could I speak to Dr Grey, please?
- Hello. Is that Dr Grey? This is Alan Barker speaking.
- Who's that speaking, please?
- May I have extension 235, please?
- Would you tell Dr Grey that I phoned, please?
- I'll ring back later.
- Would you ask him to ring back?

Operator/Secretary

- Hold the line, please.
- Just one moment, I'll put you through.
- I'm afraid the line's busy/engaged.
- Can I take a message? Or shall we ring you back?

Initiating contact

- Excuse me, aren't you Professor Lindberg?
- I wonder if I could have a word with you, Dr Grey?

Introductions

Introducing

- May I introduce you to Dr Barker, a colleague of mine?
- Dr Grey, I'd like you to meet Professor Kneipp.
- I don't think you've met Dr Schneider yet, have you?
- I'm sure you've already heard of each other.

Reacting to introductions

- How do you do?
- Nice to meet you, Dr Grey.

- I'm delighted to meet you, Dr Grey.
- I'm pleased to meet you at last. I've heard so much about you.

Invitations

Inviting

- I'd appreciate the chance to talk to you some time. Do you think you could spare a few minutes?
- May I invite you to lunch/dinner?
- Would you like a drink?

Reacting to invitations

- That's very kind of you.
- I'm terribly sorry, but I'm pressed for time at the moment.
- Perhaps we could meet tomorrow?

Conversational Gambits

- gambits - do this phrase to*
- What do you think of the programme?
 - What's your opinion of Dr Green's hypothesis?
 - As I see it, ...
 - Did you enjoy the morning session?
 - It's been most interesting so far, hasn't it?

[...] Now switch on your cassette recorder and listen to the
Dramatized Conversation:

"Conference A - Plenary Session".

Listen to the conversation as often as necessary until you are confident that you understand in general what it is all about. Do not refer to the printed version of the text yet.

Detailed instructions on how to do the drills which follow can be found in Unit 1, page 17.

DRILL 1 THE FUTURE CONTINUOUS

[...] This form of the future is used to make "matter of fact" statements about the future. It does not express or imply intention or insistence.

The chairman is making announcements about the programme; his assistant is giving him the information:

We meet in the working groups from 9.30 to 11.

We'll be meeting in the working groups from 9.30
to 11.

We'll be meeting in the working groups from 9.30
to 11.

We'll be meeting in the working groups from 9.30
to 11.

We discuss the present position in the working
groups.

We'll be discussing the present position in the
working groups.

<p>We'll be discussing the present position in the working groups.</p> <p>We'll be discussing the present position in the working groups.</p>

DRILL 2 PRESENT PERFECT CONTRASTED WITH SIMPLE PAST

••• The simple past is normally used for the relation of past events for actions which occurred or were completed in the past. The present perfect is a combination of present and past time, and always implies a strong connection with the present.

<p>You are at the conference, and a colleague is giving you advice:</p>

You must register for the conference.

But I've already registered.

But I've already registered.

But I've already registered.

Oh, really? When? Yesterday?

Yes, I registered yesterday.

Yes, I registered yesterday.

Yes, I registered yesterday.

DRILL 3 INTRODUCING A SPEAKER

••• The chairman introduces Dr Green, an expert in environmental protection:

Ladies and gentlemen, I have great pleasure in introducing Dr Green, an expert in questions of environmental protection.

Ladies and gentlemen, I have great pleasure in introducing Dr Green, an expert in questions of environmental protection.

Ladies and gentlemen, I have great pleasure in introducing Dr Green, an expert in questions of environmental protection.

And Mr Carter, the author of "Environment 2000".

Ladies and gentlemen, I have great pleasure in introducing Mr Carter, the author of "Environment 2000".

Ladies and gentlemen, I have great pleasure in introducing Mr Carter, the author of "Environment 2000".

Ladies and gentlemen, I have great pleasure in introducing Mr Carter, the author of "Environment 2000".

...

First, thank Mr Barton for a most informative talk:

I'd like to thank Mr Barton for a most informative talk.

I'd like to thank Mr Barton for a most informative talk.

I'd like to thank Mr Barton for a most informative talk.

Now thank Professor Kneipp for his valuable contribution to our deliberations:

Handwritten notes:
to speak with ~ in front have his thing
deliberations
deliberate can see
43
deliberations
deliberations

I'd like to thank Professor Kneipp for his valuable contribution to our deliberations.

I'd like to thank Professor Kneipp for his valuable contribution to our deliberations.

I'd like to thank Professor Kneipp for his valuable contribution to our deliberations.

DRILL 5 CALLING UPON A SPEAKER TO TAKE THE FLOOR

You want Dr Schneider to give his paper on "Photochemical Air Pollution".

I'd now like to call upon Dr Schneider who is going to talk about "Photochemical Air Pollution".

I'd now like to call upon Dr Schneider who is going to talk about "Photochemical Air Pollution".

I'd now like to call upon Dr Schneider who is going to talk about "Photochemical Air Pollution".

And now ask Professor Zielhuis to make his contribution on "Health and Environmental Standards":

I'd now like to call upon Professor Zielhuis who is going to talk about "Health and Environmental Standards".

I'd now like to call upon Professor Zielhuis who is going to talk about "Health and Environmental Standards".

I'd now like to call upon Professor Zielhuis who is going to talk about "Health and Environmental Standards".

DRILL 6 INTRODUCING A NEW TOPIC

⋯ Sometimes the introduction of a new topic into a discussion requires a lot of tact on the part of a chairman. He may not, for example, wish to offend a previous speaker or, quite simply, he may not wish the people he is addressing to feel that he is imposing his own ideas and order of events on the meeting. The use of the introductory "I thought I'd now like to ..." in the following drill helps the speaker to introduce a new topic in a particularly polite way.

