

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. Н. КАРАЗІНА**

WHAT'S YOUR LINE?

*Навчально-методичний посібник
з усної практики
для студентів 3 курсу
факультету іноземних мов*

**Харків
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П 61

Друкується згідно з рішенням вченої ради факультету іноземних мов
Харківського національного університету ім. В. Н. Каразіна
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Рецензенти:

кандидат педагогічних наук, доцент кафедри методики та практики англійської мови
Харківського національного університету ім. В.Н. Каразіна **Довгополова Я.В.;**

кандидат філологічних наук, доцент кафедри англійської мови та літератури Харківського
національного університету ім. В.Н. Каразіна **Чорновол-Ткаченко О.О.**

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Посібник призначений для студентів 3 курсу факультету іноземних мов, які вивчають англійську як другу мову. Мета посібника полягає у розвитку та вдосконаленні лексичних та розмовних навичок, якими повинні володіти незалежні користувачі мови на рівні С1, відповідно рівням володіння мовою «Загальноєвропейських Рекомендацій з мовної освіти, вивчення, викладання, оцінювання». У посібнику представлені лексичні та розмовні вправи, що допоможуть опанувати новий матеріал за темою усної практики «Робота та професії». Вправи, призначені для опрацювання лексичного матеріалу, передбачають поглиблену роботу студентів як над письмовими текстами посібника, так і над усними завданнями.

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QUIZ YOUR PERFECT JOB

Are you a goalkeeper, a book-keeper or a beekeeper?
What sort of job would suit you? Would road sweeping
be right up your street? Would waitressing be your cup
of tea? Would you be on cloud nine working as a pilot?
Find out by answering the job quiz below!

Answer the questions below choosing a, b or c. Tick the box next to your answer. Then see the information below to discover what sort of job would really suit you.

1. Which colour do you prefer?

- a) blue (1) b) grey (0) c) orange (2)

2. Would you rather:

- a) play a team game? (2) b) play a game for two? (1) c) take exercises on your own? (0)

3. Would you rather:

- a) be rich and famous? (2) b) be rich, but not famous ? (0) c) be poor and happy? (1)

4. Would you prefer to live:

- a) in a big city? (2) b) in a small town? (1) c) in the country? (0)

5. Would you rather be:

- a) a defense lawyer? (1) b) a prosecution lawyer? (2) c) a judge?(0)

6. Would you rather be:

- a) a film star (2) b) a doctor (1) c) a writer (0)

7. Would you rather:

- a) work alone (0) b) work with 2 or 3 people (1) c) work with a lot of people (2)

8. Would you rather have a holiday:

- a) in Disneyland (2) b) on a small island (0) c) in an old and beautiful city (1)

9. What would you prefer to do:

- a) to go to a disco (2) b) to go out with one friend (1) c) to stay at home alone (0)

10. Who would you prefer to have dinner with:

- a) a famous person (1) b) a large group of friends(2) c) someone from your family (0)

Now add up your points and study what your answers mean:

15-20: You like being with people. You are very ambitious and want success. You're generous and sociable, the life and soul of the party. You get on well with people from all walks of life and a job that involves contact with people would be right up your street. You want to change the world and be the centre of attention.

Think of a career as: **an actor, a tour guide, a television presenter, a flight attendant, a politician, a goalkeeper.**

9-14: You like being with special friends. You want a job with loads of responsibility. You're cautious and sensible and don't like taking risks. You look before you leap and never put all your eggs in one basket. Careful planning will help you weather a storm. You don't like to rock the boat, you want to know where you stand. These jobs would suit you perfectly: **a doctor, a judge, a traffic warden, a bank manager, a book-keeper.**

8 and under: You like being on your own. You like the simple life, nothing too strenuous. A regular 9-5 job would suit you down to the ground. You don't really like planning ahead, you play it by ear and go with the flow. You take things one day at a time, and although you get on well with people you keep yourself to yourself and don't mind working alone. So, think about a job as: **an athlete, a painter, a lighthouse keeper, a zookeeper, a beekeeper.**

TEXT A

Pre-reading discussion

- Explain the following quotation: "Work is the grand cure of all maladies and miseries that ever beset mankind" (Th. Carlyle)
- How important is work? Do you want to "work to live" or "live to work"?
- What are the most important things for you in your work? Arrange these aspects in order of importance and add some more things you think are important:

job satisfaction	meeting people
earning enough money	security
earning plenty of money	having pleasant co-workers/colleagues

Read and Translate

MAKE YOUR JOB WORK FOR YOU

Your job can be a step in the direction of the rest of your life. How you feel about it, what you learn from it, what you do with it, or what it does to you helps you to decide where you go from there. If you want to get the most of it, if you want it to lead you down the path of success, there are certain things you should do. Here are some suggestions:

Don't let the salary be your main reason for taking the job. Sometimes a lower paying job with the right company and the right contacts can do a lot more for you than a higher salary. Decide what is the lowest pay with which you can be satisfied. Then decide what other things can be important. How much training and/or experience can you get on this job? Some companies give their new employees priceless training. On-the-job experience can be very valuable to you when you apply for the next job. It gives you the practical experience that no school can offer. This can lead to a much higher salary later. What chances are there for advancement within the company? Sometimes accepting a lower paying job gives you a chance to show your boss how capable you are and how valuable you can be to the company. This will pay off later.

Another very important item for you to think about when you apply for the job is *the type of contacts you can make.* Just as a smart student chooses professors than just courses, a smart employee tries to meet and become friendly with the people who help him or her move ahead, either in this company or on the next job. Even if you can't do that, however, just having the opportunity to meet and develop a relationship with different kinds of personalities can help you develop skills that may move you ahead much faster on your next job. Learning about the job from other people, or learning what it takes to move ahead in a company by observing other people, is an extremely valuable skill.

OK, so now you have the job and you want to make an impression – you want people to notice you. What can you do to become a valuable employee? *Do a little bit more and do it well.* It really isn't that hard to be successful in your life. It's too bad, but many people try to do it as little as they can on the job. Take advantage of that – do just a little bit more. This is not to suggest that you should allow anyone to take

advantage of you. However, it is suggested that you do your work faithfully and competently and to the best of your ability at all times. There is a saying: "Build a better mousetrap and the world will beat a path to your door". One way to be noticed in a company is to suggest little things that can improve the routine way that things are done. You must be careful here, however. Sometimes a way of doing things has been established that has been carefully thought through and has advantages that you don't realize. The wrong suggestion can hurt you as much as the right suggestion can help you.

Do remember that other employees can be helpful to you. You should at least try not to score points by being critical of a fellow employee who is also doing his/her best job. Ambition, jealousy and personality differences are encountered on any job, but the more friends and the fewer enemies you make, the better position you are in. There are times when you will need the help of your fellow employees. It is then that your prior actions can result in the kind of back-stabbing that hurts.

There is another important point to be made. Sometimes you may realize that you made a mistake by taking this job. *Don't feel married to it.* It will help your career, quit it and look for another. This is the time when the friends you have made, the reputation you have earned on the job, and the experience and training you have got will be most helpful. No job is ever a waste of time because if you have given it your best, you have earned something from it. Take all this with you to your next job and continue to move up from there.

First, of course, you have to get the job. When you do, though, it is up to you to become a valuable employee. Good luck!

Exercise 1. Give English equivalents for the following using the text:

бути цінним співробітником; критикувати колег; приносити більше користі; працювати самовіддано; зашкодити; попередні; помилятися; набути досвіду; друзі та вороги; досягати успіхів в житті; звільнятися; досвід роботи; мати можливість; іншим важливим пунктом є; розвивати здібності; мати переваги; прагнення досягти успіху; кар'єрне зростання; бути здібним; заздрість.

Exercise 2. Give Ukrainian equivalents for the following using the text:

to score points; to do one's work to the best of one's ability; to accept a lower paying job; to move ahead in a company; to give priceless training; to improve the routine way things are done; to earn the reputation; to result in; to be carefully thought through; back-stabbing; to develop a relationship with different kinds of personalities; to pay off later; to apply for a job; a smart employee; an extremely valuable skill; a wrong suggestion; to become friendly with somebody; to give practical experience.

Exercise 3. Explain in English:

to get the most out of the job; a job with the right company; priceless training; on-the-job experience; chances for advancement; a capable employee; to move ahead; valuable skills; to feel married to the job; fellow employees.

Exercise 4. Read and translate the underlined words and phrases into English:



Job Descriptions

A Computer operator

☞ **Qualifications** You will need good results from school in several subjects *а також бути дуже здібним в математиці та іноземних мовах*. Most employers *вимагають від вас працювати самовіддано*. Training is on the job or you may need to go to college for further qualifications.

☞ **Qualities** Enjoy solving problems; think clearly; like machines; *прагнуть досягнути успіху*; not mind routine; have imagination and *досвід роботи у великих компаніях*.

☞ **Duties** Prepare jobs; run jobs on the computer; *постійно розвивати професійні здібності*; keep careful records of work done.

☞ **For** You work in a very exciting industry; *набуваєте безцінного досвіду*; there are lots of opportunity in the industry; there are lots of new machines, and new jobs for computers.

☞ **Against** You may work in *колективі, де панує заздрість*; you *можете мати як друзів, так і ворогів*; computer rooms can be noisy; you may work irregular hours as big computers run 24 hours a day.



B Hotel worker

⌚ **Qualifications** No particular school qualifications are needed, but it will help if you are good at maths and English. Training is given on the job for general duties, or you can go to college. You might want *отримати в майбутньому освіту менеджера для подальшого кар'єрного зростання*.

⌚ **Qualities** Be friendly, *бути тямущим працівником*; be able *іноді критикувати колег* and do a lot of routine work; також *помілятися та знаходити свої помилки*.

⌚ **Duties** Wake guests; serve food or drinks in rooms; work in the hotel bar and restaurant; help at reception.

⌚ **For** You work on your own; *налагоджуєте стосунки з різними людьми*; you may get free meals.

⌚ **Against** You work irregular hours; *іноді погоджується на гірше оплачувану роботу*; it can be boring.

C Television camera operator



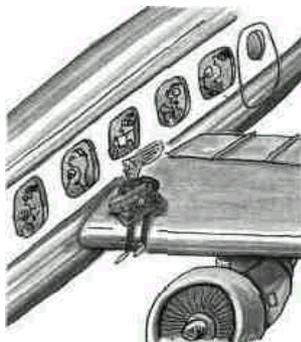
👁️ **Qualifications** There is heavy competition for this job. You *маєте працювати якнайкраще* and the TV companies will want to see that you have done things that show your interest in the work: e.g. photography, amateur dramatics, and music. The company will give you training.

👁️ **Qualities** You will have to work in a team, and need to be able *потоваришувати з колегами*. You should be *цінним співробітником*.

☞ **Duties** Attend rehearsals; take the pictures live or for recording; get the picture the director wants; remove the camera.

☞ **For** This is *робота, що надає практичний досвід* in an exciting industry; you *маєте можливість зустрічатися з відомими людьми*; you have a lot of responsibility.

☞ **Against** There's a lot of pressure, and a lot of waiting while nothing happens; you will often work irregular hours.



D Travel agent

→ **Qualifications** *Не потрібно мати досвід роботи* but good results in maths, geography and English will help; *іншим важливим пунктом є знання іноземних мов та вміння працювати з комп'ютером*, що gives you more chance. In time the company may give you training in commerce or management.

→ **Qualities** Be good with people; like selling; have energy and patience; be quick and organized; *розвивати такі здібності як ввічливість та коректність*; not mind pressure.

→ **Duties** Advise customers; make out tickets; handle money; keep records; use timetables.

→ **For** *Іншими перевагами є те, що* there is lots of variety; you meet lots of people; you have responsibility; you get cheap holidays.

→ **Against** *Кар'єрне зростання* can be difficult; the pressure is great (*заздрість колег*); hours can be irregular and long.

Exercise 5. Complete each sentence with one of the words or word combinations from the box:

to earn	to move ahead in a company
valuable	to lead smb. down the path of success
a smart employee	to accept
a lower paying job	a waste of time
the routine way things are done	jealousy
become friendly with	enemies
a higher salary	to encounter

1. If you want to get the most of your job, if you want it (1) _____, there are certain things you should do.

2. Sometimes (2) _____ with the right company and the right contacts can do a lot more for you than (3) _____.

3. (4) _____ a lower paying job gives you a chance to show your boss how capable you are and how (5) _____ you can be to the company.

4. Just as a smart student chooses professors than just courses, a (6) _____ tries to meet and (7) _____ the people who help him or her move ahead, either in this company or on the next job.

5. Learning about the job from other people, or learning what it takes (8)_____ by observing other people, is an extremely valuable skill.
6. One way to be noticed in a company is to suggest little things that can improve (9)_____.
7. Ambition, (10)_____ and personality differences are (11)_____ on any job, but the more friends and the fewer (12)_____ you make, the better position you are in.
8. No job is ever (13)_____ because if you have given it your best, you (14)_____ something from it.

Exercise 6. Say if the phrases below are true or false according to the text. Correct the false ones:

1. The best reason for taking a job is a good salary.
2. A low salary is not very important if you are making the right contacts.
3. You will waste your time if you can't get promoted on a job.
4. You should do your work competently and faithfully to become a valuable employee.
5. Stick to any job you take even if you don't get much experience.
6. Good relationships with your fellow employees can help you move ahead faster.

Exercise 7. Answer the questions about the text:

1. What may the reasons for taking a lower paid job be?
2. How can the contacts you make in the company help you move ahead?
3. What should you do to be a more important employee?
4. Explain: "Build a better mousetrap and the world will beat a path to your door".
5. How can your fellow employees be helpful to you?
6. When do you think you should quit the job?
7. Why is it said that no job can be a waste of time?

Exercise 8. Translate the following sentences into English using the text:

1. Дженні завжди прагнула досягнути успіху в кар'єрі, незважаючи на те, що заздрість та підступні вчинки її колег заважали їй стати найціннішим співробітником компанії, де було зазвичай прийнято критикувати одне одного і обговорювати професійні недоліки кожного молодого і недосвідченого менеджера, який тільки й те робить, що помиляється.

2. Професія перекладача, особливо усного, є престижною і соціально важливою, адже саме переклад надає можливість спілкуватися у сучасному багатомовному світі. Знання іноземної мови є надзвичайно цінною професійною якістю, яка відіграє першочергову роль у отриманні добре оплачуваної роботи.

3. На ринку праці сьогодні спостерігається дві тенденції: з одного боку, зростає рівень безробіття, з іншого – збільшується попит на тямущих і кмітливих працівників, головним завданням яких є самовіддана праця на благо компанії. Незважаючи на це, досі існує неправильне уявлення, що практичний

досвід роботи та наявність диплому про вищу освіту належать до другорядних факторів успіху на ринку праці.

4. Немає нічого бездоганного в житті, кожна людина може помилятися, навіть ваша робота не є ідеальною. Намагайтеся бути реалістом та шукайте позитивні сторони в роботі, у будь-якому випадку вона вам надає безцінну практичну підготовку і досвід. Навіть, якщо робота, яку вам зараз пропонують, вам не підходить, все-таки бажано написати заяву на випадок, якщо з'явиться краща вакансія.

5. Роботу, що не потребує кваліфікації, на умовах повного або неповного робочого дня, можна знайти практично в усіх сферах діяльності. Варто пам'ятати, що перспективи підвищення заробітної плати та кар'єрного зростання залежать лише від ваших особистих здібностей, наполегливості та прагнення заслужити репутацію цінного працівника.

6. Іншим важливим пунктом є співбесіда при прийомі на роботу. Саме після бесіди з кандидатом вирішується – прийняти його чи відмовити. Це своєрідна “презентація” себе, і потрібно добре підготуватися: наприклад, більше дізнатися про компанію, де ви хочете працювати. Не бійтеся обговорювати питання заробітної плати, медичного страхування, додаткових пільг, оплати понаднормової праці та відпустки. Знайте свої сильні сторони, підкреслюйте їх (освіта, досвід роботи, знання іноземної мови, вміння працювати злагоджено у команді). Не приховуйте, але особливо не виділяйте свої недоліки.