First, the chairman wishes to turn the group's attention to recent developments in this field:

I thought I'd now like to turn your attention to recent developments in this field.

I thought I'd now like to turn your attention to recent developments in this field.

I thought I'd now like to turn your attention to recent developments in this field.

And now he wishes to summarize what has been said so far.

I thought I'd now like to summarize what has been said so far.

I thought I'd now like to summarize what has been said so far.

I thought I'd now like to summarize what has been said so far.

There is no Dialogue for Unit 3

ACTIVE LISTENING EXERCISE



Listen to the text on the cassette, and then fill in the missing words on this page when you are asked to do so. After completing the sentence, listen to the cassette again and then go on to fill in the missing words in the next sentence.

1. " . . . the strategy is to divide the sessions into two major groups: one progress in the control of air pollution, and the second with the effects of air pollution on the human organism."
2. "Initially, we'll be discussing the present position, and then we're going on to consider what might be done to the situation."
3. "Well, now, in the first session, we're by the relationship between air pollution and prema-
ture mortality, and this theme will be introduced by our first speaker."
4. " These, then, are the main points I would like to in your deliberations in the working groups."
5. "I'm sure that my colleagues join me in

- thanking you for an extremely
presentation of the main problems confronting
us, and for the way in
which you put your case."
6. "Participants joining
this group should contact Dr Grey, who has
kindly offered to chair the first meeting."
7. "Registrations for Dr Dubrovnik's group were
so numerous that we had to change the
. from Room II/1a to Room III/2b."
8. "As we all know, there are great problems . .
. in specialist conferences
concentrating on specific areas of scientific
research."
9. "The work of others may help us
our own work more clearly and may give us
ideas for future work which we would not
otherwise be able to obtain."
10. "In attempting to prepare our summaries of
the groups' deliberations, my fellow rappor-
teurs and I have found the task to be conside-
rably more difficult than we had"
11. "In view of these difficulties, I
that we until after the coffee
break."
12. "I now the meeting"

LISTENING COMPREHENSION EXERCISE

This exercise sets out to test whether you have understood the conversations in detail.

Listen to the cassette again and put a mark ϕ against the sentence which you think best describes what the speakers said.

If you find you have made a mistake when you compare your answers with the key on page 50, go back to the cassette again and listen carefully to the section where you made the mistake.

There is a transcription of the whole conversation at the end of the booklet, if you need extra help.

- | | |
|--|---|
| 1. The chairman says that the two major groups will be dealing with | |
| a) completely different themes. | 0 |
| b) very similar themes. | 0 |
| 2. Professor Lindberg wishes to | |
| a) first repeat his background paper and then present his hypotheses | 0 |
| b) present only his hypotheses for discussion | 0 |
| 3. There is no discussion after Professor Lindberg's talk because | |
| a) there is no time. | 0 |
| b) the chairman wants to make some announcements. | 0 |
| c) no body has any questions. | 0 |
| 4. The new, interdisciplinary group will deal with | |
| a) environmental control in nature. | |
| b) environmental problems in towns and cities. | 0 |

-
- | | |
|--|---|
| 5. The chairmen of the working groups | |
| a) are to meet the rapporteurs by 12.15. | 0 |
| b) should finish their deliberations together before 12.15. | 0 |
| 6. The chairman says that when they planned the conference they wanted it to be interdisciplinary because | |
| a) the subject was too complex to be dealt with by specialists from only one specific area of scientific research. | 0 |
| b) there are great dangers in concentrating on only one special area of scientific research. | 0 |
| 7. The chairman believes that such interdisciplinary conferences | |
| a) are a good discipline because participants have to listen to things which are unfamiliar to them. | 0 |
| b) are a good thing because they provide a useful exchange of information between people who are experts in different areas. | 0 |
| 8. Dr Alassio wants | |
| a) the main speakers to present the main themes of their deliberations again in brief and rather simple language. | 0 |
| b) the main speakers to help the rapporteurs to prepare summaries which are easy to understand. | 0 |
| 9. The chairman wants the speaker from the floor to | |
| a) speak into a microphone. | 0 |
| b) stand in the centre of the hall. | 0 |
| 10. Professor Leboeuf asks for | |
| a) a list of specialized vocabulary in French. | 0 |
| b) a French translation of the rapporteurs' summaries. | 0 |

- | | |
|--|---|
| 11. Dr Alassio tells Professor Lebocuf that | |
| a) a French translation will be made available. | 0 |
| b) it might be possible to have a translation if the translators take part in the rapporteurs' discussion. | 0 |

KEY TO LISTENING COMPREHENSION EXERCISE

- | | |
|--|--|
| 1. b) The chairman says that the two major groups will be dealing with very similar themes. | |
| 2. b) Professor Lindberg wishes to present only his hypotheses for discussion. | |
| 3. c) There is no discussion after Professor Lindberg's talk because nobody has any questions. | |
| 4. b) The new, interdisciplinary group will deal with environmental problems in towns and cities. | |
| 5. a) The chairmen of the working groups are to meet the rapporteurs by 12.15. | |
| 6. b) The chairman says that when they planned the conference they wanted it to be interdisciplinary because there are great dangers in concentrating on only one special area of scientific research. | |
| 7. b) The chairman believes that such interdisciplinary conferences are a good thing because they provide a useful exchange of information between people who are experts in different areas. | |
| 8. b) Dr Alassio wants the main speakers to help the rapporteurs to prepare summaries which are easy to understand. | |

9. a) The chairman wants the speaker from the floor to speak into a microphone.
10. b) Professor Leboeuf asks for a French translation of the rapporteurs' summaries.
11. a) Dr Allassio tells Professor Leboeuf that a French translation will be made available.

USEFUL WORDS AND PHRASES

Opening a meeting

- I declare the meeting open.

Introducing a speaker

- I have great pleasure in introducing Professor Lindberg.
- Our first speaker, Dr Brown, will speak on . . .

Discussion in plenary session**Establishing the topic**

- What we have to discuss is ...
- The first thing we have to consider is ...

Referring to papers

- May I draw your attention to page 6 of the report?
- If I could ask you to look at page 6 for a moment.

Blocking discussion

- I'm afraid I need notice of that question. *Slide*
- I'll have to refer that question to the steering committee.

Interrupting a speaker

- May I just draw your attention to the fact that this point will be discussed in the working groups later?

Adding information

- I think it's relevant to mention here that . . .

Bringing a speaker back to the subject

- I'm afraid that this is not terribly relevant, Dr Jones.

Ending a discussion

- Perhaps we ought to take a formal vote on this.
- May I propose that this be accepted?
- May I propose that we stop there?

Putting an issue to the vote

- Can we move to a vote on this.
- That is carried then, with 49 in favour of the motion, 12 against, and 3 abstentions.

Summarizing

- Our position can be summed up as follows:

Thanking

- I'm sure I'm speaking for everyone when I say how grateful we are to Professor Lindberg for his
 Informative ----•----> lecture.
 entertaining ---!----> talk.
 amusing -----↓----> contribution.
- I should like to thank Professor Lindberg for ...

Ending a meeting

- I declare the meeting adjourned until 2 p.m. this afternoon.
- I declare the meeting closed.



Now switch on your cassette recorder and listen to the
Dramatized Conversation:

"Conference B - Working Groups"

Listen to the conversation as often as necessary until you are confident that you understand in general what it is all about. Do not refer to the printed version of the text yet.

Detail instructions on how to do the drills which follow can be found in Unit 1, page 17.

DRILL 1 CONDITIONAL I - "If he asks, I'll ..."



In this first drill, Type 1 conditional sentences, "probable condition", are practised. With this type of sentence we imply that it is quite probable that what is mentioned in the 'if-clause' will be done. The verb in the 'if-clause' is in the present tense, the verb in the main clause is in the future tense.

Are you going to translate the paper for him?

If he asks me, I'll translate the paper for him.

If he asks me, I'll translate the paper for him.

If he asks me, I'll translate the paper for him.

Are you going to take the minutes for him?

If he asks me, I'll take the minutes for him.

If he asks me, I'll take the minutes for him.

If he asks me, I'll take the minutes for him.

Would you mind repeating that, please?
 Would you mind repeating that, please?
 Would you mind repeating that, please?

Now he wants him to say it again.

Would you mind saying that again, please?
 Would you mind saying that again, please?
 Would you mind saying that again, please?

DRILL 4 RAISING QUESTIONS



Note that in the following drill the use of "Would it be possible for us to ...?" is not asking about possibility or availability. It is merely a polite way of saying "Can I have ... ?"

You want to get a copy of the chairman's exposé
 in German:

Excuse me, Mr Chairman, would it be possible for
 us to get a copy of your exposé in German?

Excuse me, Mr Chairman, would it be possible for
 us to get a copy of your exposé in German?

Excuse me, Mr Chairman, would it be possible for
 us to get a copy of your exposé in German?

Now you want to discuss the last point in more
 detail:

Excuse me, Mr Chairman, would it be possible for
 us to discuss the last point in more detail?

Excuse me, Mr Chairman, would it be possible for us to discuss the last point in more detail?

Excuse me, Mr Chairman, would it be possible for us to discuss the last point in more detail?

DIALOGUE CLOSING A MEETING

[...] In this part of the programme you should work from the cassette only. Detailed instructions on how to do this exercise are to be found in Unit 1, page 22.

Dr Grey Has anyone anything further he wishes to add to Mr Hesketh's summary? Dr Brown?

Dr Brown No, no, not really. I'm afraid the discussion wasn't quite what I expected.

Dr Grey Not what you expected?

Dr Brown Yes, I couldn't help feeling that most of us couldn't understand what our colleagues were saying.

Dr Grey But don't you think that the main points were relevant?

Dr Brown Well, you're probably right in saying that, but I still can't help feeling that our definitions were too vague.

Dr Grey May I suggest that you join the subgroup which is concerned with the formulation of these points?

Dr Brown Well, yes, if you think so, Mr Chairman.

Dr Grey Thank you very much, Dr Brown. Well, in conclusion, I would like to say that we seem to have covered a very complex area in a remarkably short space of time. Thank you, gentlemen.

ACTIVE LISTENING EXERCISE

Listen to the text on the cassette, and then fill in the missing words on this page when you are asked to do so. After completing the sentence, listen to the cassette again and then go on to fill in the missing words in the next sentence.

1. "I'm sorry, but I quite you."
2. "I'm sure I will. to you."
3. "Right, gentlemen. Shall we be started?"
4. "First, by you for the interest which you have shown in this particular working group?"
5. "Don't you think we should appoint someone to take the ?"
6. "I'd not, if you don't, Dr Grey."
7. "We'd from anyone here who has a contribution to make, of course."
8. "I haven't this paper because, as I said at the outset, it is only intended as a preliminary statement which I hope we'll be modifying in the course of discussion."
9. "We to be that the present text is now acceptable as a common basis for future discussion, and that it should be presented to the plenary session in its present form."

out
out
out
out

10. "Finally, it that the resolution I have just read out should be presented to the plenary session for the consideration of all participants at this conference."
11. "Well, then I think that's all on the subject at present."
12. "Good idea ! It's my , I think."