Exercise 9. Answer the following questions:

1. Out of all the people you know, who has the job you'd most like to have? Why?

If you could choose any job in the world to do, what would it be? Why?

2. What ratio of work to leisure would be your ideal?

3. What jobs would you most and least like to do?

4. What jobs have you done in your life and what did you like and dislike about them?

5. Do people change during their working lives? If so, how?

6. What are the causes of unemployment and how is the problem solved in your country?

7. Which age-groups are worst affected by unemployment in your country? Should people who have never worked before be entitled to unemployment benefit?

8. Do women in your country have equality of job opportunities? Are they paid as well as men?

9. Do people leave your country to find work in other countries? Where do they go? What sort of jobs do they get? Are they made welcome?

10. Are there many migrant workers in your country? What are their working conditions like?

11. Do workers in your country pay a lot of income tax to the government?

12. Do you think that every worker (including doctors, teachers, the police, ambulance crews and fire fighters) should have the right to go on strike?

Exercise 10. Give a description of some occupation: a profession or a trade without saying what it is. Point out the necessary qualities and qualifications. Let your group-mates guess its name.

e.g. This profession is for those who enjoy solving logical and psychological puzzles. A person in this profession should know how to use his “grey cells” as one of the outstanding representatives of this profession, created by A. Christie, used to say. You should be well-educated, well-read and experienced in various spheres of life, observant and creative. It is also necessary that you keep fit, train in combat sports. You should also know how to use a gun because your job is to discover information that will result in catching criminals. *Answer: a detective.*

Exercise 11. Make up dialogues:

1. Father/mother and son/daughter are discussing his/her future career. The child is willing to become a doctor/journalist/lawyer, the parent is trying to talk him/her out of it. Both are giving the pros and cons of this career.

2. Two people are discussing the problem of women’s employment. One is convinced that women and men are equal at work and that women are often better managers than men. The other supports a traditional view that women should take specifically female jobs such as secretary, nurse or stay at home and be a homemaker.

3. Two graduates have just got their first jobs: one-with a big international company, the other is going to work at a state-owned plant. They compare their working conditions, salaries, holidays, responsibilities, etc.

Exercise 12. Solve the problems:

1) You are President of a company. You would like to hire an economist. You consider these three advertisements:

a) Male, university graduate, 22, fluent English, experienced in accounting and banking management, tall, keen on tennis. Seeks interesting well-paid job not far from home.

b) Female, high school graduate, 24, speaks English, German and French, with experience in travel industry, typing, shorthand, and bookkeeping; good-looking and sociable. Seeks worthwhile employment.

c) Male, associate degree in accounting and business administration, 23, experience in traveling around the world, married. Seeks part-time work (evenings or weekends)

2) You’re looking for a job. You are a university graduate. Decide which job you would choose, considering what each of them would involve in terms of time, money, convenience:

a) a university lecturer;

b) a secretary and a shorthand typist ready to accompany her boss in his business trips abroad;

c) a barman at a night club.

3) You are a boss. You have to fire one of your two employees. One is a very efficient worker. The other is not, but he is your brother-in-law. What would you do?

Exercise 13. Writing assignments:

- ✍ One chooses one's career for life.
- ✍ Live to work or work to live?
- ✍ "The biggest mistake people make in life not trying to make a living at doing what they most enjoy".
- ✍ My guidelines for choosing a perfect career.
- ✍ Hunting for a dream job.

TEXT B

Pre-reading discussion

- Are people in your country famous for working hard?
- What strategies can you think of for keeping a job?

Read and Translate

NEW STYLE OF WORKING

The rules for work are changing. We're being judged by a new yardstick: not just how smart we are, or by our training or expertise, but also how well we handle each other. This yardstick is increasingly applied in choosing who will be hired or not, who will be let go and who retained, who passed over and who promoted. The new rules predict who is most likely to become a star performer and who is most prone to derailing. And, no matter what field we work in currently, they measure the traits that are crucial to our marketability for future jobs. They take for granted having enough intellectual ability and technical know-how to do our jobs and focus instead on personal qualities such as initiative and empathy, adaptability and persuasiveness.

Talked about loosely for decades under a variety of names, from "character" and "personality" to "soft skills" and "competence", there is at last a more precise understanding of these human talents, and a new name for them: "emotional intelligence". Emotional intelligence is generally defined as the ability to monitor and regulate one's own and others feelings, and to use feelings to guide thought and action. Emotional intelligence in work life comprises five basic elements: self-awareness, self-regulation, motivation, empathy and adeptness in relationships. It does not mean merely "being nice". At strategic moments it may demand not "being nice", but rather for example, bluntly confronting someone with the uncomfortable truth. Nor does emotional intelligence mean giving free rein to feelings – "letting it all hang out". Rather, it means managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goal.

More and more companies are seeing that encouraging emotional intelligence skills is a vital component of any organization's management philosophy. And the more complex the job, the more emotional intelligence matters – if only because a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have. To be sure, many people have risen on the top despite flaws in emotional intelligence, but as work becomes more complex and collaborative, companies where people work together best have a competitive edge.

In the new workplace, with its emphasis on flexibility, teams, and a strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job and in every part of the world. The good news is that emotional intelligence can be learnt. Studies that have tracked people's level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their own emotions and impulses, at motivating themselves, and at honing their empathy and social adroitness. There is an old-fashioned word for this: maturity. And although emotional intelligence is no magic bullet, no guarantee of more market share or a healthier bottom line, if the human ingredient is ignored, then nothing else works as well as it might. However, simply being high in emotional intelligence does not guarantee a person will have learned the practical emotional skills that matter for work. For example, a person may be highly sensitive to others' feelings, and yet not have learned the skills based on empathy that translate into superior customer service, top-flight coaching, or the ability to bring together a diverse team work.

Exercise 14. Give English equivalents for the following using the text:

надзвичайно важлива складова; ладнати один з одним; складатися з; мотивація; гірка правда; затримувати; досягати висот; новий критерій; спільна мета; недоліки; розумний; здатність пристосовуватися до змін; ставати надзвичайно важливим у; приводити до; робота стає складнішою та вимагає більшої співпраці; на новому робочому місці; технічні навички; оцінювати риси характеру; зазвичай визначатися як.

Exercise 15. Give Ukrainian equivalents for the following using the text:

top-flight coaching; to become a star performer; self-awareness; to have a competitive edge; to monitor and regulate one's feelings; a strong customer orientation; to give free rein to feelings; empathy; to hone social adroitness; persuasiveness; to bring together a diverse team work; flaws; emotional intelligence; to be prone to derailing; to guide thought and action; to confront somebody bluntly; an organization's management philosophy; a new workplace; to express feelings appropriately and effectively; to handle emotions and impulses; to retain; marketability.

Exercise 16. Explain in English:

to be crucial; marketability; to be promoted; to be judged by a new yardstick; adeptness; human ingredient; empathy; social adroitness; to hinder; a star performer; self-regulation; a deficiency; uncomfortable truth; technical expertise; capabilities; to work together smoothly; flaws.

Exercise 17. Read and translate the underlined words and phrases into English:

Bosses are just not people who have bigger salaries та *частіше дають волю своїм емоціям на робочому місці* than the rest of us. They behave differently, *проте досить добре ладнають з такими ж, як вони*. In many sometimes subtle

and often painful ways, they show you it is them rather than you who is in the driving seat. *На жаль, це гірка правда, але* this power allows bosses to behave badly at employees' expense. *Основним недоліком є те, що* the accumulation of humiliations for subordinates adds up to the status they feel. One plot is not to answer employee calls for days. It takes relatively little time to make a quick call but often the excuse after two or three weeks is that the boss did not have time. This, and a battery of degrading actions, *спрямованих на оцінку технічних навичок працівників та їх рис характеру,* merely emphasize where the power lies. What that excuse is saying is that the boss did not have time for you. The boss may even add insult to injury and say: "Did you phone? I'm sorry, I never got the message." The contempt of one who has power is never more starkly shown than when the boss tells such a lie *в момент, коли робота стає дедалі складнішою та вимагає більшої співпраці.*

Bosses may set up a meeting and then either cancel it at the last minute or be very late, *що може призвести до збоїв у роботі команди.* Not only are they often late for a meeting, they also leave early and often have little or no idea what the detail of the meeting is about. They sit cryptically in the corner for a minute, *різко критикуючи підлеглих,* and then leave. All of that is there to show you who it is who has the power *надавати вам підвищення* and that your time and convenience are less important than this childish show. Often this is the result of insecurity, *невміння керувати своїми думками та почуттями* or just a failure to learn good manners *або просто нездатність пристосовуватися до змін.*

Being tough and irresponsible to people and their feelings, the boss *приречені на невдачу в організації управління компанією.* They may even imagine that people respond better to terror and threats, *які знищують будь-яку мотивацію у досягненні спільної мети,* than to encouragement and praise. That produces a penchant for abuse, attack and denigration. And that in turn will produce good work only from a narrow range of resilient and thick-skinned people

Exercise 18. Complete each sentence with one of the words or word combinations from the box:

sensitive	to comprise	organization's management
philosophy		
adeptness	empathy	derailing
crucial	diverse	persuasiveness
a star performer	collaborative	a strong customer orientation
flexibility	to measure	to have a competitive edge
vital	self-awareness	excellence
flaws	superior customer service	

1. The new rules predict who is most likely to become (1)_____ and who is most prone to (2)_____.

2. No matter what field we work in currently, they (3)_____ the traits that are (4)_____ to our marketability for future jobs.

3. They take for granted having enough intellectual ability and technical know-how to do our jobs and focus instead on personal qualities such as initiative and (5)_____, adaptability and (6)_____.

4. Emotional intelligence in work life (7)_____ five basic elements: (8)_____, self-regulation, motivation, empathy and (9)_____ in relationships.

5. More and more companies are seeing that encouraging emotional intelligence skills is a (10)_____ component of any (11) _____.

6. Many people have risen on the top despite (12)_____ in emotional intelligence, but as work becomes more complex and (13)_____, companies where people work together best (14)_____.

7. In a new workplace, with its emphasis on (15)_____, teams, and (16)_____, this crucial set of emotional competencies is becoming increasingly essential for (17)_____ in every job and in every part of the world.

8. A person may be highly (18)_____ to others' feelings, and yet not have learned the skills based on empathy that translate into (19)_____, (20)_____, or the ability to bring together a (21)_____ team work.

Exercise 19. Say if the phrases below are true or false according to the text. Correct the false ones:

1. Now employers focus more on employees' intellect than on their personal qualities.

2. Even in the 21st century there isn't a precise definition for the term "emotional intelligence".

3. Emotional intelligence in work life doesn't mean being nice, sometimes the circumstances require your quick reaction and real feelings.

4. The more complex the job is, the less important emotional intelligence.

5. Modern studies show that people can learn to monitor and regulate their emotions and impulses at workplace.

Exercise 20. Answer the questions about the text. For each question mark one letter (A, B, C or D) for the answer you choose:

1. What changes with regard to work does the writer mention in the first paragraph?

A Intellectual and technical ability are no longer valued as highly as they were.

B Employees now have higher expectations of each other.

C The potential of employees is now assessed by new criteria.

D Some of the inaccurate judgments that used to be made are no longer made.

2. The writer says that the term "emotional intelligence"

A is unlikely to remain in fashion for long.

B is very difficult to define.

C has previously been misunderstood.

D has replaced less suitable terms.

3. According to the writer, emotional intelligence does not involve

A expressing your emotions all the time.

- B acting kindly towards others most of the time.
 - C focusing on a single aim.
 - D showing that you are angry with someone.
4. Why is emotional intelligence vital?
- A Emphasis on it prevents the wrong people from being given senior positions.
 - B It enables people to meet the challenges set by changes in the nature of work.
 - C Lack of it makes the recruitment of good employees difficult.
 - D It can compensate for a lack of a technical or intellectual ability.
5. The writer concludes in the final paragraph that emotional intelligence
- A sometimes causes people to make unwise decisions at work.
 - B is not particularly useful in certain areas of work.
 - C will soon be valued even more highly than it is now.
 - D may not enable someone to be good at their job.

Exercise 21. Translate the following sentences into English using the text:

1. Надзвичайно важливою складовою для досягнення успіху компанії є ефективна філософія управління, яка складається з високої мотивації працівників для досягнення спільної мети та спрямованості на клієнта.

2. Хороший керівник має вміти ефективно керувати своїми думками та вчинками, проявляти свої емоції відповідно до ситуації, виступати з адекватною критикою підлеглих, враховуючи високу ймовірність розколу у злагодженій роботі команди.

3. У роботі керівника багато привабливих сторін: вона надає великі можливості для розвитку особистості, надає людині гідність, є захоплюючою та цікавою. Менеджеру доводиться часто вирішувати найскладніші завдання в умовах критичних ситуацій, невизначених перспектив і нових критеріїв оцінки високопрофесійного керівництва.

4. Численні дослідження доводять, що у 26–29 років особистість перебудовується: визначаються життєві позиції, а також змінюється положення людини в трудовому колективі. Розвивається творча діяльність людини, що зумовлюється насамперед нагромадженням життєвого та професійного досвіду.

5. Умовою ефективної діяльності керівника є добре розвинуте стратегічне мислення, уміння заглянути на багато років вперед та здатність тверезо оцінювати ситуацію. Вести за правильним курсом підприємство в морі сучасної економіки може керівник, який пильно дивиться вперед та заохочує кмітливих працівників.

6. Висококваліфікованому спеціалісту має бути притаманна широка гама ділових якостей: висока ерудиція і професійна компетентність, схильність до лідерства в колективі, уміння добре ладнати з колегами, комунікабельність, заповзятливість, ініціативність і енергійність, вимогливість і дисциплінованість, а також здатність легко пристосовуватися до змін.

Exercise 22. Answer the following questions:

1. What are normal working hours for most office jobs in your country?
2. What jobs often involve shift work? (Give at least two examples.)

3. Is flexi-time common in your country?
4. At what age do most people hit their career peak? Do you agree that youth is a bonus in most professions?
5. Should people of between 60 and 65 be obliged to retire from their jobs in order to make way for younger workers?
6. What do you think the sources of work satisfaction are?
7. Speak on a “good” and “bad” boss you’d like (not like) to work as a subordinate under.
8. How do you think you can be competitive with other job-seekers in your field?
9. Can you name three jobs with very high salaries in your country?
10. If you owed a company, would you employ members of your own family? Why? Why not?
11. Which of these organizations would you work for if you had little or no alternative?
 - a) a pharmaceutical company which tests its beauty products on animals;
 - b) an arms producer or a company whose products can be used for military purposes;
 - c) a fast food chain that opens “restaurants” in beautiful squares in the old quarters of towns;
 - d) a nuclear power station;
 - e) a tobacco company.
12. What professions in your opinion are considered to be more or less prestigious nowadays? Why? Which of these people are paid:

a) too much?	b) too little?	c) about the right amount?
stars	surgeons	police officers
waiters	television presenters	cleaners
actors	builders	shop assistants

Exercise 23. Role-play:

An industrial tribunal is a court of justice which job is to deal with cases related to work. They have a legally qualified chairperson and two lay members who have knowledge or experience of employment in industry or commerce. Read all four situations without discussing them. The four people believe they have been unfairly dismissed by their employer. Imagine that you are members of a jury whose job is to decide: a) what the real motivations for the dismissals were; b) whether they really have been unfairly dismissed, and c) if so what kind of compensation should be given to them.

Industrial tribunal

A This German presenter hosted TV show which assembled groups of journalists to discuss topical problems. At its height, and as a result of the ability of the presenter, the programme attracted 100 million viewers. He lost his job after revelations that he was a “desk was criminal”; during the Second World War he had written newspaper articles in favour of Nazi activists, such as executions.

B This air hostess was sacked after she returned rather overweight to work, six months after giving birth. The airline company claimed that their image would suffer and that the hostess was having difficulty moving down the aisle in the plane.

C This captain was the first to leave his sinking ship. He escaped on a helicopter where he claimed he was able to coordinate the operation better. He left 160 passengers on board, all of whom survived. He was dismissed for unethical behaviour.

D This man, whose job involved high precision technical work, was dismissed for drinking alcohol at home on a Sunday night. He had signed a contract which stated that he was not allowed to smoke, drink alcohol or take high-cholesterol snacks either at work or home.

Exercise 24. Make up dialogues on the following topics:

1. You are talking to a foreigner looking for a job in Ukraine. Explain the employment problems in this country.
2. Your younger sister made up her mind to become an actress. Try to discourage her.
3. You are interviewing Peter Wilson who after 40 years of full working life and 30 years as managing director of his own company is now retired.

Exercise 25. Writing assignments:

-  Who should be paid most?
-  My job stereotypes.
-  What's my line?
-  To succeed in life one should have a drop of talent or an ocean of endeavour?

TEXT C

Pre-reading discussion

- Discuss the saying "The biggest mistake people make in life is not trying to make a living at doing what they most enjoy." — Malcolm Forbes, Publisher
- What are the steps people undertake to choose a job?
- Name three things which are the most important for you in choosing a job.

Read and Translate

HOW TO APPLY FOR A JOB?

Finding permanent or summer employment is often a difficult and confusing process, with hectic deadlines, stress-inducing interviews, and unfamiliar rules of etiquette. However, by becoming familiar with the recruiting schedule and process it is possible to land the perfect job with little effort.

1. Write a CV/resume

The first step is to compose a CV/resume. Many word processing programs, including Word and Framemaker, have resume templates. Searching on the Internet will yield both personal CV/resume posted online in addition to the many sites which

describe how to write a CV/resume. The most important information to include is relevant professional and class experience. Large laboratory or research projects can be listed as experience as well, especially if teamwork and problem solving were involved.

Less important but still significant is a list of skills such as computer competence and foreign languages, as well as awards or honors. Finally, be sure to include contact information, including your phone number, street address, e-mail address, and web page URL.

Resumes traditionally open with a purpose or objective. This is a two or three sentence overview of your skills, qualities, hopes, and plans. But this trend is increasingly becoming optional, as the statement doesn't do a good job in differentiating students.

Sometimes to apply for a job, the employer will send you an application form. You should still use a cover letter, and send your CV/resume also unless told not to. Application forms need as much care to write as CVs/Resumes. Plan everything you will say on a separate piece of paper. Only complete the real form when you are exactly sure what is the best thing to say. Follow the directions and keep the form neat.

2. Write a cover letter

Often companies will require a cover letter along with a CV/resume. The letter should demonstrate an understanding of what the company does and why you would be an asset to it. Indicate how you heard about the company and that you are seeking an interview. This is a chance to stand out from the many CVs/resumes that the company is undoubtedly receiving, so be sure to emphasize why you stand out.

Effective cover letter explains the reasons for your interest in the organization and identify your most relevant skills or experiences. They should express a high level of interest and knowledge about the position you are applying for.

Ask yourself, "Why do I want to work for this organization?" Newspaper stories or magazines article may be available at the local library. The employer may be in the yellow pages or advertise over the radio or local television. When we can speak intelligently about a place of business, we have given that employer respect. By focusing on the employer we are better able to determine if the company can meet our needs. By focusing on the employer we are displaying interest in the needs of the company.

Also, the purpose of the cover letter is to make sure that the CV/resume arrives on the desk of the correct person. Take the trouble to telephone, and find the name of the person who will be dealing with applications or CVs/resumes, and address your letter, and envelope, to that person by name.

3. The interviewing process

Since we can not hide our energy, it would be well not to seek opportunities when we are depressed or feeling ill. Smile because happy people get hired faster. Basically, the object is to be yourself. Most employers prefer people who are open, honest and speak straight across, person to person. It is not necessarily the person with the most skills who gets hired. It is a person who the employer likes and believes will fit into the organization. Success in establishing comfort naturally increases with

additional visits. The impression is dependant upon how we look, how we feel and also, how we act.

During the interview, be sure to dress appropriately, make eye contact, and greet the recruiter with a firm handshake. Answer the questions posed concisely and with a degree of modesty. Come prepared with questions about the company itself. Do research in advance on the corporate web site so that job descriptions and company projects are familiar.

Be able to briefly talk about your education, experience and abilities in relationship to the job for which you are applying. Be ready to discuss what you have learned about the company that has motivated you to apply for the job. Practice means saying the words out loud, not to memorize, rather just to have experience saying the words. Thinking about what you will say is not the same as saying what you will say.

Some interviewers like to use a rather sneaky tactic called 'stress questions'. These bizarre queries usually come out of the blue and are designed to confuse and fluster you. For example:

If you could be any animal which would you be?

What is the meaning of life?

The point of these is to test your sense of humour and see how you react under pressure. Often, what you answer is less important than keeping calm and composed.

Always remember that you are in control of everything you say, so don't merely answer questions; respond to them in a way that allows you to prove your suitability for the position.

Bottom line, employers want people who will come to work on time, every day they are scheduled, who can get along with the other employees and are willing to do the job the way the employer wants it done. In essence, every job requires on the job training. New employees must learn the rules of the organization and how to get along with the other employees. Every job is hardest at the beginning and gets easier with experience. Saying something like, "I know I can learn your method of operation," tells an employer you have faith in your ability to learn the way the employer wants it done.

After an interview, it is advantageous to send the recruiter a thank-you note. This helps establish a relationship with the recruiter, shows interest in the position, and indicates personal responsibility.

The first interview may be followed up with second rounds on-site or over the phone. From there it is a short wait until the company calls back with their offer, or mails a rejection — hopefully the former.

Exercise 26. Give English equivalents for the following using the text:

правила етикету; зразки резюме; робота у команді; вирішення проблем; нагороди та почесні; аплікаційна форма; потребувати мотиваційного листа; відповідати потребам; буди найнятим на роботу; проводити дослідження; корпоративний веб-сайт; бажати виконувати роботу; бути спланованим за розкладом; зателефонувати із пропозицією; написати листа із відмовою; говорити прямо; складати резюме; створити затишок; з деякою скромністю; завчасно.

Exercise 27. Give Ukrainian equivalents for the following using the text:

hectic deadlines; stress-inducing interviews; rules of etiquette; to be followed up with second rounds on-site or over the phone; to establish a relationship with the recruiter; to react under pressure; to apply for the job; a firm handshake; in essence; to confuse and fluster; to land the perfect job; relevant professional and class experience; computer competence; bottom line; to indicate personal responsibility; to display interest; CV/resume posted online; to stand out from; to briefly talk; former.

Exercise 28. Explain in English:

to fit into the organization; a rather sneaky tactic; questions posed concisely; to get along with the other employees; bizarre queries; a thank-you note; to seek opportunities; to merely answer; to keep calm and composed; to determine.

Exercise 29. Read and translate the underlined words and phrases into English:

Curriculum Vitae (resume, in American English) — comes from Latin and literally mean "the course of one's life." Your CV is a biographical summary of your life and is usually written to describe details of education and achievements in chronological order.

CV/resume writing tips

 Your CV/resume is the first step *до того, щоб Вас найняли на роботу* you want, so it's worth putting a bit of effort into making it as impressive as possible. While there is no standard CV/resume, we have compiled a list of tips to ensure your CV/resume gets you seen.

 Ensure that you write about your *професійний досвід*. Don't write about things you are not so good at.

 Your CV/resume is meant *виділити Вас із ряду інших кандидатів*, so be as positive as possible, but never lie.

 Do not fold or staple CV/resume or *рекомендаційний лист*; send in large, flat envelope.

 If you are sending your CV/resume to potential employers *в електронному вигляді*, e-mail it to a friend first to check that the layout remains *таким, яким ви хотіли, щоб він був*.

 Keep copies of all letters, *анкет при вступі на роботу*, and CVs/resumes sent, and records of telephone calls and names of those you spoke to.

Exercise 30. Complete each sentence with one of the words or word combinations from the box:

respond to	display interest	stand out from
a corporate web-site	a cover letter	awards and honors
confuse and fluster	speak straight across	bizarre queries

1. You should be ready to (1) _____ a hundred of other candidates to get the interviewer interested in you.

2. If you're posed (2) _____ you should not lose your temper, but answer calmly and confidently.

3. You should (3) _____ the questions without paying much attention to what you're saying, just let the interviewer know that you are able to keep the topic.
4. You may (4) _____ towards the company and ask the recruiter as many questions about it as you want.
5. Before the interview you should visit the (5) _____ and find out the information about the company to be on the go with what is happening there and how it is built.
6. Coming to the interview take with you all the documents you've sent to them, especially (6) _____, because the recruiters may demand it.
7. You should (7) _____ about all the drawbacks you have and how they may influence the work in the company so that the recruiter has the clear picture.
8. If the interviewer is trying to (8) _____ you, do the same to show him you don't like it.
9. You should not be afraid to speak about your strong points and (9) _____, it may help you to leave a positive impression on the recruiter and get the job.

Exercise 31. Say if the phrases below are true or false. Correct the false ones:

1. Even if the employer sends you an application form, you should always send your CV.
2. The aim of a cover letter is to show your attitude towards the company you are applying to.
3. After you send a cover letter call the company and find out who your letter is going to get to so that you may call that person and know what the things with your letter are like.
4. When you come to have an interview it is very important to dress neatly and look positive.
5. During the interview the answers to some interviewer's questions are less important than staying calm.

Exercise 32. Answer the questions about the text:

1. What are the main 3 steps in job application? Describe them briefly.
2. Which resources may help an applicant write a CV? In what way?
3. How can a candidate single him / herself out of all other applicants?
4. What are the main objectives of a cover letter?
5. What should a candidate know about the company when coming to an interview?
6. How to be successful at the interview?
7. Should an interviewee use humour during the interview?

Exercise 33. Translate the following sentences into English using the text.

1. Якщо ти хочеш найматися на роботу у престижну компанію, тобі необхідно мати відповідний професійний досвід та бути висококваліфікованим спеціалістом.
2. Опитування серед працівників компанії «Джон та Ко» показало, що

- працівники найбільш мотивовані не умовами праці, і аж ніяк не зарплатнею, а визнанням серед співробітників.
3. Професіонали, що наймають на роботу, не завжди чітко уявляють Ваші вимоги до майбутнього працедавця, тож іноді краще направляти свою анкету напряму працедавцю.
 4. Перед тим, як братись за написання резюме, краще вивчити декілька прикладів та визначити їх сильні та слабкі сторони.
 5. Щоб встановити Вашу відповідність посаді, на яку Ви претендуєте, людина, яка проводить з Вами інтерв'ю, буде ретельно вивчати Ваше резюме, рекомендаційний лист та анкету.
 6. Велика кількість студентів бажає, щоб їх найняли на роботу, особливо, якщо йдеться про літню зайнятість.
 7. Дивні запитання на інтерв'ю можуть спантеличити Вас та примусити хвилюватись, але це — лише перевірка того, як Ви реагуєте будучи під тиском.
 8. Стресові ситуації на роботі, такі як: гарячкові строки, здачі звітів, можуть спричинити напругу між працівниками, тож дуже важливо встановити дружні та гармонійні відносини у колективі.
 9. Під час співбесіди вкрай важливо залишатись самим собою, бо щирі та чесні кандидати, які відкрито говорять, що вони думають, мають більше шансів отримати посаду.
 10. Після першої частини співбесіди можуть також послідувати телефонні інтерв'ю або інтерв'ю онлайн, і вже тоді роботодавець вирішує, чи запропонувати Вам роботу, чи відмовити.

Exercise 34.

a) Read the example of a CV and match the recommendations to the categories of the CV they are given to (there are fewer pieces of advice than the categories and the numbers in front of the categories are used for your convenience, they are not usually used in ordinary CVs).

CURRICULUM VITAE

The categories

1. PERSONAL DETAILS

- a) Name
- a) Date of Birth
- b) Nationality
- c) Marital Status
- d) Address and Telephone

2. EDUCATION AND QUALIFICATION

- a) Education
- b) Examinations and qualifications

3. AWARDS

4. WORK EXPERIENCE

5. PUBLICATIONS

6. RESEARCH

7. SKILLS AND INTERESTS

- a) Languages
- b) Computer Skills
- c) Interests and Activities

8. REFEREES

The recommendations

A. Here you may list any sport activities, singing, playing an instrument, reading, photography, Internet, socialising with friends, etc. They will be particularly interested in activities where you have leadership or responsibility, or which involve you in relating to others in a team. If you have been involved in any type of volunteer work, do give details.

B. List here all the languages you speak, with a one-word description of your knowledge of that language. We suggest the following scale: conversational, intermediate, advanced, and fluent. List any certificates and/or results like TOEFL scores, with date.

C. Include local and/or permanent address and phone number, with ZIP and area codes. List email if you check it daily. List a message phone number if you do not have an answering machine.

D. Here you can list with contact details persons ready to recommend you. Generally a reference sheet will consist of the name, title, phone number and email address of two or three academic and/or business references. Do not use relatives, friends or other students as references. Be sure to obtain permission from each person you plan to list prior to distributing your reference sheet.

E. Use the reverse chronological order, since it is more important what master's degree you have rather than that, very probably, you went to high school in your native town. No matter for which order you decide — chronological or reverse — you should keep it the same throughout the rest of your CV/resume.

F. List your most recent experience first. Give the name of your employer, job title, and very important, what you actually did and achieved in that job. Part-time work should be included. Don't feel ashamed with what you did, don't try to diminish your accomplishments! The idea is that when you apply for a job you have to show growth-potential.

G. You should introduce this header right after the education. Here is the place to mention scholarships, stages abroad you had to compete for, prizes in contests, any kind of distinction.

H. Give the employer insight into your professional abilities and training by listing the past and present research projects in which you have participated. List specific research skills with which you are familiar.

I. Employers expect computer literacy. List hardware, software, and operating systems with which you are familiar. Write everything you know, including Internet browsers and text editing skills.

J. List articles you have published and those that have been accepted for publication.

b) Work in pairs. One of you is to remember well the categories and their order, the other — the pieces of advice. Look at TASK 9 for 5 minutes remembering what you are to, then cover the task and try to recall with the

partner the categories and the recommendations.

Exercise 35. Ask your partner about the reasons why people work and don't work. Read the following instructions and have a discussion on the motivation to work.

Reasons for working		Reasons for not working		
<p>1. Tell your partner that you are going to give them ten reasons for working. Ask your partner to give each reason a score from 1 to 5:</p> <p>1 not important at all 2 not very important 3 quite important 4 important 5 very important</p>	<p>2. Read the reasons to your partner and write their scores.</p> <p>3. Ask your partner if they have got any other reason. Write their reasons in the list.</p> <p>4. Ask your partner to give their reasons a score.</p> <p>5. Find the total score.</p>	<p>6. Ask your partner if they can think of any reasons for not working. If they can, write their reasons in the list.</p> <p>7. Ask your partner to give each reason a score from 1 to 5:</p> <p>8. Find the total.</p>	<p>1 very important 2 important 3 quite important 4 not very important 5 not important at all</p>	
				1
				2
				3
1 To get money.	11	4		
2 To help other people.	12	5		
3 To learn new skills.	13	6		
4 To do something useful.		7		
5 To have power.		8		
6 To meet new people.		9		
7 To travel.		10		
8 To keep fit.		11		
9 To be part of a team.		12		
10 To have to save the planet.		13		
	TOTAL		TOTAL	

How to find the final score:

Reasons for working TOTAL + Reasons for not working TOTAL = final score

Under 15: You will have to win a lot of money or marry a millionaire because you have no interest in work!

15-19: You must be more positive or you will never be happy in your job.

Over 20: You are quite interested in working, but you can also see the positive side of not working.

Over 30: You are quite interested in working. Good luck with your future.

Exercise 36. Work in pairs. Play out the job interview. One of you is to choose the vacancy and the other is to be the interviewer. Take notes and then share with the group. Take into the consideration the pieces of advice from the main text.

Playmakers Drama Centre

runs a series of
drama,
dance and music
workshops for
children
through the summer.
Playmakers is
looking for a

SUMMEER FUN ASSISTANT

to assist experienced
workshop tutors,
supervise children
during lunch breaks,
organise informal
performances, answer
parents questions and
help them book their
children into the
workshops.
For the application
pack contact:

SALES ASSISTANT

required at

Freedom fashions

We are the largest outlet for teenage and club fashions in the UK. We currently have a vacancy for a sales assistant to work in our city center store. The position is full time and involves counter sales, checking stock and window design. Good prospects for the right person.