LISTENING COMPREHENSION EXERCISE

This exercise sets out to test whether you have understood the conversations in detail.

Listen to the cassette again and put a mark \emptyset against the sentence which you think best describes what the speakers said.

If you find you have made a mistake when you compare your answers with the key on page 60, go back to the cassette again and listen carefully to the section where you made the mistake.

There is a transcription of the conversation and the meeting at the end of the booklet, if you need extra help.

1. The man with the strong, foreign accent wants to know
 - a) if Dr Schneider is Professor Dubrovnik. 0
 - b) where Professor Dubrovnik's group is meeting. 0
2. a) Dr Barker also had difficulty in understanding the man who spoke with a foreign accent. 0
 - b) Dr Barker thinks that Dr Schneider's English is getting worse, not better. 0

KEY TO LISTENING COMPREHENSION EXERCISE

1. b) The man with the strong, foreign accent wants to know where Professor Dubrovnik's group is meeting.
2. a) Dr Barker also has difficulty in understanding the man who spoke with a foreign accent.
3. a) Dr Grey and some of his colleagues formed the special working group because they felt they would gain a lot from talking to colleagues from different fields of research.
4. b) Dr Schneider does not want to take the minutes of the meeting because he feels that his English is not good enough.
5. b) Dr Grey tells the members of the group that he would like them to ask questions or raise points while he is reading his statement if they wish.
6. b) Dr Grey prepared the preliminary statement together with a group of colleagues.
7. a) Dr Grey asks Mr Hesketh to summarize what the group has discussed.
8. b) Dr Schneider found the discussion difficult to follow because the group used a lot of unusual, technical terms.
9. b) Dr Barker tells Dr Schneider that he, too, often has difficulties in working groups because the specialist vocabulary used in such groups is unfamiliar to him.

USEFUL WORDS AND PHRASES

Opening a meeting

- Shall we be getting started?
- Shall we get down to business?

Introducing a speaker

- I'm sure you all know Dr Green.
- It's a great honour for us to have Professor Kneipp with us in our group today.

Discussion

Establishing the topic

- Perhaps we should first look at ...
- Now the first area we have chosen is ...

Clarification/Explanation

- I'd like to ask Dr Smith what he means by ...
- Do you think you could explain what you mean by , please?

Questions

- There are a number of questions I'd like to ask.
- There's just a point I'd like to raise here.

Repetition

- Would you mind repeating (your last point), please?

Requests

- Would it be possible for us to obtain copies of your paper?
- If you don't mind I'd like to have time to read this paper.

Suggestions

- I wonder if I might suggest (that we deal with that later) ?
- Wouldn't it be better to ... ?
- Wouldn't it be a good idea to ... ?

Inviting comment

- Has anyone anything further he wishes to say?
- Has anyone got any suggestions?
- Please feel free to (interrupt, if you wish).
- Dr Barker, would you like to comment on this?

Blocking

- That's a difficult question to answer.
- Perhaps we could return to that later.
- I'd rather not answer that, if you don't mind.
- I'd like to think about that for a while, if you don't mind.

Objecting

- You're probably right in saying that, but ...
- With all due respect, I think

Expressing reservation

- I can't help feeling (that)

Interrupting

- Excuse me, but I'd just like to point out
- Could I just say a word on this?
- I wonder if I might just

Making an apology

- I'm (so) sorry.
- I beg your pardon.
- Please forgive the interruption.

Bringing the discussion back to the point

- I'm afraid you seem to have missed the point.

- You mentioned before that

Moving on/Changing the subject

- I thought I'd now like to

- Can we move on to

- Can we now turn our attention to

Ending a discussion

- Can we leave the matter there, then?

Summarizing

- We seem to be agreed that

Thanking

- I'd like to thank you all for a stimulating discussion.

- Well, thank you (gentlemen).

Ending a meeting

- Well, I think that's all there is to say at present.

- Well, I think that covers everything.

- Well, I think we might break off there.

TRAVELLING

Stewardess Ladies and gentlemen. May we kindly ask you to remain seated until the aircraft has reached its final position. The temperature here in London is 15° Centigrade or 59° Fahrenheit. The exact local time is 11.35 . Captain Schmidt and his crew would like to say goodbye to you. We hope you enjoyed your flight. Thank you and "Auf Wiedersehen".

Dr Schneider Well, it must be pleasant for you to be back in England again after six months with us.

Dr Barker Yes, I'm looking forward to seeing my friends and relatives again.

Dr Schneider Where did Dr Grey say he would meet us?

Dr Barker Just outside the baggage claim area.

After you.

Dr Schneider Thanks.

Dr Barker Have you filled in the immigration card?

Dr Schneider Yes. Have you?

Dr Barker No, I don't need to. It's only for non-British citizens.

Dr Schneider Oh, yes. Of course. Is this the way?

Dr Barker No, I go through here - "British Passports", you see, I'm afraid you have to go over there where it says "Commonwealth and EEC passports".

Dr Schneider All right. I'll see you on the other side, at the customs, then.