Telephone Marnie on **732837** or **write** to **Freedom Fashions** at:

Planet Systems

Plc _____

TEST TECHNICIAN

As manufacturers of retail equipment, we have built a multi-million pound business. We now need exceptional people to help us maintain the standards of quality at our London factory. Your job will include:

- testing products
- fault-finding on electrical systems
- repairs
- reporting on production and problems

You will also use your knowledge and experience to help us improve our production processes.

If you have the ability and ambition to be part of our future, please send your CV to:

Interview notes

1 Can the person do the job? Is the person able to work to the required standard?

Yes Possibly No

Notes:

2 Will the person do the job? Is the person well motivated?

Yes Possibly No

Notes:

3 How will the person fit into the team? Will we be able to work well with the person?

Yes Possibly No

Notes:

Exercise 37. Work in groups of 4 and discuss together which job must be most suitable for which person. All the group should come to one agreement:

National Trading Bank
<p>Office assistant looking for a reliable worker for general office duties. No secretarial experience necessary. - flexible hours; 35 hours per week around 10.30 am – 3 am basic - good person</p>

City Adult education College
Receptionist
<p>Friendly individual required to work on reception desk dealing with visitors, guests and general inquiries. - child care facilities - free meals - free use of sports</p>

Local Primary School Caretaker:
<p>Reliable person needed to supervise maintenance of school and grounds. Would hold keys and be responsible for opening and closing all buildings. - free housing in</p>

<p>scheme</p> <ul style="list-style-type: none"> - friendly environment 	<p>facilities</p> <ul style="list-style-type: none"> - reduced fees on all courses 	<p>school grounds</p> <ul style="list-style-type: none"> - free lunches - free use of sports facilities
<p>Sea fresh Fish Processing</p> <p>Production line supervisor</p> <p>Hardworking person required to supervise team of part-time workers if Fish Products department.</p> <ul style="list-style-type: none"> - child care facilities - sports and social club - good price reductions on all products 	<p>Price Plus Supermarket</p> <p>Assistant</p> <p>Honest and friendly person wanted for work on cash desks and other general duties.</p> <ul style="list-style-type: none"> - 20% discount on all goods - 4-day week - free overalls 	<p>Regional Bus Company</p> <p>Ticket inspector</p> <p>Honest and reliable person needed to check tickets and fares on bus and tram services</p> <ul style="list-style-type: none"> - family travel passes - good pension scheme - child care facilities - social club

<p>Mark</p> <p>Having young twins is really demanding, but they're worth it! They're me whole life now really. When my wife died, I couldn't manage at first. Of course I had to give up college, which limits me future. That's worrying.</p>	<p>Jeff</p> <p>My wife Mary is a registered Disabled Person, but we don't get much help from the state. She's fine if I don't leave her on her own too much, as long as I check she's OK now and then. The hospital appointments can be awkward to fit it.</p>
<p>Sheila</p> <p>I was divorced six years ago when our kids left home. I got the house, but he's got the pension! I do feel lonely, though. I've got me own little hairdressing business, going to people's house, but I'd like to meet someone special.</p>	<p>Angela</p> <p>Seven children take a lot of looking after. But now they're all at school, I can go back to work. We need the money! Living out in the countryside gives us room to grow our own vegetables, but we're so isolated. Four of the kids travel nearly two hours to school.</p>

Exercise 38. Imagine that you are a famous person, find out as much as possible about the life of this person and write his/her CV. Read it out to your partner without naming the famous person's name and let him guess. Use the hints in Exercise 4 and 9. Then discuss the aspects of the written CV:

TEXT D

Pre-reading discussion

- Have you ever thought of starting your own business?
- Why do you think some people start their own business and others don't?
- What do you know about Bill Gates and his company?



Read and Translate

BILL GATES AND HIS BUSINESS

Bill Gates is one of the most influential people in the world.

He is cofounder of one of the most recognized brands in the computer industry with nearly every desk top computer using at least one software program from Microsoft. According to the Forbes magazine, Bill Gates is the richest man in the world and has held the number one position for many years.

Gates was born and grew up in Seattle, Washington USA. His father, William H. Gates II was a Seattle attorney and his mother, Mary Maxwell Gates was a school teacher and chairperson of the United Way charity. Gates and his two sisters had a comfortable upbringing, with Gates being able to attend the exclusive secondary "Lakeside School".

Bill Gates started studying at Harvard University in 1973 where he spent time with Paul Allen. Gates and Allen worked on a version of the programming language BASIC, that was the basis for the MITS Altair (the first microcomputer available). He did not go on to graduate from Harvard University as he left in his junior year to start what was to become the largest computer software company in the world; Microsoft Corporation.

Bill Gates and the Microsoft Corporation

"To enable people and businesses throughout the world to realize their full potential." Microsoft Mission Statement

After dropping out of Harvard Bill Gates and his partner Paul Allen set about revolutionizing the computer industry. Gates believed there should be a computer on every office desk and in every home.

In 1975 the company Micro-soft was formed, which was an abbreviation of microcomputer software. It soon became simply "Microsoft"® and went on to completely change the way people use computers.

Microsoft helped to make the computer easier to use with its developed and purchased software, and made it a commercial success. The success of Microsoft began with the MS-DOS computer operating system that Gates licensed to IBM. Gates also set about protecting the royalties that he could acquire from computer software by aggressively fighting against all forms of software piracy, effectively creating the retail software market that exists today. This move was quite controversial at the time as it was the freedom of sharing that produced much innovation and advances in the newly forming software industry. But it was this stand against software piracy, that was to be central in the great commercial success that Microsoft went on to achieve.

Bill Gates retired as Microsoft CEO in 2008.

Bill Gates Criticism

With his great success in the computer software industry also came many criticisms. With his ambitious and aggressive business philosophy, Gates or his Microsoft lawyers have been in and out of courtrooms fighting legal battles almost since Microsoft began.

The Microsoft monopoly sets about completely dominating every market it enters through either acquisition, aggressive business tactics or a combination of them. Many of the largest technology companies have fought legally against the actions of Microsoft, including Apple Computer, Netscape, Opera, WordPerfect, and Sun Microsystems.

Bill Gates Net Worth

With an estimated wealth of \$53 billion in 2006, Bill Gates is the richest man in the world and he should be starting to get used to the number spot as he has been there from the mid-nineties up until now. The famous investor Warren Buffett is gaining on Gates though with an estimated \$46 billion in 2006.

Microsoft hasn't just made Bill Gates very wealthy though. According to the Forbes business magazine in 2004 Paul Allen, Microsoft cofounder was the 5th richest man in the world with an estimated \$21 billion. While Bill Gates' long time friend and Microsoft CEO, Steve Ballmer was the 19th richest man in the world at \$12.4 billion.

Bill Gates Philanthropy

Being the richest man in the world has also enabled Gates to create one of the world's largest charitable foundations. The Bill and Melinda Gates Foundation has an endowment of more than \$28 billion, with donations totaling more than \$1 billion every year. The foundation was formed in 2000 after merging the "Gates Learning Foundation" and "William H. Gates Foundation". Their aim is to "bring innovations in health and learning to the global community".

Bill Gates continues to play a very active role in the workings of the Microsoft Company, but has handed the position of CEO over to Steve Ballmer. Gates now holds the positions of "Chairman" and "Chief Software Architect". He has stated that he plans to take on fewer responsibilities at Microsoft and will eventually devote all his time to the Bill & Melinda Gates Foundation.

In 2006, the second richest man in the world, Warren Buffett pledged to give much of his vast fortune to the Bill and Melinda Gates Foundation.

Bill Gates Receives a KBE

In March 2005 William H. Gates received an "honorary" knighthood from the queen of England. Gates was bestowed with the KBE Order (Knight Commander of the Most Excellent Order of the British Empire) for his services in reducing poverty and improving health in the developing countries of the world.

After the privately held ceremony in Buckingham Palace with Her Majesty Queen Elizabeth II, Gates commented on the recognition.

"I am humbled and delighted. I am particularly pleased that this honor helps recognize the real heroes our foundation (Bill and Melinda Gates Foundation) supports to improve health in poor countries. Their incredible work is helping ensure

that one day all people, no matter where they are born, will have the same opportunity for a healthy life, and I'm grateful to share this honor with them."

The KBE Order of the British Empire is the second highest Order given out, but it is only an honorary knighthood as only citizens that are British or a part of the Commonwealth receive the full Order. This means that Gates does not become Sir Bill Gates.

Bill Gates lives near Lake Washington with his wife Melinda French Gates and their three children. Interests of Gates include reading, golf and playing bridge.

Exercise 39. Give English equivalents for the following using the text:

програмне забезпечення; розпочинати щось; бізнес-філософія; агресивна бізнес-тактика; філантропія; благодійні установи; лицарське звання; публічно пообіцяти; передати свої справи; світова спільнота; співзасновник; ринок роздрібною торгівлі; монополія; захищати авторський гонорар.

Exercise 40. Give Ukrainian equivalents for the following using the text:

recognized brands; computer industry; computer operating systems; to acquire from; software piracy; controversial; to be in and out; to fight legal battles; an estimated wealth; to enable; an endowment; to pledge; to be bestowed with; to be humbled; to start one's own business.

Exercise 41. Explain in English:

cofounder; to drop out; to set about; newly forming; stand against; acquisition; to gain on smb.; to total; to merge; to hold the positions.

Exercise 42. Read and translate the underlined words and phrases into English:

1. The more rich people there are, the more *благодійних установ* there should be what will create balance in the society.

2. The Prime – Minister *дав урочисту обіцянку* to create the law to the royalties and to help *новачкам* у бізнесі.

3. His great success was followed by lots of criticisms, especially concerning his *агресивної бізнес філософії* and the willingness *домінувати на ринку*.

4. This company *утримує високі позиції* due to their individual approach to each client and creative business tactics.

5. His estimated wealth of \$100 billion was quite *спірним* as it wasn't proved by any documents.

6. The difference between *придбанням компанії* and *злиттям з нею* is that the first presupposes that one company is more powerful than the other and the second — that they are equal.

Exercise 43. Complete each sentence with one of the words or word combinations from the box:

endowment
hands

recognized brands
dropping out

set about

bestowed with

piracy

1. Such (1) _____ as Coca-Cola, Microsoft, Procter & Gamble were not afraid to enter the international market and they succeeded.
2. (2) _____ of the school usually means having unclear and dull perspectives but not in case with Bill Gates.
3. In Ukraine the laws which protect the royalties aren't fully introduced what leads to the increasing level of (3) _____.
4. As Bill Gates Paul Allen (4) _____ revolutionizing the computer industry they had very strong beliefs/believes in their business.
5. Every year the ceremony "The Pride of Ukraine", where people who made a great (5) _____ in some field are awarded, takes place.
6. When the owner of the company retires, he (6) _____ his position to the most conscientious and effective manager.
7. Being (7) _____ a KBE is a great honor to any person and means strong recognition.

Exercise 44. Say if the phrases below are true or false. Correct the false ones:

1. Bill Gates is the founder of the Microsoft Corporation.
2. Gates left "Lakeside school" in Washington to start his own business.
3. Microsoft is the abbreviation from microcomputer software.
4. Gates or his Microsoft lawyers have been in and out of courtrooms fighting legal battles because of Gates' aggressive attitude towards other software company.
5. Bill almost gave up working for the Microsoft corporation to devote more time to charity

Exercise 45. Answer the questions about the text:

1. What gave Gates the inspiration to start the company?
2. What made the Microsoft so successful?
3. Why have many of the largest technology companies fought legally against the actions of Microsoft?
4. Who are Bill Gates' partners? How big is his and their wealth?
5. Is business Bill's only activity in his life? If not, what else does he do?
6. What did Gates get the KBE order for? What is special about it?

Exercise 46. Translate the following sentences into English using the text.

1. Головною метою будь-якого бізнесу є комерційний успіх, а вже потім задовільнення емоціональних та соціальних потреб.
2. Щоб новачку у бізнесі вдалося закріпитися на ринку, йому необхідно захищати авторські права та слідувати агресивній бізнес філософії.
3. Будучи підприємцем, Джек не лише пильнував процес розвитку бізнесу, але й боровся із лютою конкуренцією, що допомогло йому домінувати на ринку та повністю реалізувати свій потенціал.
4. Коли людина вирішує розпочати свою справу, то бере на себе ряд

обов'язків і повинна розуміти, що від її фінансового та інтелектуального вкладу залежить успіх справи.

5. Хоча Біл Гейтс має величезний статок, він не перестає бути великодушною людиною, тож він регулярно співпрацює з благодійними установами та допомагає їм з їх діяльністю.
6. Якщо українська компанія не має ліцензійного програмного забезпечення, під час перевірки у неї можуть вилучити комп'ютер та накласти штраф.
7. Майкрософт — це світовий визначний бренд, який зробив революцію у комп'ютерній індустрії.
8. Біл Гейтс відкрито боровся за авторський гонорар, який він повинен отримувати від кожного продажу комп'ютерного забезпечення, та проти піратських версій.

Exercise 47. Answer the following questions:

1. Why do you think people want to be their own bosses?
2. What are the advantages and the disadvantages of working for yourself?
3. What kind of person might start his/her business and enjoy working on their own?
4. What kind of skills do you need?
5. What kind of businesses might be successful nowadays?
6. What kind of business could you and would you like to start?
7. Do you know anyone who has started working for him/herself? How do these people find working on their own?

Exercise 48. Say whether you agree or not with Bill Gates' opinion. Explain your opinion.

“Information technology and business are becoming inextricably interwoven. I don't think anybody can talk meaningfully about one without the talking about the other.”

“Your most happy customers are your greatest source of learning.”

Exercise 49. In pairs read the following table, discuss the questions with your partner and imagine that you are starting your own business, but you don't have enough money for it. So you are to persuade the investor that your business will work. (After working in pairs unite with the other pair: one of your pairs is a business freshmen and the other is the investors).

How was it for you?

Ronan McNamara (24) runs McNamara Tours, providing fun and informative tours of Derry City and some of Northern Ireland's best known tourist attractions.

Why did you decide to start your own business?

It had always been my dream. When an opportunity arose, I had to go for it.

How did you develop your business idea?

I spotted a gap in the market for a local private tour operator whilst working for the City Council. I ignored those who told me I was mad relying on tourists visiting Northern Ireland!

What help/ advice did you receive?

My local business agency put me in touch with Shell LiveWIRE. My adviser helped me develop my idea, conduct market research, create a business plan and helped me gain financial assistance.

What are the main advantages of being your own boss?

You learn about business fast! You don't have to answer to anyone (except the Bank Manager!) and it's far more rewarding than working for someone else.

What are the worst aspects?

You have to be prepared for long hours- your social life can suffer!

What advice would you offer to other young people thinking of starting their own business?

Get as much advice as you can- but remember it's you that has to make the final decision.

What could I do?

Use a pen and large sheet of paper to write down all of your ideas. It doesn't matter how crazy your thoughts may seem, write anything that comes into your mind as you work through the following sections. You'll be amazed with how many ideas you come up with!

What could you do? Ask yourself:

- Have I a hobby or interest which could be the basis for a business?
- What skills have I got?
- What work have I done?
- What knowledge or experience have I gained?
- Could I adapt my existing skills and work for myself instead of someone else?

Can you spot a new idea?

- Identify any opportunities for new products or services
- Provide products or services which would overcome difficulties I or people in my area experience
- Ask local businesses or organizations which products or services they have difficulty in obtaining

Tried and tested- could you:

- Look at an existing business in a new way?
- Copy someone else 's idea- make it better?
- Supply goods or services to local organizations which are currently supplied from outside your area?
- Buy an existing business?

Is starting a business for me?

You don't have to be a certain type of person or have particular qualifications to start a business. It takes a mix of qualities to succeed, almost like being several people at the same time. Here are some skills which may be needed to run a business. Which skills do you think you might have?

- Manager responsible, decision maker, leader, planner
- Salesperson winning customers, understanding people, knowing how to talk to them, winning confidence
- Worker as you're unlikely to have any employees to start off with, could you do all the work yourself- cope with long hours and pressure?
- Administrator keeping accounts, organising paperwork
- Learner keeping an open mind and always prepared to learn
- Thinker coming up with bright ideas, problem solving
- Entrepreneur identifying new business opportunities, wanting to succeed, talking calculated risks

Different businesses require different balances of these skills. If you're lacking in a particular area, you can get support from a specialist adviser. You may be able to get training to gain the skills you think you need. If you have one or more business partners, you should agree who does what best.

Will it work?

Remember- you need to make a living out of your idea! You may find it helpful to talk this through with a friend. Consider:

- What is the aim of my business?
- What product or service will I sell?
- Who are my potential customers?
- What raw materials do I need?
- Where will I base my business?
- What equipment will I need?
- What price will I charge?
- How will I find my customers?
- How will I make them buy from me instead of my competitors?

Exercise 50. Writing assignments:

- ✍ Is being businessman/woman for me?
- ✍ If I decided to start my own business, I would
- ✍ Being a business person or working for the boss

TEXT E

Pre-reading discussion

- What role does a teacher play in the modern educational system?
- Can a computer substitute a teacher some day?
- What's a good/bad teacher for you?
- Comment on the following proverbs: “Better unborn than untaught”, “like teacher, like pupil”, “Tell me, and I'll forget. Show me, and I'll remember. Involve me, and I'll learn”.

Read and Translate

IS TEACHING YOUR LINE?

Teaching is a highly noble profession most suited one especially for women. Teachers are always a boon to society. Through their intelligence, patience and wisdom, they attempt to not only hone the learner's intellect and aptitude but also, create a well-rounded personality. Teaching has an influence in developing one's mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance.

As this field is so vast having areas of specializations, different skills and type of training are required for different levels. Areas of specialization include teaching at nursery schools, middle schools, high schools, colleges, universities, institutes, special schools etc. Each level calls for a different expertise. If you love to be with children, teaching at schools would be a good option, but if you want to be with young adults, it is better to look at the college or university level. Good teachers can bring out the best in every student. They are the ones who make a difference in the lives of their students. Rousing students from their apathy and watching their curiosity grow is one of the biggest rewards of teaching.

Thirty years ago the teacher's role was sometimes caricatured as that of “combination drill sergeant and orchestra conductor” – a relatively easy role to play, since most activities were well programmed. Today, however, she/he is a facilitator of learning and her/his classroom may well bear more resemblance to a jam session than to a Beethoven concert. Today's teacher must manipulate much more information in several different areas of knowledge. The problem lies not only in the amount of information to be mastered, but in the organization and application of that knowledge to a practical situation. In education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a tutor.

The objective is typically accomplished through either an informal or formal approach to learning, including a course of study and lesson plan that teaches skills, knowledge and/or thinking skills. Different ways to teach are often referred to as pedagogy. When deciding what teaching method to use teachers consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. The teacher may interact with students of different ages, from infants to adults, students with different abilities and students with learning disabilities. Many times, teachers assist in learning outside of

the classroom by accompanying students on field trips. The increasing use of technology, specifically the rise of the internet over the past decade, has begun to shape the way teachers approach their roles in the classroom.

Teaching using pedagogy also involves assessing the educational levels of the students on particular skills. Understanding the pedagogy of the students in a classroom involves using differentiated instruction, as well as, supervision to meet the needs of all students in the classroom. Pedagogy can be thought of in two manners. First, teaching itself can be taught in many different ways, hence, using pedagogy of teaching styles. Second, the pedagogy of the learners comes into play when a teacher assesses the pedagogic diversity of his/her students and differentiates for the individual students accordingly.

Main reason for opting this career could be interest in the subject, secure professional career and regular annual vacations. It can also be a second career for those who have retired from professional services.

Exercise 51. Give English equivalents to the following using the text:

всебічно розвинута особистість; розсіяти хмари необізнаності; педагогічна майстерність; базові знання; мета навчання; учбовий план, який відповідає стандартам; учні з обмеженими здібностями до навчання; педагогічна відмінність; вибрати кар'єру; регулярна щорічна відпустка

Exercise 52. Give Ukrainian equivalents to the following using the text:

to be a boon to society; to hone the learner's intellect and aptitude; to spark the light of knowledge; to bring out the best in; a tutor; a relevant authority; to meet the needs of all students; a secure professional career; to retire; a differentiated instruction

Exercise 53. Explain in English:

a specialization; an expertise; rouse somebody from apathy; rewards of teaching; a facilitator of learning; jam session; manipulate information; to teach on an individual basis; a formal and informal approach to learning; assessing; professional services

Exercise 54. Read and translate the underlined words and phrases into English using the text:

1. Teaching has an influence in *розвиток розуму та характеру людини* and also gives the satisfaction of *проблиску знань* and *розсіяності хмар необізнаності*.

2. Good teachers *можуть виявити найкраще в кожному учні*. They are the ones who make a difference in the lives of their students. Rousing students from their apathy and *спостерігати за тим як зростає їх зацікавленість* – одна з *найбільших винагород вчителювання*.

3. In education, teachers *полегшують процес навчання для учня*, often in a school or academy or perhaps in another environment such as outdoors. A teacher *який навчає індивідуально* may be described as a tutor.

4. When deciding what teaching method to use teachers consider *базові знання учнів, їх оточення, та мету навчання* as well as standardized curricula as determined by the *відповідними органами влади*.

5. Understanding the pedagogy of the students in a classroom involves using *диференційний підхід до навчання*, as well as, supervision to *відповідати потребам усіх учнів* in the classroom.

6. Main reason for opting this career could be *зацікавленість в своєму предметі*, secure professional career and *регулярна щорічна відпустка*.

Exercise 55. Complete each sentence with one of the words or word combinations from the box:

disability insurance;	American Federation of Teachers;	Median;
bachelor's degree;	improved bachelor's degree and certificate;	middle school;
supervising after-school; programs;	greater benefits;	the requirements;

In the United States, each state determines _____ for getting a license to teach in public schools. Today, all public school teachers must be certified and have a _____ (or five years of college work) except in the case of alternative or temporary certification. The Bureau of Labor Statistics estimates that there are 1.4 million elementary school teachers, 600,000 _____ teachers, and 1 million secondary school teachers employed in the U.S.

In the past, teachers have been paid relatively low salaries. However, average teacher salaries have _____ rapidly in recent years. US teachers are generally paid on graduated scales, with income depending on experience. Teachers with more experience and higher education earn more than those with a standard _____. Salaries vary greatly depending on state, relative cost of living, and grade taught. Salaries also vary within states where wealthy suburban school districts generally have higher salary schedules than other districts. The median salary for all primary and secondary teachers was \$46,000 in 2004, with the average entry salary for a teacher with a bachelor's degree being estimated \$32,000. _____ salaries for preschool teachers, however, were less than half the national median for secondary teachers, clock in at an estimated \$21,000 in 2004. For high school teachers, median salaries in 2007 ranged from \$35,000 in South Dakota to \$71,000 in New York, with a national median of \$52,000. Some contracts may include long-term _____, life insurance, emergency/ personal leave and investment options. The _____' teacher salary survey for the 2004-05 school year found that the average teacher salary was \$47,602. In a salary survey report for K-12 teachers, elementary school teachers had the lowest median salary earning \$39,259. High school teachers had the highest median salary earning \$41,855. Many teachers take advantage of the opportunity to increase their income by _____ and other extracurricular activities. In addition to

monetary compensation, public school teachers may also enjoy _____ (like health insurance) compared to other occupations.

Exercise 56. Say if the phrases below are true or false according to the text. Correct the false ones:

1. Teaching has nothing to do with joy or satisfaction, since working with students is a great challenge.
2. Different skills and type of training are required for different levels.
3. To be a good teacher is a relatively easy role to play.
4. The only problem of a teacher is in the amount of information he/she's to present.
5. A successful teaching method depends exclusively on a teacher's personal preferences in this matter.
6. The good teacher may find a way with any student in a classroom.
7. A fair teacher never pays attention to individual peculiarities of students.
8. Outdoor activities with students are not appropriate.
9. Teaching has always been treated as an important and difficult thing.
10. A teacher is the one who facilitates student learning.

Exercise 57. Answer the questions about the text:

1. What influence does a teacher make on students' lives? What do YOU think?
2. Do teaching skills differ depending on the educational establishment in which a teacher works? Tell about them.
3. Why do you think a teacher used to be caricatured as that of "combination drill sergeant and orchestra conductor"?
4. What should a teacher take into account while planning the lesson?
5. What is "pedagogy"? What does this term mean for you?
6. In what two manners can pedagogy be thought of?
7. Did the scientific progress influence teachers' approach to their role in the educational process?
8. What are the motives for opting teaching as a career? What or who influenced your choice?

Exercise 58. Translate the following sentences into English using the text:

1. Головною метою сучасної системи освіти є виховання всебічно розвинутої особистості, здібної самостійно здобувати знання, користуватись інформацією, приймати правильні рішення та пристосовуватись до життя. В даному процесі вчитель – лише той, хто полегшує процес навчання для студентів, звільняючи їх від апатії та направляючи їх розум та здібності в правильне русло. Та успіх навчання цілковито залежить від самого учня.

2. Ніколи б не подумав, що він стане таким професійним викладачем! Таке враження, що він, не дивлячись на його юність, вже досконало володіє педагогічною майстерністю! Він строго дотримується учбового плану, намагається задовольнити потреби кожного учня та виявити найкраще навіть в дітях з обмеженими здібностями до навчання! Дивитись, як в дітях прокидається зацікавленість до навчання для нього найкраща винагорода!
3. Ви ще не вирішили яку кар'єру обрати? Чому б не подумати над тим, щоб стати вчителем? Дехто гадає, що ця професія стала вже не такою престижною та високооплачуваною, як це було раніше, але насправді – це стабільна робота, регулярна щорічна відпустка, достойне пенсійне забезпечення.
4. Якщо ви не бажаєте працювати в таких навчальних закладах, як школа, ліцей, коледж чи університет, ви можете викладати на індивідуальних засадах, працюючи репетитором. Саме репетиторам часто вдається розсіяти хмари необізнаності учнів та побачити проблиск знань, адже, використовуючи диференційний підхід до навчання, формальні та неформальні методи оцінювання знань, вони здатні створювати ту атмосферу взаємної довіри та співпраці, яка сприяє досягненню найбільшої ефективності.
5. Педагог – це загальний термін, що відноситься до будь-якої людини, яка навчає інших. Але деякі педагогічні професії вимагають певної спеціалізації. Так, щоб працювати у дошкільних навчальних закладах, людина має добре знатися на психології дитини та мати певний досвід роботи із маленькими дітьми

TEXT F

Pre-reading discussion

- What is more important for a language teacher: the perfect knowledge of language or personal qualities, or both?
- What should or shouldn't a good language teacher do? What are the typical mistakes?
- Does a language teacher's work differ from the one of the pedagogues teaching other disciplines? What qualities are essential to become a good language teacher?

Read and Translate

THE GOOD LANGUAGE TEACHER

More work has been done on the good language *learner* recently than on the good language *teacher*. This reflects the current learner-centered orthodoxy many teachers subscribe to: autonomy of the learner, self-access work, guessing strategies, a more systematic approach to grammar, and the importance of using the language for communication, attitudes to the target culture, and so on. The profile of the good learner is beginning to emerge.

This is all well and good, but the demands on the *teacher* in a learner-centered methodology are greater, paradoxically, not less, than in conventional "teacher-centered" approaches. We need to know more about what skills are required of a teacher who wishes to encourage good language learning.

This article reports the results of a survey designed to discover students' views of good and bad language teaching. Although students' opinions and expectations are not sacred, they are a good starting point for beginning to understand and meet students' needs. On the basis of what the students said in the survey, the authors define some of the roles required of the teacher and look more closely at one particularly important role, that of *manager*.

There were over 40 students involved in the survey, of intermediate to advanced level. The context in which the survey was conducted was the large mixed-ability class, where there is little access to expensive equipment and examination fever is predominant, and consequently testing, overt and covert, takes over from teaching.

The survey took the form of (1) interviews and (2) written assignments in which the students were asked to recall their favorite and least favorite teachers and to say why they thought some teachers were more successful than others. Below is a summary of what they said about the good and bad language teacher. (The author has copied exactly what the students said, correcting only those language errors that obscured the intended meaning.)

This list of qualities is long, and the individual items are in no particular order of priority. This has its advantages: it highlights the fact that there are many different and contradictory qualities that contribute to effective teaching, and it is encouraging that students do not come up with a single, consistent picture of the ideal teacher. To

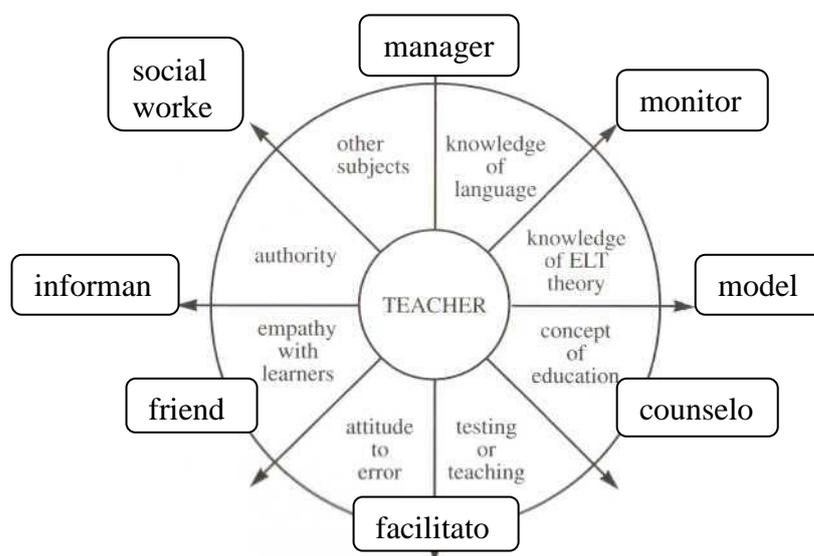
be prescriptive about what makes a good teacher would assume we know more about the subject than we do and it would limit the options available to us.

It would be not only difficult but counterproductive to generalize from the diverse and often contradictory comments made by students about good and bad teachers. In fact, the diversity of opinions as to what constitutes effective teaching confirms an assumption made in this article: that there is no formula for good teaching, that very different people make good teachers for very different reasons. Observing teachers at work for many years suggests that both introverts and extroverts, soft-spoken and outspoken people, theatrical and non-theatrical types can all hold the attention of a class and make learning enjoyable and effective.

The Good Language Teacher	The Bad Language Teacher
Friendly	Very strict
Explained things	Didn't let us speak
Gave good notes	Gave us a text to learn and
Knew how to treat someone who	checked it
sits at a desk for six hours	Gave marks all the time
Let the students do it by themselves	She/he was fixed in a chair
Group work	Always above our heads
We did the lesson together	(dominates)
Took out (elicited) things we know	Shouted for no reason
Talked about herself	Gave a lot of tests
Talked about problems of the	Forced us to do things
school	Didn't discuss their problems
Talked about other subjects	Started the lesson immediately
Played games	Didn't smile
Told jokes	She/he stared at you and you
She/he was one of us	couldn't say a word
Didn't push weak learners	His/her tests were too difficult
Asked students' opinions, there was	We were not prepared for the test
a dialogue	He/she just showed us a grammar
She/he was like an actress	rule and we forgot it
Pretended a lot	Shouted when we made mistakes
She/he was forceful, but not strict	Very nervous (bad-tempered)
She/he was educated	Talked and talked
She/he knew psychology	She/he spoke flat
Used movement to make meaning	She/he just said the lesson and
clear	nothing else
She/he made sure everyone	There was a distance from us
understood	Believed the students were all the
She/he was funny	same
Read in a tone that made meaning	We didn't do experiments
clear	Believed students all knew the
She/he got close to students	same things
She/he believed in me, made me	Like a machine
believe in myself	Not prepared
I wanted him/her to be proud of me	Treated kids like objects

I	He/she had a personality of his/her	She/he was rigid
t	own	Sarcastic and ironic
wou	Was very experienced	Only lessons, didn't discuss
ld,	She/he made grammar clear	anything else
how	They tried to communicate	Avoided answering questions
ever	She/he gave advice	You couldn't laugh, you couldn't
, be	She/he talked about personal	speak
bot	problems	He/she was the teacher, I was the
h	She/he gave me a lot of books to	student
defe	read	She/he had a blacklist and said
atist	She/he used questions a lot	"you, you, you"
and	She/he asked all students questions	She/he had a little book with the
cou	Social work was their job	marks in
nter	We cut up animals (= did	No communication, nothing
-	experiments, practical work)	She/he made me feel anxious
intu	Talked about the lesson	She/he said we weren't well
itiv	She/he knew her subject matter	prepared
e	She/he was like a comedian	

not to observe certain general principles that many good teachers have in common. These general principles may act as a starting point for the teacher who has lost confidence in her/his ability to fulfill her/his own potential. The diagram below summarizes some of the salient patterns that one can observe in the comments made by the students in the survey. The diagram shows the teacher trapped within certain constraints (the inner circle), which, when overcome, activate a wider range of teacher-roles (outer circle).