- C.O. What have you got to declare?
Dr Schneider Nothing.
C.O. Then you should go through the green channel, not the red one.
Dr Schneider Oh, I'm sorry. Can I go through?
C.O. What's the purpose of your visit?
Dr Schneider I'm attending a conference in Eastbourne.
C.O. I see. Would you mind opening this bag, please?
Dr Schneider There you are.
C.O. Thank you. Right. That's all. You can go through now.
Dr Schneider Thank you.
-
- Dr Barker Ah, there you are. Did you have any trouble?
Dr Schneider No, I just went through the wrong channel.
Dr Barker Now, I wonder where Donald Grey is?
Public Address Would Dr Barker, passenger from Düsseldorf please come to the information desk. Dr Barker from Düsseldorf, please.
Dr Barker That was for me, wasn't it?
Dr Schneider Yes, I think so. Look, there's the information desk over there.
Dr Barker Excuse me, my name's Barker. I believe you've got a message for me.
Clerk That's right, Dr Barker. Here you are.
Dr Barker Thank you. - Oh dear, that's a pity.
Dr Schneider What's the matter?
Dr Barker Dr Grey can't meet us this morning. We'll have to make our own way to the conference. I'm to phone him this evening.

Dr Schneider Shall we take the train, then?
Dr Barker I'm not sure. I had promised to meet some-
one at the hotel at about three o'clock,
and it's twelve o'clock now. Let's ask
about train times.- Have you got a train
timetable, please?
Clerk Yes. Where do you want to go?
Dr Barker To Eastbourne.
Clerk And when do you want to go?
Dr Barker This afternoon. As soon as possible.
Clerk I see.
Dr Schneider Where do the trains for Eastbourne leave
from?
Dr Barker From Victoria.
Dr Schneider And how do we get there?
Dr Barker By Underground.
Clerk There's one at 12.55 .
Dr Barker No, that's no good, I'm afraid. We'll
never make it.
Dr Schneider How long does it take to Victoria from
here?
Dr Barker About an hour. How often do the trains run
from here?
Clerk About every quarter of an hour.
Dr Barker Thank you. And when is the next train to
Eastbourne after the 12.55?
Clerk At 13.25, arriving at Eastbourne at 14.40.
Dr Barker At twenty-five past one and arriving at
twenty to three. That'll give me just
enough time to keep my appointment.
Dr Schneider Can we get tickets from here, too?
Clerk No, I'm afraid not, sir. But perhaps they
can help you at the British Airways coun-
ter over there.

Dr Barker Thank you very much. Goodbye
Clerk Goodbye.

Dr Schneider Don't you think we'd better change our
booking for the return flight?
Dr Barker Do you think that's necessary?
Dr Schneider Well, Dr Grey may not be able to bring us
back to the airport as planned.
Dr Barker That's true. Yes, let's do that. We can
change the booking at the travel agency
when we get the train tickets.
Dr Schneider He we are. After you.
Dr Barker Thanks.

Girl Good morning. Can I help you?
Dr Barker Good morning. Do you sell railway tickets
here?
Girl No. I'm afraid not. You'll have to get
them at the British Rail desk or at the
ticket office at the station.
Dr Barker I see. Could we change our flight booking
here?
Girl Certainly. May I have your tickets, please?
Thank you. When would you like to fly back
to Düsseldorf?
Dr Barker What are the times of the flights after
the 12.45 ?
Girl Do you mean on Friday 7th?
Dr Barker Yes, that's right.
Girl There's one at 15.40 , another at 17.45
and the last one is at 20.50 .
Dr Barker When does the 20.50 arrive?
Girl At 22.00 hours.

Dr Barker Good. We'll take that one, then. Is that all right for you, Dr Schneider?

Dr Schneider Yes, yes, that's fine, thanks.

Girl That's confirmed then, sir. Have you got a telephone number in this country where you can be contacted?

Dr Barker Yes. Here's the number of the conference office in Eastbourne where we will be until Thursday evening.

Girl Eastbourne 389247. Thank you. Here are your tickets.

Dr Barker Thank you very much. Goodbye.

Girl Goodbye.

Dr Schneider Shall I get the tickets?

Dr Barker Yes, please. I'll find out which platform the train leaves from. There's the booking office over there.

Dr Schneider I'd like two tickets to Eastbourne, please. Is it cheaper to buy a return ticket than two singles?

Railway clerk How long are you going for?

Dr Schneider Five days.

Railway clerk In that case there's no difference between two singles and an ordinary return.

Dr Schneider Two first class singles to Eastbourne, then, please.

Railway clerk 10.30, please. Thank you.

Dr Schneider Thank you

Dr Barker The 13.25 leaves from platform 7. This way.

Receptionist Good afternoon.

Dr Schneider Good afternoon. I believe you have two

rooms booked for us: Dr Barker and Dr Schneider.

Receptionist Ah, yes, Dr Schneider. You're here on the list of conference participants, but I'm afraid I can't find Dr Barker's name.

Dr Barker That's strange. I know that my secretary made both bookings at the same time. I was in the office when she phoned.

Receptionist Just a moment, please. I have a Dr Parker from the 'Zentrum für Umweltforschung', Münster.

Dr Schneider Well, that must be Dr Barker. We both work at the 'Zentrum für Umweltforschung', and we haven't got a Parker.

Receptionist I'm sorry. We must have got the wrong name. Room 424 and 425 on the fourth floor. Shall I call the porter?

Dr Barker No, thank you. We've only got this hand luggage.