Exercise 59. Give English equivalents to the following using the text:

Самостійність того, хто навчається; стратегія вгадування; більш систематичний підхід до граматики; початкова точка; клас студентів з різними здібностями до навчання; екзаменаційна лихоманка; письмове завдання;

несумісні (ті, що суперечать одне одному) якості; непродуктивний; втримувати увагу класу; робити процес навчання приємним та ефективним.

Exercise 60. Give Ukrainian equivalents to the following using the text:

Learner-centered orthodoxy; a self-access work; a target culture; a methodology; "teacher-centered" approaches; overt and covert; to obscure the intended meaning; to come up with; soft-spoken and outspoken people; defeatist and counter-intuitive; to fulfill one's own potential.

Exercise 61. Explain in English:

Informant; social worker; facilitator; monitor; counselor; sacred; order of priority; to be prescriptive about something; introverts and extroverts; a theatrical person; to be trapped within certain constraints; a bad-tempered person.

Exercise 62. Read and translate the underlined words and phrases into English:

1. More work has been done on the *того, хто вивчає іноземну мову* recently than on *гарного вчителя іноземної мови*. This reflects the current learner-centered orthodoxy many teachers subscribe to: *самотійність того, хто навчається, самотійне оцінювання роботи, стратегії вгадування, більш системний підхід до вивчення граматики*, and the importance of using the language for communication, attitudes to *культури країни, мова якої вивчається*, and so on.

2. On the basis of what the students said in the survey, the authors define some of the roles required of the teacher and *більш уважно придивитися* до one particularly important role, that of manager and *початкова точка* for beginning to understand and *відповідати потребам студентів*.

3. *Як показали результати опитування й письмових завдань* of over 40 students, there are many different and contradictory qualities that contribute to *ефективному навчанню*, and it is encouraging that students do not come up with a single, consistent *уявлення про ідеального вчителя*.

4. The diversity of opinions as to *що обумовлює ефективне навчання* confirms an assumption made in this article: *не існує якогось певного єдиного правила* that very different people make good teachers for very different reasons. Observing teachers at work for many years suggests that both introverts and extroverts, *тактовні та прямолінійні*, theatrical and non-theatrical types can all *втримувати увагу класу* and *робити процес навчання приємним та ефективним*.

5. The teacher who never *посміхається, який постійно прикутий до стільця* during the lesson, makes everyone feel anxious; *не заохочує вільне спілкування та обмін думками* is usually disrespected. He will never be his students' friend and as a consequence *не зможе виконувати ролі соціального працівника, моделі, друга та радника*.

Exercise 63. Complete each sentence with one of the words or word combinations from the box:

order of priority;	learner-centered	manager;
friend;	orthodoxy;	monitor;
counselor;	guessing;	model;
informant;	target culture;	autonomy of the
facilitator;	systematic	learner.
	approach;	
	social worker;	

1. Talking about what qualities make a good or bad teacher, the surveyed students' _____ was as follows: friendliness, open-mindedness, objectiveness, tact, competence, sense of humor.

2. The current _____ many teachers subscribe to suggests the _____, self-access work, _____ strategies, a more _____ to grammar, and the importance of using the language for communication, attitudes to the _____, and so on.

3. When the teacher who asks students to repeat a sentence after her/him for pronunciation practice, he/she plays the role of _____.

4. A _____ is the one who gives instructions for students to get into groups.

5. The teacher who goes round listening to pairs practicing a dialogue plays the role of _____.

6. The teacher who advises students how best to approach a task plays the role of _____.

7. The teacher who explains when we use the present perfect for recently completed actions plays the role of _____.

8. The teacher who provides material and guidance to enable students to work on their own plays the role of _____.

9. The teacher who stays behind after class and discusses one of the student's personal problems which is affecting his/her work plays the role of _____.

10. The teacher who chats with students over coffee or arranges a cinema visit with the class plays the role of _____.

Exercise 64. Say if the phrases below are true or false according to the text. Correct the false ones:

1. 'The good language teacher' issue has been broadly studied recently.
2. It's important to be aware of skills required of a teacher to make learning enjoyable and effective.
3. The only and most important source of information about what the terms "good and bad teacher" mean should be students' opinions and expectations.
4. The list of qualities highlights the fact that there are many different and contradictory qualities that contribute to effective teaching.
5. The results of the survey draw the exact picture of the ideal teacher.
6. The main idea of the text is that there is no formula for good teaching.

7. Only a particular type of teachers can be effective educators.
8. With the help of the survey it is still possible to observe certain general principles that many good teachers have in common.
9. According to the survey the most important quality of a good teacher is to know the subject perfectly.
10. The diagram summarizes some of the salient patterns that one can observe in the comments made by the teachers themselves.

Exercise 65. Answer the questions about the text:

1. What does the term “learner-centered orthodoxy” mean? What are its basic principles?
2. Do you know anything about so-called "teacher-centered" approaches?
3. What was the aim of the survey? How could it help to define some of the roles required of the teacher?
4. What students took part in the survey? Why was that category of students chosen? How did the students get the task?
5. What does or does not the survey show?
6. What types of people according to the author CAN be good teachers? What do YOU think? Is teaching your line?
7. Analyze the list of students’ opinions. What phrases did you like most?
8. What does your own experience suggest? What is your view of good and bad language teaching?
9. Study the diagram. What does it show? What roles does a teacher perform during the lesson? Can you make this list bigger?
10. Do you agree that the role of manager is particularly important? Why? Why not?

Exercise 66. Translate the following sentences into English using the text:

1. По всьому світі все більше спостерігається тенденція переходу до моделі мовної освіти, у центрі якої знаходиться безпосередньо сам учень. Його привчають до самостійності, оцінювання власних успіхів у навчанні, опанування стратегії вгадування, більш системного підходу до вивчення граматики тощо. Але, що навіть більш важливо, учень має зрозуміти, що іноземна мова – це перш за все спілкування та знайомство із іноземною культурою.
2. Хоча погляди студентів на те, яким має бути гарний вчитель, можуть суперечити одне одному, подібне опитування є непоганою відправною точкою для системного аналізу та розробки стратегії поведінки вчителя на уроці.
3. Для педагога-початківця необхідно знайти спосіб реалізації свого потенціалу, адже саме це буде й надалі надихати його на самовдосконалення та пошук.

4. Останнім часом все більше уваги приділяється спробам знайти більш систематичний підхід до граматики, бо для багатьох студентів та викладачів, цей аспект мови залишається одним із найбільш важких.

5. Як вважають деякі психологи, вчитель не повинен виправляти кожен помилку під час живих дискусій та обговорення питань на точку зору, а лише ті, які безпосередньо викривляють зміст або роблять зміст повідомлення незрозумілим.

6. Професія вчителя поєднує декілька ролей, які він виконує в класі. Наприклад, роль порадики, соціального працівника, зразку або моделі та, навіть, роль друга.

7. Щоб зробити процес навчання приємним та ефективним вчителю необхідно замислитися над тим, чи робить він акцент на навчанні чи тестуванні.

8. Втримати увагу класу було б неможливо без зорового контакту. Але не варто витріщатися на студента, бо він може зрозуміти цей жест невірно.

9. Однією з типових помилок молодих та недосвідчених педагогів є те, що вони сподіваються на надто швидкі та кардинальні зміни в своїх студентах. Але необхідно розуміти, що для будь-якої зміни потрібен час та зусилля як з боку вчителя, так і з боку учня.

10. Не існує секретної формули або рецепту успіху. Гарний вчитель це не просто той, хто досконало знає свій предмет, але й той, хто знайшов спільну мову зі студентами та має з ними дружні стосунки.

11. Якщо ви бажаєте, щоб ваші студенти заснули під час занять – продовжуйте розмовляти монотонно, не дивлячись на зміни тем. Але якщо ваша ціль – звернути на себе увагу ваших студентів, вам слід змінювати темп мови, гучність та навчитися майстерно використовувати паузи.

Exercise 67. Writing assignments:

-  Teaching foreign languages. What should it be like?
-  What makes a good language teacher?
-  An exemplar - the teacher who is a model to you.

SUPPLEMENTARY SECTION

Exercise 68. Match the two halves of proverbs/sayings about work and give their Ukrainian equivalents:

	A	B
	An idle brain	a) shall not eat.
	Doing is better	b) pleasure
	A beggar can	c) must climb the tree.
	He that will not work	d) is the mother of all evil.
	The hardest work is	e) till he sweats and work till he freezes.
	Jack of all trades is	f) shows the workman.
	A bad shearer	g) we learn to be ill.
	Business before	h) is the devil's workshop.
	All work and no play	i) be bankrupt.
0	He that would eat the fruit	j) makes jack a dull boy.
1	Idleness	k) master of none.
2	Ninety per cent of inspiration	l) to do nothing.
3	He'll eat	m) than saying.
4	The work	n) never had a good sickle.
5	By doing nothing	o) is perspiration.

Exercise 69. Match the following words with their definitions:

1.	yardstick	a) the ability to sense and understand someone else's feelings as if they were one's own
2.	prone to do smth	b) proficiency in something requiring skill
3.	crucial	c) to get in the way of (someone or something)
4.	empathy	d) different in kind/ having variety
5.	diverse	e) of exceptional importance
6.	adeptness	f) ability to be quick and skilful in how one behaves or thinks
7.	hinder	g) to develop and improve (a quality or ability)
8.	flaws	h) a measure or standard used for comparison
9.	hone	i) a mistake in something that makes it invalid

10. social adroitness	j) having a tendency to be affected by or do something
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Exercise 70. Choose a word which completes each sentence best:

1. The company made hundreds of _____ redundant.
A. employers B. employees C. foremen D. tycoons
2. In addition to a competitive salary, the _____ offers attractive benefits.
A. association B. company C. establishment D. enterprise
3. The company's _____ suffered when it had to recall thousands of products that were unsafe.
A. kudos B. reputation C. dignity D. recognition
4. I am pleased to tell you that your _____ for the post of Assistant Editor has been successful. |
A. assignment B. application C. appositeness D. appliance
5. The _____ or failure of the project depends on how committed the managers are.
A. success B. prosperity C. accomplishment D. crash
6. The position is rewarded with a generous _____ package.
A. wages B. salary C. earnings D. pay
7. His father found him a cushy _____ in the office, with almost nothing to do and a whacking great salary.
A. occupation B. vocation C. trade D. job
8. The camaraderie among _____ made the tedious work just bearable.
A. coadjutors B. colleagues C. yokefellows D. rivals

Exercise 71. Complete the word-building table. Use a dictionary to help you:

NOUN	VERB	ADJECTIVE	ADVERB
	to satisfy		
ambition			
		valuable	
	to apply		
			successfully
	to advance		
choice			
	to train		
		observing	
development			

Exercise 72. Read the information below and fill in the blanks with the words:

Career – a job or profession a person has been trained for and intends to do for several years

Job – a piece of work either to be done or completed; employment

Occupation – an activity in which one is engaged, that occupies one's time

Profession – an occupation for which special education or training is required, as the profession of an architect

Trade – a skilled occupation, handicraft

Vocation – feeling that one is called to (and qualified for) a certain kind of work

Work – what a person does to earn ones living

a) *career, job, work, profession, trade, vocation*

1. Should all _____ be open to women?
2. Shoemaking is a useful _____ .
3. As a speech therapist she feels she has finally found her _____ .
4. I want to find out more about _____ in journalism.
5. Fewer young people are entering the legal _____ nowadays.
6. Teaching is a _____ that requires total commitment.
7. Men in manual _____ are less prone to stress-related illnesses.
8. At the age of 37 Mike suddenly found himself out of _____ and without much hope of finding a _____ .
9. Please fill in the details of your present _____ .

b) *earnings, pay, salary, wages*

Earnings (usually in the plural) – money earned

Pay – money paid for regular work or services, is used in the Navy, Army, and Air Force instead of wages and salary

Salary – (usually paid monthly) payment for regular employment on a yearly basis.

Wages – (usually plural) payment made or received (usually weekly) for work or services

1. She is moving to a new job with better _____ .
2. I spent a whole month's _____ on my vacation.
3. Part-time teachers have different working conditions than teachers on a _____ .
4. The basic _____ is poor, but with overtime the average _____ are nearly \$190 per week.
5. He was on sick _____ for the two weeks he spent in the hospital.
6. He receives a fantastic _____ as chairman of the company.
7. He has a very comfortable income from his lawyers _____ and various investments.
8. My dad's take-home _____ was 40 dollars a week.
9. We usually get our _____ on Thursday afternoon.

Exercise 72. Match the person's job and his/her place of work:

Job	What do they do?	Where do they work?
Accountants	Look after patients .	They work in an airplane.
Bakers	Look after people's teeth.	They work in a bar, pub or restaurant.

Barbers	Carry other people's bags and luggage.	They work in a dentist's.
Barmen/women	Meet and greet visitors.	They work in a hospital.
Butchers	Look after people's health.	They work in a kitchen.
Chamber maids	Arrange appointments, type letters and organise meetings.	They work in a bakery.
Chefs	Look after the finances in an organisation.	They work in a veterinary surgery or vet's.
Dentists	Judge and sentence people.	They work in reception.
Doctors	Clean and tidy rooms.	They work in an office.
Fishmongers	Sell goods and look after customers.	They work in a hotel.
Flight attendants	Operate on people who are sick.	They work in a butcher's.
Hair dressers	Shave men's beards and cut men's hair	They work in a hotel or train station.
Judges	Look after people's animals.	They work in a shop.
Lawyers	Prepare and sell fish.	They work in an optician's.
Nurses	Prepare and cook food.	They work in a fishmonger's.
Opticians	Serve drinks.	They work in an office.
Porters	Cut and style people's hair.	They work in a hair salon.
Receptionists	Look after people's eye sight.	They work in a barber's.
Sales Assistants	Defend and prosecute people.	They work in a hospital or doctor's surgery.
Secretaries	Prepare and sell meat.	They work in a hospital or surgery.
Surgeons	Look after passengers.	They work in a law court.

Vets	Bake bread.	They work in a law court and in a lawyer's office.
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Exercise 73. Match the word combinations in columns A and B:

A

1. a firm
2. bizarre
3. computer
4. a thank-you
5. application
6. corporate
7. bottom
8. hectic
9. relevant
10. stress-inducing

B

- a. experience
- b. handshake
- c. web-site
- d. interviews
- e. deadlines
- f. experience
- g. line
- h. queries
- i. note
- j. form

Exercise 74. Solve the following puzzles and guess the words, then make sentences with them:

osraltiye

ilaroythnphp

enewndtom

dnfonsiuoat

oikhtognhd

Exercise 75. Make sentences out of the phrases (fill in extra words where necessary):

1. Bill Gates/be bestowed/the KBE Order/reduce poverty/improve health/developing countries.
2. The Bill and Melinda Gates Foundation/form/2000/have an endowment/more than \$28 billion.
3. Gates/set/protect the royalties/he can acquire/computer software.
4. Gates/be cofounder/one/the recognized brands/computer industry/nearly every desk top computer/use at least one software program/Microsoft.

Exercise 76. Complete each sentence with one of the words or word combinations from the box:

junior clerk	chairman	employee
solicitor	hired killer	consultant
private detective	commercial traveler	factory managers
	writer	

1. Allen works for a firm which manufactures and sells different kinds of industrial glue, he is a successful _____ .
2. A company should make every _____ feel important.
3. They appointed him _____ .
4. Paul was engaged as a _____ at a very low wage.
5. She decided to hire a _____ to find out who was blackmailing her.
6. The police thought he was shot by a _____ .
7. There are several opportunities for an experienced _____.
8. He's changed his job and is working now as a _____ for a German firm.
9. Before coming _____, Schwartz had been a clerk, a cab driver and a door-to-door salesman.
10. Most of _____ he meets seem to be interested in talking about work and golf.

Exercise 77. Complete each sentence with a derivative formed from the word in capitals:

e.g. _____ injuries and even deaths are quite common in the coal mining industry. (OCCUPY)

Occupational injuries and even deaths are quite common in the coal mining industry.

1. It's often difficult for people who are in work to appreciate the problems of the _____.(EMPLOY)
2. Janet says shed like to go into _____ after she finishes college. (TEACH)
3. She makes a little money by working as a cleaner for some people from the _____ (NEIGHBOR)
4. Teaching is a profession that requires total _____.(COMMIT)
5. Withervoe was the first woman pilot to be employed by a _____ airline (COMERCE)
6. The _____ feel exclude from many things that we take for granted. (ABLE)
7. Like a lot of people who want _____ he's pushing himself too hard. (PROMOTE)
8. We are all _____ and underpaid. (OVERWORK)
9. The position of a sales _____ is the only position offered by some companies. (PRESENT)

Exercise 78. Fill in the blanks in the sentences below with the correct word from the box. You will not need to use all the words:

backlog	fire	flexitime	freelance	merger
overload	overtime	pension	petty cash	redundancy package
retirement	self-employed		shift work	the dole
trade union	workload		workplace	

1. He received quite a nice _____ when the company downsized its workplace.
2. I wasn't surprised when Jo got the sack. She was caught pilfering from the _____.
3. Tony is a(n) _____ editor, which means he can accept or turn down work as he likes.
4. He took on a huge _____ when the firm expanded and hasn't had a weekend off for ages.
5. The government have introduced measures to get youngsters off _____ and back to work.
6. There has been a(n) _____ between Centrolux and Apex which makes the new company the largest in Europe.
7. Many people work long and hard to build up a decent _____ for their old age.
8. The firm instituted health guidelines for the whole _____.
9. The staff put in many hours of _____ to catch up on the _____ of work that had built up during the dispute.
10. Dave is joining a(n) _____ so that he can get some backing if he ever has a grievance against the company.

Exercise 79. Read the article below about employees who lack motivation. Choose the correct word to fill each gap from A, B, C or D. For each question, mark one letter (A, B, C or D):

No job satisfaction

Managers, company owners and supervisors have always been frustrated and bewildered by the employee with little or no work motivation. We have all seen the employee who has little or no commitment and just goes through the 1) _____. Nothing seems to fire them up, making firing them a real option. They shrewdly avoid doing anything that 2) _____ dismissal; and seem content to 3) _____ their heads down, doing the minimum and volunteering nothing.

In the modern economy, many organizations have taught individuals that they work for themselves, because organizations will not or cannot 4) _____ jobs five, even two years from now. Thus, anybody who is not considering moving else where is a fool. Company loyalty really only means not looking for your next job on the company's 5) _____. Some feel it is foolish to be loyal to a company that is not loyal to them. The relationship between employers and employees is increasingly 6) _____ on both sides. Hence, many employees feel about their organization: "if you use me, ill use you".

So what have the management gurus produced in the way of new techniques for motivation? The answer, it seems, is not a lot. Ideas about motivation get repackaged and renamed but 7) _____ remain the same as ever. The fact that they know some of the key factors in motivation has not prevented many managers from 8) _____ them. This is because few managers are trained in the 9) _____ and have themselves never been well managed, and so one gets the 10)

_____ of incompetence. That explains why people seem to have heard about, but not seen, successful motivational management in practice.

- | | | | |
|-------------------|-----------------|----------------|---------------|
| 1 A gestures | B pretences | C motions | D indications |
| 2 A warrants | B entitles | C sanctions | D empowers |
| 3 A set | B hold | C turn | D keep |
| 4 A reassure | B undertake | C commit | D guarantee |
| 5 A time | B hours | C period | D days |
| 6 A advantages | B capitalized | C exploitive | D imposing |
| 7 A radically | B fundamentally | C vitally | D primary |
| 8 A overseeing | B ignoring | C slipping | D passing |
| 9 A aptitude | B gift | C art | D mastery |
| 10 A perpetuation | B endurance | C perseverance | D duration |

Exercise 80. Render into English:

Поважай свого шефа
Положення зі Статуту

(рекомендовано читати всім без винятку громадянам, які мають начальника)

1. Шеф завжди має рацію.
2. Шеф не спить – шеф відпочиває.
3. Шеф не їсть – шеф відновлює свої сили.
4. Шеф не п'є – шеф дегустує.
5. Шеф не кричить – шеф навчає кадри.
6. Хто приходить зі своїми переконаннями – виходить з переконаннями шефа.
7. Той, чий погляди співпадають з поглядами шефа, – досягає успіхів у кар'єрному зростанні.
8. Шеф не кричить – шеф впевнено висловлює свою точку зору.
9. Шеф не сидить мовчки – шеф обмірковує рішення.
10. Шеф не забуває – шеф просто не засмічує свою пам'ять зайвою інформацією.
11. Шеф не помиляється – шеф приймає ризиковані рішення.
12. Шеф не кривиться – шеф посміхається без ентузіазму.
13. Шеф не боягуз – шеф діє передбачливо.
14. Шеф не неуч – шеф віддає перевагу творчій теорії, а не безрезультатній практиці
15. Шеф не любить пліток – шеф уважно вислуховує думки співробітників
16. Шеф не бурмоче – шеф ділиться своїми думками.
17. Шеф не обманює – шеф дипломат.
18. З шефом не трапляється дорожніх пригод – у шефа є водій.
19. Шеф не впертий – шеф послідовний.
20. Шеф не любить підлиз – шеф дає премії лояльним співробітникам.
21. Шеф не любить крику – шеф поважає дружній колектив.
22. Шеф не запізнюється – шефа затримують важливі справи.

23. Якщо хочеш жити і працювати спокійно – не випереджай шефа в розвитку.
24. Шеф не завжди має рацію – але він завжди шеф.
25. Якщо шеф не має рацію – читай спочатку.

Exercise 81. Match the definitions in column A with the words in column B:

A	B
1. someone whose job is to teach	a. a tutor
2. a teacher in a college or university	b. a lecturer
3. a teacher who uses strict and old-fashioned methods	c. an instructor
4. the methods and principles of teaching	d. a pedagogue
5. 1) someone whose job is to teach a skill or a sport; 2) (<i>American</i>) someone whose job is to teach students at school or to help with teaching at a university	e. a supervisor
6. 1) in the UK he's a university teacher of the highest status, usually one who is in charge of the other teachers of their subject; 2) in the US he's any full-time teacher at a university	f. a teacher
7. the subjects that students study at a particular school or college	g. a tutorial
8. 1) someone who gives a lecture; 2) (<i>British</i>) a teacher at the university or college	h. pedagogy
9. 1) someone who is in charge of an activity, a place or group of people such as workers or students; 2) a teacher at a British university who is in charge of a student's research	i. a professor
10. a lesson in which a student or a small group of students discusses a subject with a tutor, especially at a university or college	j. curriculum

Exercise 82. Match the words and phrases in column A with those in column B:

A	B
1.a computer-assisted study	a. спеціалізована освіта

2. lesson plan	b. приватні школи
3. practical skill	с. акредитація
4. extracurricular activities	d. школи, які фінансує держава, муніципалітет
5. specialized education	е. практичні навички
6. professional licensure	f. іспит, що розподіляє за рейтингом(конкурс)
7. accrediting	g. план уроку
8. private schools	h. види діяльності поза учбовим планом
9. publicly funded schools	i. отримання ліцензії на заняття професійною діяльністю
10. competitive examination	j. навчання за допомогою комп'ютерів

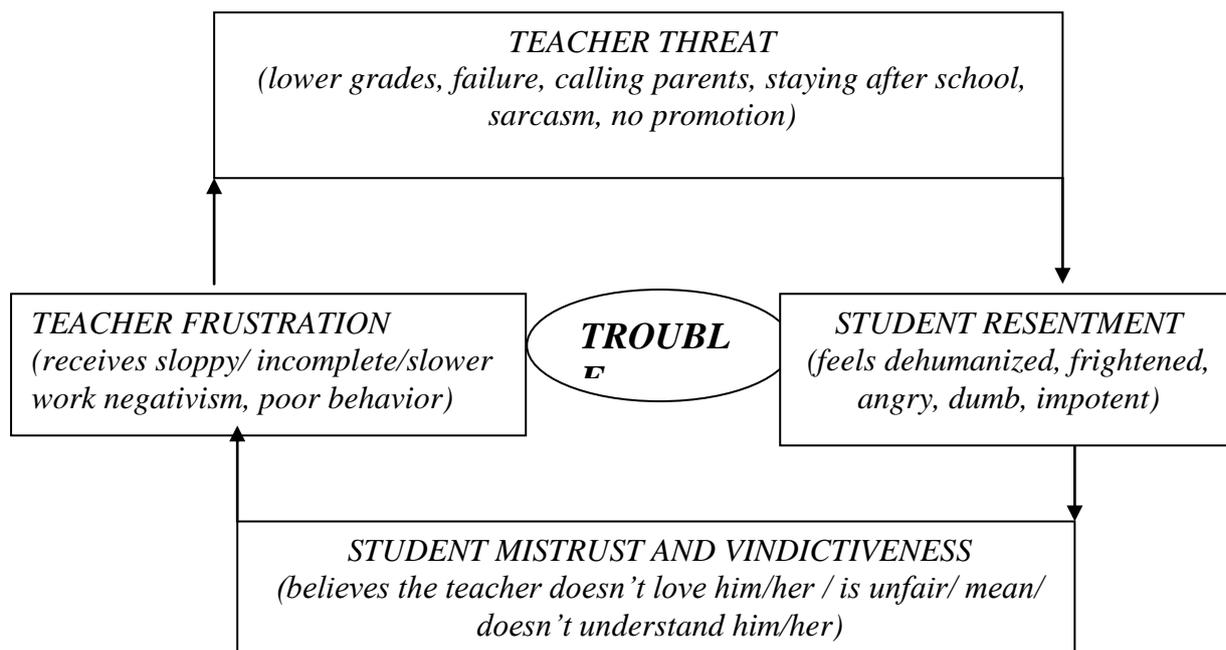
Exercise 83. Fill-in the chart with different parts of speech.

VERB	NOUN	ADJECTIVE	ADVERB
to teach	a teacher, teaching	teaching	-
			pedagogically
	consultant, consultancy, consulting, consultation		
to approach			
		supervisory	
		master (before a noun)	
	assistant, assistance, assist		
			educationally
to instruct			

Exercise 84. Take the odd one out:

1. a lecturer – a professor – a reader – a senior lecturer – a supervisor;
2. a student – a trainer – an assistant – a pupil;
3. a doctor– master's degree – a bachelor's degree – PhD – MA;
4. a blackboard – chalk – a notebook – a fescue;
5. history – languages – physics – literature.

Exercise 85. Analyze the following scheme. Why do you think some scientists call it ‘a backwards approach’ of dealing with troubles? What can a professional teacher do in order not to “step on his tail”?



Exercise 86. Make up dialogues, using essential vocabulary on the topic:

1. A Russian teacher and an English teacher are exchanging information on the system of education in their countries, differences of their teaching approaches, peculiarities of their profession.

2. Two students of Foreign Languages Department are discussing their plans for the future. One of them is enthusiastic about teaching as a profession, the other one sees only disadvantages. The first one tries to persuade his friend that teaching can be enjoyable and interesting.

3. Next year two friends are going to take entrance examinations at the University. One of them is skeptical about his friend’s choice to be an English teacher, considering it to be boring and unrewarding.

Exercise 87. Here is a series of extreme opinions. Build a conversation about each topic:

1. A teaching career isn’t suitable for men.
2. Education is the responsibility of teachers and parents shouldn’t interfere.
3. Teaching is a very easy job.
4. The best teacher is the one who always gives excellent marks.

Exercise 88. Topics for discussion.

1. What role does a teacher play in the modern society?
2. Can a human teacher be substituted by a computer?

3. What are the differences between teachers in Ukraine and English-speaking countries?
4. What does pedagogy study?
5. Is teaching your cup of tea?
6. What is the most notable feature of teaching?
7. After your parents your teacher may be the most important person in your life.
8. Teaching is not easy and a real challenge to your character, abilities and talent.

Exercise 89. Translate the following sentences into English.

1. Роль вчителя у сучасному суспільстві одна з найвпливовіших, адже саме від нього, його професійної майстерності, ерудиції та рівня культури залежить формування духовно багатого та соціально активного покоління.

2. Особливу роль відіграють молоді вчителі. Вони приносять до учбового закладу новітні педагогічні теорії та прогресивні ідеї, з якими вони познайомилися у ВНЗ, зокрема нові методики навчання учнів з обмеженими здібностями. Такі вчителі ще не мають стійких педагогічних стереотипів і тому мають жагу до пошуку, критичний погляд та свіжі знання.

3. Для молодого спеціаліста, який прийшов до навчального закладу, етап обирання кар'єри, роки навчання вже позаду. Почався новий період – знаходження свого місця в професії. Він задається такими запитаннями, як чи зможе він задовольнити потреби усіх учнів, чи розкриє їх найкращі сторони тощо.

4. На початку самостійної педагогічної діяльності вчитель може подумати, що спроби застосувати теорію на практиці не приносять очікуваних результатів. Якщо молодий педагог не зрозуміє причин своїх невдач, він може або відмовитись від використання теоретичних знань взагалі, або почати копіювати своїх вчителів. Але жодна з цих стратегій не дасть йому бажаних результатів, бо не існує стандартних рецептів, а «почерк» педагога-майстра настільки індивідуальний, що не піддається тиражуванню.

5. Важливою особливістю педагогічної професії є те, що вчителя постійно оцінюють. Враховуючи це, він має аналізувати свою манеру спілкування, зовнішній вигляд і навіть вираз обличчя.

6. Одною із відмінних особливостей суспільної ролі вчителя є той факт, що живучі в теперішньому, вчитель формує майбутнє.

7. Сьогодні сучасний вчитель має бути науково освіченим професіоналом, до того ж в першу чергу, вихователем, а потім вже фізиком, математиком або істориком.

8. Особливість діяльності педагога полягає в тому, що найкращим інструментом виховання являється він сам. Тому саме здатність позитивно впливати на особистість, морально вдосконалювати її, а не професійні якості, знання та вміння педагога, роблять його справжнім вихователем.

9. Педагогічну діяльність можна назвати творчою, тому що не існує універсального засобу навчання або виховання. До того ж, студенти – це

індивідуальні особистості і вчителю треба знайти підхід до кожного з них. В творчій педагогічній діяльності значення фактору особистості вчителя відіграє велику роль, особливо при реалізації педагогічних планів.

10. Зовнішній вигляд вчителя, його одяг – це не просто його особиста справа. Вчитель може цього не усвідомлювати, але неприємний зовнішній вигляд буде йому заважати. Тому вчитель-майстер вдягатиметься таким чином, щоб його студенти могли зосередитися на занятті.

Exercise 90. Writing assignments.

-  To be or not to be a teacher.
-  A good teacher is one who learns all the time from life, from colleagues, from students.
-  To be a good teacher you must be genuinely interested in what you are doing
-  Teaching is a constant stream of decisions.

Exercise 91. Test one of your language teachers by the following teacher observation checklist. What should or shouldn't a good language teacher do?