MAKING SOCIAL CONTACTS

- Dr Barker Ah, there you are Dr Schneider. Is your room all right?
- Dr Schneider Yes, it's fine, thanks. What about yours?
- Dr Barker It's very pleasant, thank you. Now, have you found out the way to the conference centre?
- Dr Schneider No, I'm afraid I haven't. Perhaps we'd better ask the receptionist.
- Dr Barker Yes. I'll do that. -
Excuse me, could you tell us how to get to the conference centre, please?
- Receptionist Yes, certainly. Are you going to walk or are you going to go by car?
- Dr Barker Well, the office opens in about half an hour, so there's plenty of time. How far is it?
- Receptionist It's about ten minutes on foot, I think.
- Dr Barker In that case I think we'll walk. Is that all right by you, Dr Schneider?
- Dr Schneider Certainly. The fresh air will do us good.
- Dr Barker Fine. Which way is it, then please?
- Receptionist Go out of the hotel and turn left. Go straight along Church Road until you reach the traffic lights. Then turn right into North Street and you'll see the conference centre in front of you at the top of the hill. It's a big, modern building. You can't miss it.
- Dr Barker So, it's left outside the hotel, right at the traffic lights, and then straight on?
- Receptionist Yes, that's right.
- Dr Barker Thank you very much.

Unit 2

DRAMATIZED CONVERSATION

-
- Receptionist Not at all. Goodbye Dr Barker.
Dr Barker Goodbye.
-
- Dr Schneider Good afternoon. Dr Barker and Dr Schneider.
We'd like to register for the conference.
Girl Certainly, sir. Ah, here we are. Dr Barker
and Dr Schneider from the 'Zentrum für
Umweltforschung', Münster.
Dr Schneider Yes, that's right.
Girl Here are your name tags, gentlemen. My colleague
will give you copies of the conference
papers. Oh, Dr Barker, there is a message
for you.
Dr Barker A message for me?
Girl Yes. Dr Grey phoned about an hour ago and
asked you to ring him back. Here's his
number.
Dr Barker Thank you. Can I phone from here?
Girl Yes, there's a public phone box over there,
near the entrance.
Dr Barker Thank you. -
Oh, Dr Schneider, could you change this
50p, please?
Dr Schneider Yes, I think so. What do you need?
Dr Barker Well, it's only a local call, so I'll only
need one or two 2p pieces.
Dr Schneider Here you are.
Dr Barker Thank you very much.
-
- Telephonist Grand Hotel.
Dr Barker Could I speak to Dr Grey, please?
Telephonist Dr Grey? Just one moment, I'll put you
through.

- Dr Grey Hello.
- Dr Barker Hello, is that Dr Grey?
- Dr Grey Yes, speaking.
- Dr Barker Hello, Donald. This is Alan Barker.
- Dr Grey Alan! It's good to hear you again. Look, I'm sorry I couldn't meet you at the airport, but I had to look after another visitor. But I'll explain all that later. Where are you now?
- Dr Barker At the conference centre.
- Dr Grey I see. And where are you staying?
- Dr Barker At the Royal Dolphin.
- Dr Grey Can we meet there at about six?
- Dr Barker Yes, six o'clock suits me fine.
- Dr Grey Right. Six o'clock at the Royal Dolphin.
- Dr Barker Fine. I'm looking forward to seeing you again.
- Dr Grey So am I. Until six, then, Alan. Goodbye.
- Dr Barker Cheerio.
- Dr Schneider What did he say?
- Dr Barker He said he'll meet us at the hotel at six o'clock.
- Dr Schneider Good, then we've got time for a quick walk along the seafront.
-
- Dr Grey Alan! It's good to see you again. How are you?
- Dr Barker I'm fine, thanks, Donald. And how are you?
- Dr Grey I'm very well, too, thank you. And how's Mary?
- Dr Barker Oh, she's well, too. How's the family?
- Dr Grey Oh, the usual problems. But they're all in good health, thanks. Now, what about a drink?

- Dr Barker That sounds like a good idea. The bar's this way.
-
- Dr Grey What would you like?
- Dr Barker A gin and tonic, please. *Jeri ... x ...*
- Dr Grey One gin and tonic and a dry sherry, please.
- Barman One gin and tonic, one dry sherry.
- Dr Grey I'm sorry I couldn't meet you at the airport. I had to pick up Dr Lindberg and bring him here.
- Dr Barker That doesn't matter.
Dr Lindberg? Isn't he the main speaker tomorrow?
- Dr Grey Yes, that's right. He's the Swedish specialist on pulmonary damage caused by air pollutants. Graham Wright should have picked him up, but he had an accident yesterday morning. Nothing serious, but his car was badly damaged.
- Dr Barker Lucky man! Well, what's new at the institute since I left?
- Dr Grey Oh, nothing, really. Jones has taken up a post at the Department of the Environment, but otherwise the team is the same. How are you enjoying the work?
- Dr Barker Oh, it's very interesting, I must say. I've learnt a lot. Perhaps we'll find time to talk about it tomorrow. We've had some interesting results.
- Dr Grey Good. By the way, did you enjoy your holiday in Switzerland?
- Dr Barker Yes, it was marvellous. I've brought some photos to show you, if you'd like to see them.
- Dr Grey Of course, I'd love to. But what about dinner?

- Dr Barker Well, I had arranged to have dinner with my German colleague, Horst Schneider. Would you like to join us?
- Dr Grey Yes, that would be very nice.
Are you eating here?
- Dr Barker Yes. Ah, here is Dr Schneider.
Dr Schneider, may I introduce you to Dr Grey?
Dr Grey, Dr Schneider.
- Dr Schneider How do you do.
- Dr Grey How do you do.
- Dr Schneider I'm pleased to meet you at last. I've heard so much about you from Dr Barker, I believe you're doing research in the field of sulphur dioxide emissions.
- Dr Grey That's right. I'm in charge of a small research team working for the Central Electricity Generating Board. And Dr Barker is working together with you, I believe.
- Dr Schneider Yes. I'm head of the department which Dr Barker has been assigned to.
- Dr Grey I was most interested to hear about your recent paper on photochemical air pollution in the Federal Republic. Do you think you could let me have a copy?
- Dr Schneider I'd be delighted to. In fact, I've got a few spare copies with me. I'll bring one with me tomorrow.
- Dr Grey Thank you very much. By the way, does Dr Becker still work at your institute?
- Dr Schneider Do you mean Karl Becker?
- Dr Grey Yes, that's right. I met him at the last International Clean Air Congress in Düsseldorf.

- Dr Schneider Yes, I know him very well. He's a good friend of mine. He's just made an application for funds from the Ministry for a new project.
- Dr Grey Well, I certainly hope he's successful ... Please give him my best regards when you see him.
- Dr Schneider I'll be glad to, Dr Grey.
- Dr Barker I hate to interrupt you, gentlemen, but my stomach tells me that it's time for dinner.
- Dr Grey Right you are, Alan!

CONFERENCE A - PLENARY SESSION

Chairman Ladies and gentlemen. Ladies and gentlemen, may I have your attention, please? The programme for this morning's session will be concerned with the broad heading of "Technology, the Environment and Man", where the strategy is to divide the sessions into two major groups: one concerned with progress in the control of air pollution, and the second with the effects of air pollution on the human organism. We'll be dealing largely with the same themes, but under different aspects. Initially, we'll be discussing the present position, and then we're going to go on to consider what might be done to alleviate the situation. Well, now, in the first session, we're going to begin by considering the relationship between air pollution and premature mortality, and this theme will be introduced by our first speaker.

in: fresh to chair

Ladies and gentlemen, I have great pleasure in introducing Professor Lindberg, who is well-known for his numerous learned articles in this field and for his active support of the International Clean Air Society. Professor Lindberg's subject today is: "Health Aspects of Air Pollution caused by Sulphur Dioxide". Professor Lindberg :

Prof. Lindberg Thank you, Mr Chairman. Rather than repeating parts of my background paper, in which I outlined the main problems in this area, I thought I would like to present three

Chairman

hypotheses which could be taken up in the group-discussions after this talk. The first hypothesis is These, then, are the main points I would like to see discussed in your deliberations in the working groups.

Thank you, Professor Lindberg. I'm sure that my colleagues join me in thanking you for an extremely lucid presentation of the main problems confronting us, and for the persuasive way in which you put your case.

Now, as we have a few moments in hand, may I ask if there are any questions to the speaker? No? Well, if that's the case, I should like to make one or two announcements concerning the organization of the rest of the conference.

First, there's been a request to form an additional group to those on the programme. This group will basically be interdisciplinary in nature and will deal broadly with urban planning and environmental control. Participants interested in joining this group should contact Dr Grey, who has kindly offered to chair the first meeting. Dr Grey has suggested that this group should meet immediately after this plenary session in the small room next to the main lecture hall. So, once again: that is a new, interdisciplinary group on urban planning and environmental control under the chairmanship of Dr Grey, in the small room next to the main lecture hall.

Second, there are one or two minor alterations to the programme for this afternoon. Dr O'Dwyer will be unable to act as chairman for

working group A III. His place will be taken by Dr Harrison. Registrations for Professor Dubrovnik's group were so numerous that we had to change the venue from Room II/1a to Room III/2b. You'll find a plan of the rooms in your conference brochure. May I take this opportunity of reminding the chairmen of the working groups that they should report to the rapporteurs immediately after their working group has finished its deliberations, and this should be no later than 12.15. Thank you.

Chairman

Ladies and gentlemen. As we all know, there are great problems inherent in specialist conferences concentrating on specific areas of scientific research. This was the chief reason for us to plan a truly interdisciplinary conference on the complex subject of air pollution and the environment. Equally, however, there are dangers in bringing together so many experts from so many different disciplines. It takes a genuine effort for a person in one discipline to listen to something else which may be totally unfamiliar to him. Not only to listen, but to absorb. The benefits from it are, however, substantial. The work of others may help us delineate our own work more clearly and may give us ideas for future work which we would not otherwise be able to obtain.

I should now like to call upon Dr Alassio, who would like to make a statement on behalf of the rapporteurs. Dr Alassio.

- Dr Alassio Thank you, Mr chairman. In attempting to prepare our summaries of the groups' deliberations, my fellow rapporteurs and I have found the task to be considerably more difficult than we had envisaged. We would like to be able to present in brief and rather simple language the main themes of your deliberations and the questions remaining in particular areas. We have discovered that the different vocabularies used by the different groups of experts have caused considerable confusion among many of the conference participants. For this reason we would like to ask the main speakers from the different sections to meet the rapporteurs in Room I/1a immediately after this session. Thank you, Mr Chairman.
- Chairman In view of these difficulties, I propose that we adjourn until after the coffee break. Are there any questions? Yes? The gentleman at the far end on the hall. Would you please identify yourself and let us know where you are from?
- Voice My name's
- Chairman I'm afraid we can't hear you. Would you please make use of one of the microphones standing near the centre of the hall?
- Voice I'm Jean Leboeuf, Professor of Physics at the University of Nancy, France. I have a question to put to the last speaker, or rather, a request. Would it be possible for these reports to be made available in French, too? As you said yourself, the vocabularies of some groups are highly specialized, and

- it would be difficult for some of us to follow the reports if they were only in English.
- Chairman Dr Alassio, would you like to answer this point?
- Dr Alassio Certainly, Mr Chairman. I can assure Professor Leboeuf that the translators will also be taking part in our discussion, and that all the conference languages will be used in the summaries.
- Chairman Thank you, Dr Alassio. I now declare the meeting closed. We'll meet again in plenary session here at 4.15 to hear the summaries by the rapporteurs.