1. Was the lesson mostly testing or mostly teaching?
2. Did comprehension questions check comprehension?
3. Did the teacher give reasonably accurate answers to students' questions?
4. Was the teacher's reaction to student errors encouraging or discouraging?
5. Was the teacher sarcastic?
6. Did the teacher shout for no good reason?
7. Was the teacher friendly?
8. Was there any humor at the lesson?
9. Were the students relaxed?
10. Did the teacher use the students' names enough?
11. Did the teacher look at students as she was speaking?
12. Did the teacher vary her position in the room according to the activity?
13. Did the teacher indicate how much time students had to do an activity?
14. Did the teacher use the board to record useful information?
15. Did the teacher use checking (questioning, elicitation) techniques to focus students' attention?
16. Did the teacher give students individual attention?
17. Did the students get the opportunity to use English (or other language) to talk about topics that interest them?
18. Did the teacher speak differently to "weak" and "good" students?
19. Did the teacher's voice vary sufficiently to make her meaning clear and command students' attention?
20. How many different roles did the teacher adopt during the lesson?

Exercise 92. Read and discuss the information below. Answer the questions after the text.

The diverse roles a successful teacher is called upon to perform are often collapsed by the besieged teacher of large mixed-ability classes into just one or two: tester and judge.

Teacher authority is often asserted over a difficult class by adopting a testing rather than a teaching approach to language learning. Power lies in the teacher's dispensing of marks and in the detection and penalization of error. This privilege of power may lessen the symptoms of insecurity in the teacher, but it raises anxiety levels in the class in direct proportion to its use by the teacher.

The failure to distinguish between testing and teaching is a major obstacle to the development of a wider range of teacher roles. Both testing and teaching are, of course, essential in language learning, but it is vital to distinguish between them, and to use testing, formal and informal, judiciously. Here is a summary of the main differences between testing and teaching:

Testing emphasizes:	Teaching emphasizes:
failure	success
correctness	appropriacy
impersonality	personalization
anxiety	pleasure
marks	results
boring content	interesting content
judgment	support
extrinsic motivation	intrinsic motivation
competition	cooperation
teacher control	student control
solemnity	humor
fragmentation	integration
crime and punishment	give and take
stick and carrot	ripeness is all
product	process

It will be seen that many of the points raised by students in the survey come up in the two columns above. The features in the testing column cannot be transformed from one day to the next into those in the teaching column, but the teacher could begin by moving away from an approach that can be summarized in the formula "teaching = text + questions." It is asking for trouble to have the class listen to or read a text (a boring one at that) and then

plod through the comprehension questions, which often do not do what they are supposed to do anyway, i.e., test comprehension.

- *How do you think a good teacher can combine two such important roles as “tester and judge”?*
- *What are the main differences between testing and teaching?*
- *Why adopting a testing rather than a teaching approach to language learning is not the best strategy?*
- *What do you think about modern testing systems? If you had a chance, what would you change? Will the testing system change in the future?*

Exercise 93. Translate the words in brackets. Render the text in English:

Eye Contact or Star Gazing?

Why is eye contact (*вважається*) important in (*взаємодії між людьми*)?

(*Мотивація студентів*) involves many decisions (*беручи до уваги*) content, syllabus, and methods, but it can also be furthered or hindered by our managerial style. (*Зоровий контакт*) is one such detail of teacher style that may have surprisingly (*значний ефект*), especially in (*комбінації із іншими факторами*).

Try looking at the class (*в той час, як ви говорите*), allowing your gaze to travel gently (*по всьому класу*), without staring at any one student. Look at the student who is speaking, occasionally letting your eyes (*зупинитися на іншому студенті*) (*on the other side of the room*) before coming back to (*студента, який відповідає*). (Experiment with the reverse process and see the probably (*негативні ефекти*) of looking up at the ceiling, at the floor, through the window, or at the wall as you are giving instructions or asking questions!)

Exercise 94. Explain your understanding of the following quotations and illustrate them providing real situations (use the material from texts or your own experience).

- a) “Teaching is a very difficult job of great responsibility and most specific character.”
- b) “A good teacher is not only a communicator of knowledge but a model of competence.”
- c) “There are no recipes of success and equally there are no secret formulae.”
- d) “A good teacher should be a bit of an actor. This is part of the technique of teaching.”
- e) “It’s essential to establish a warm, supportive, accepting and nonthreatening climate.”
- f) “Climate” of a classroom depends on the nature of personal relationship between a teacher and a pupil.”
- g) What is the difference between the dead and live classroom? In the dead classroom learning is mechanistic, routine, over ritualized, dull and boring. The live classroom is full of learning activities in which students are enthusiastically and authentically involved.

- h) "...the foreign language teacher can provide content that is truly interesting and meaningful to students – the study of themselves."
- i) "The very essence of language learning is talking about students' growth and development, sharing what is important for them and participating in personally reinforcing interaction."
- j) "Of key importance is using humanistic exercises focusing on the positive aspect. If we hear many good things about ourselves and one bad thing we are likely to forget all the wonderful things which we were said and dwell on the negative one".
- k) "Expressing warmth is a powerful way to communicate in every language. We all have strength we aren't aware of. By discovering these we can see the best side of ourselves, increase our self-acceptance, sharpen our identity and relate better to others."
- l) "Youngsters today are searching for their identity and are in need of self-acceptance."
- m) "Today's youth cry for education that will help them make sense of their lives and the world around them."
- n) "Teaching is an exacting job but those who are well-equipped for it will have a happy and satisfying life."
- o) "Theory is like the general principles of good cooking: it helps you know what you're doing and why and it allows you to generate new ideas, new techniques in a principled fashion."

Exercise 95. Read the jokes below. Retell them in the indirect speech.

1. A young teacher just beginning his career asks an older member of the faculty for advice: "What have you learnt in your years of experience?" "I've learned one thing. Often you will find while you're giving a lesson in class that there is one young upstart who always disagrees with you. Tell me, would you stop him and try to make him shut up right then and there?" "I suppose I would." "Well, don't. He's probably the only who is listening to you."
2. A high-school girl seated next to a famous astronomer at a dinner party struck up a conversation asking, "What do you do in life?" He replied, "I study astronomy". – "Dear me", said the young miss, "I finished astronomy last year!"

Exercise 96. Discuss the problems giving your "for and against":

1. There are, of course, truly artful teachers and brilliant students. Perhaps some day we will understand their skills and talents and how they acquired them, so that we can systematically produce more of them. At present, however, they are true exceptions that defy specification. We simply don't know what makes an artful teacher.
2. If a student's work is regularly praised, recognized for improvement and persistence, advancement and good marks for each piece of work, chances are the rate and quality of his work will continue to improve.

3. A glaring example of the irresponsible use of punishment is the struggle carried on in certain schools against different fashions – hairstyles, maxi- and miniskirts and so on. The question should be approached in the context of installing good taste by such means as displays of the most suitable models, debates, honest arguments, discussions and others.

Exercise 97. Topics for discussion:

1. What is a good/ bad teacher for you?
2. What is the best way to maintain the discipline in a classroom?
3. What teaching techniques are effective?
4. In what way do teaching foreign languages differ from teaching other subjects?
5. Describe the best teacher you've ever met. Do you imitate him/her?
6. Do you think that only certain types of personality make ideal teachers?
7. Do you think that a good language teacher is the one who has an inborn gift for teaching or can the skill of teaching be taught?
8. Speak about your last teaching practice. What are the pitfalls that may await a young inexperienced teacher at the first lessons?

TOPICAL VOCABULARY

accept a lower paying job	погоджуватися на гірше оплачувану роботу
acquisition	придбання
accrediting	акредитація
adaptability	здатність пристосовуватися до змін
advancement within a company	кар'єрне зростання
aggressive business philosophy	агресивна бізнес філософія
ambition	прагнення досягти успіху
	іншим важливим пунктом, який потрібно
another important point to be made	відзначити
application form	анкета при вступі на роботу
apply for a job	подавати заяву на посаду
assessing	оцінювання
assessment	оцінювання
autonomy of the learner	самостійність того, хто навчається
back-stabbing	зрада
bad-tempered person	людина, що має поганий (злий) характер
be a valuable employee	бути цінним співробітником
be capable	бути здібним
be carefully thought through	бути ретельно обміркованим
be critical of a fellow-employee	критикувати колегу
be crucial to	бути надзвичайно важливим для
be generally defined as	зазвичай визначатися як
be prone to derailing	бути схильним до невдачі
be successful in one's life	досягати успіхів у житті
be trapped within certain constrains	бути зажатим у певні рамки
	ставати висококваліфікованим
become a star performer	працівником
become friendly with smb.	потоваришувати з ким-небудь
become more complex and collaborative	ставати складнішим та вимагати більшої співпраці
biggest reward of teaching	найбільша винагорода навчання
bizarre queries	дивні запитання
Boon to society	благо для суспільства
bottom line	висновок; суть справи
bring out the best in	виявити (розвинути) краще в.
	вносити різноманітність у роботи
bring together a diverse team work	команди
catalyze the burning desire to know	розвивати палке бажання до знань
chairperson	голова, головуючий
charitable foundations	благодійні установи
Climate (supportive/ of trust and support)	клімат (довіри та взаємодопомоги)
come up with	знаходити, зупинитись на

commercial success	комерційний успіх
common goal	спільна мета
competence	компетентність
competitive examination	іспит, що розподіляє за рейтингом (конкурс)
comprise	включати в себе
computer-assisted study	навчання за допомогою комп'ютерів
confront bluntly	виступати з різкою критикою
contradictory qualities	несумісні (ті, що суперечать одне одному) якості
cooperative learning	навчання в дусі співробітництва
counselor	радник
counterproductive	непродуктивний
cover letter	рекомендаційний лист
CV (curriculum vitae)	резюме
defeatist and counter-intuitive	такий, що зазнає поразки та суперечить логіці
develop a relationship with different kinds of personalities	спілкуватися з різними людьми
develop skills	розвивати здібності
differentiated instruction	диференційний підхід до навчання
discourage someone from learning	відбити бажання вчитися
do a lot more	приносити набагато більше користі
do one's work to the best of one's ability	працювати в повну силу
dominate the market	домінувати, панувати на ринку
earn the reputation	заслужити репутацію
emotional intelligence	психологічна витривалість
empathy	здатність співпереживати
encourage	заохочувати
endowment	пожертва, вклад
establish a relationship	установлювати відносини
examination fever	екзаменаційна лихоманка
expertise	експертиза, досвід
express feelings appropriately	виявляти почуття відповідно до ситуації
extremely valuable skill	надзвичайно цінна якість
eye contact	зоровий контакт
facilitator	той, хто щось полегшує
facilitator of learning	той, хто полегшує процес навчання
flaws	недоліки
flaws	дефекти/недоліки
fluster	хвилювати
formal and informal approach to learning	формальний та неформальний підхід до навчання
friends and enemies	друзі та вороги
fulfill one's own potential	реалізувати свій потенціал

get experience	набувати досвіду
get married	бути найнятим на роботу
get the most out the job	працювати самовіддано
give free rein to feelings	давати волю почуттям
give practical experience	надавати практичний досвід
give priceless training	надавати бесцінну підготовку
guessing strategy	стратегія вгадування
guide thought and action	керувати думками та почуттями
handle each other	ладнати один з одним
handle emotions and impulses	керувати емоціями та імпульсами
have a competitive edge	мати конкуренцію
have advantages	мати переваги
have the opportunity	мати можливість
hectic deadlines	гарячкові строки
hinder	затримувати/перешкоджати
hold the attention of a class	втримувати увагу класу
hone social adroitness	шліфувати соціальну кмітливість
hone the learner's intellect	пробуджувати розум того, хто навчається
hurt	зашкодити
improve the routine way things are done	вдосконалювати звичайний порядок виконання завдань
informant	інформатор
integrate theory and practice	впроваджувати теорію та практику
interact with students	взаємодіяти із студентами
introverts and extroverts	інтроверти та екстраверти
jealousy	заздрість
keep discipline in the classroom	тримати дисципліну у класі
learner-centered orthodoxy	традиційна модель викладання, в центрі якої знаходиться учень
learning goals	мета навчання
lesson plan	план уроку
make a mistake	помилятися
manipulate information	користуватись інформацією
measure traits	оцінювати риси характеру
meet the needs of all students	задовольняти потреби усіх студентів
meet the needs of all students	відповідати потребам усіх студентів
merge	зливатися
methodology	методика
mixed-ability class	клас студентів з різними здібностями до навчання
model	зразок
monitor	керівник
monitor and regulate one's feelings	контролювати власні почуття
more systematic approach to grammar	більш систематичний підхід до граматики
motivate	мотивувати

motivate	мотивувати
motivation	мотивація
move ahead in a company	просуватися по службових сходинках
new yardstick	новий критерій
obscure the intended meaning	робити незрозумілим вихідне значення
on-the-job experience	досвід роботи
opt a career	вибирати кар'єру
order of priority	порядок надання переваги
organization's management	філософія управління компанією
philosophy	відкритий та прихований
overt and covert	приносити позитивний результат пізніше
pay off later	педагогічна відмінність
pedagogic diversity	педагогічна майстерність
pedagogy	постійна зайнятість
permanent employment	вміння переконувати
persuasiveness	вирішувати онлайн
post online	практичні навички
practical skill	попередній
prior	приватні школи
private schools	професійний досвід
professional experience	отримання ліцензії на заняття
professional licensure	професійною діяльністю
professional services	професійні послуги
programming language	мова програмування
protect the royalties	захищати авторський гонорар
publicly funded schools	школи, які фінансує держава,
purchase	муніципалітет
quit	купувати
realize the full potential	звільнитися
recognition	повністю реалізувати потенціал
recognized brand	визнання
recruiter	визнаний бренд
recruiting schedule	той, хто наймає на роботу, рекрутер
regular annual vacations	розклад наймання на роботу
relevant	регулярна щорічна відпустка
relevant authority	доречний, відповідний
result in	відповідні органи влади
resume template	ставати результатом
retail market	шаблон, наприклад резюме
retain	ринок роздрібної торгівлі
retire	зберігати/накопичувати
rise on the top	піти на пенсію
rouse students from their apathy	досягати висот
rule of etiquette	звільняти студентів від апатії
	правила етикету

sacred	святий, священний
score points	набирати бали
secure professional career	стабільна робота за фахом
self-access work	самостійне оцінювання власної роботи
self-awareness	здатність тверезо оцінювати ситуацію
smart employee	кмітливий/тямущий працівник
social worker	соціальний працівник
soft-spoken and outspoken people	тактовні та прямолінійні люди
software programme	програмне забезпечення
spark the light of knowledge	проливати світло знань
special learning needs	особливі потреби навчання
specialization	спеціалізація
specialized education	спеціалізована освіта
	учбовий план, який відповідає
	стандартам
standardized curriculum	стандартизовані тести
standardized tests	початкова точка
starting point	співбесіди, що спричиняють стрес
stress-inducing interviews	висока спрямованість на покупця/клієнта
strong customer orientation	студенти, що мають жагу до знань
struggling students	базові знання студентів
students' background knowledge	учні з обмеженими здібностями до
	навчання
students with learning difficulties	відповідність
suitability	літня зайнятість
summer employment	культура країни, мова якої вивчається
target culture	викладати на індивідуальних засадах
teach on an individual basis	учитель, викладач
teacher	підходи, в центрі уваги яких знаходиться
	викладач
teacher-centered approaches	підходи до навчання
teaching approaches	технічні навички
technical expertise	людина, що має акторські здібності
theatrical person	робити процес навчання приємним та
to make learning enjoyable and effective	ефективним
top-fly coaching	високопрофесійне керівництво
tutor	репетитор
uncomfortable truth	гірка правда
vast fortune	величезний внесок
vital component	надзвичайно важлива складова
well-rounded personality	всебічно розвинута особистість
written assignment	письмове завдання
wrong suggestion	неправильне уявлення

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Навчальне видання

Бобрікова Марина Андріївна
Лапчинська Світлана Олегівна
Перерва Анна Вікторівна

WHAT'S YOUR LINE?

Навчально-методичний посібник
з усної практики
для студентів 3 курсу
факультету іноземних мов

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61077, Харків-77, пл. Свободи 4, Видавництво Харківського національного
університету імені В. Н. Каразіна.

Ризограф Харківського національного університету імені В.Н. Каразіна