CONFERENCE B - WORKING GROUPS

- Voice 1 Excuse me, could you tell me where Professor Dubrovnik's talk will be held?
- Dr Schneider I beg your pardon?
- Voice 1 I didn't quite understand the announcement in the plenary session.
- Dr Schneider I'm sorry, but I didn't quite understand you. Would you mind repeating that, please?
- Voice 1 I would like to know where Professor Dubrovnik is.
- Dr Schneider Ah, Professor Dubrovnik! He's in III/2b.
- Voice 1 Thank you very much.
- Dr Schneider Not at all.-
Do you know, Dr Barker, I believe my English is getting worse, not better.
- Dr Barker No, no, Dr Schneider. I'm afraid I didn't understand that gentleman, either.
- Dr Schneider Well, thank goodness for that. Now, where is that new interdisciplinary group meeting?
- Dr Barker I think they said in the small room next to the main lecture hall.
- Dr Schneider Ah, yes. There it is. Thank you.
- Dr Barker I'll see you later for lunch, then. I hope you enjoy the morning session.
- Dr Schneider Thanks. I'm sure I will. Same to you!
- Dr Barker Oh, Dr Schneider.
- Dr Schneider Yes?
- Dr Barker If you wait for me after the session, I'll come and pick you up.
- Dr Schneider Fine, I'll do that.
-

- Dr Grey Right, gentlemen. Shall we be getting started? First, may I start by thanking you for the interest which you have shown in this particular working group? There is a small group of us who felt strongly that an interdisciplinary group of this nature would have a lot to contribute to the conference as a whole, and that we should take advantage of the possibility of working together with colleagues who are all experts in their own specialized fields, Now, the first area which we've carved out for ourselves, but which wasn't really on the programme, is the relationship between urban planning and the environment, with particular reference to Professor Lindberg's contribution this morning.
- Voice 2 Excuse me, Mr Chairman. Don't you think we should appoint someone to take the minutes?
- Dr Grey Oh yes, of course. I must apologize. I completely forgot about appointing a secretary. Dr Schneider, perhaps you would be so kind as to take notes and prepare a summary of our deliberations?
- Dr Schneider I'd rather not, if you don't mind, Dr Grey. There are bound to be a lot of expressions I'm not familiar with, and besides, my English is still a little rusty. *can't*
- Dr Grey I quite understand, Dr Schneider. It was unfair of me to ask you. Mr Hesketh, would you be prepared to take on this task?
- Mr Hesketh Certainly, Mr Chairman.
- Dr Grey Thank you very much. Well, for the next three quarter of an hour or so, we'll be

- dealing with the concept of pollution in relation to town planning. We'd appreciate input from anyone here who has a contribution to make, of course. Now, I'd like to read a preliminary statement which I invite you to interrupt at any time. Please feel free to interject questions, comments or corrections,
- Voice 3 Er, Mr Chairman, there's just a point I'd like to raise here.
- Dr Grey Yes?
- Voice 3 Would it be possible for us to obtain copies of the document you are reading from?
- Dr Grey I haven't had this paper photocopied because, as I said at the outset, it's only intended as a preliminary statement which I hope we'll be modifying in the course of discussion.
- Voice 3 I see. Please forgive the interruption.
- Dr Grey That's quite all right. Well, with your permission, I'll now read out the statement prepared by Professor Wilcox, Dr Anselm, Mr Green and myself. "In view of the
... Well, thank you, gentlemen. We seem to be agreed that the present text is now acceptable as a common basis for future discussion, and that it should be presented to the plenary session in its present form. May I now call upon Mr Hesketh to give a summary of our deliberations?"
- Mr Hesketh Thank you, Mr Chairman. We began by outlining what we thought were the most important characteristic features of ...
... Finally, it was agreed that the resolution I have just read out should be presented

to the plenary session for the consideration of all participants at this conference. Thank you, Mr Chairman.

Dr Grey Thank you, Mr Hesketh. Has anyone anything further he wishes to add to Mr Hesketh's summary? No? Then I should like to thank Mr Hesketh for such an excellent summary. Well, then, I think that's all there is to say on the subject at present. We'll meet again this afternoon, after the plenary session. Thank you for your attention.

Dr Barker Ah, there you are, Dr Schneider! How did your meeting go?

Dr Schneider It was very interesting, but, I must admit, I found some parts very difficult to understand. *2 d visit then*

Dr Barker Oh, why was that?

Dr Schneider Well, a lot of members of the group used specialist vocabulary, and it wasn't always easy to understand what they meant.

Dr Barker Yes, I know what you mean. I often have the same difficulties at conferences like this. Sometimes I have the feeling that they are speaking a foreign language, even though I know that they're using English. I'm sure I would have had the same trouble if I'd been in your group.

Dr Schneider Still, I got a lot out of the group discussion, and I'm looking forward to the afternoon session.

Dr Barker Good. Now what about a drink? All this talking makes a man thirsty!

Dr Schneider Good idea! It's my turn, I think.

Giá sách:3000đ

Nếu cần sao băng,xin mang 2 băng 90' tới gặp c.Chị
vào giờ hành chính, p.2,nhà hành chính 01, Viện

Khoa học VN, Nghĩa đô,Hà Nội,dt:258333 xin1115

Giá sao 2 băng:2000đ