

ВИДАВНИЦТВО
РАНОК



Інтернет-
підтримка

В. М. БУРЕНКО

DIVE INTO
ENGLISH

9

АНГЛІЙСЬКА МОВА



В. М. БУРЕНКО

DIVE INTO
ENGLISH



«АНГЛІЙСЬКА МОВА

(9 рік навчання)»

ПІДРУЧНИК ДЛЯ 9 КЛАСУ

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Dealing with the quotations.

- Read these quotations at least twice.

- What is the main idea of these quotations?

- Share your idea with your partner.

Words to learn:

environmentalist,
rewarding,
worthwhile,
imaginative,
superficially,
unpredictable,
concentrated,
generalisation.



1. Read these quotations and discuss. Are they right?

1. *I find that the harder I work the more luck I seem to have.*

Thomas Jefferson

2. *Work harder on yourself than you do on your job.*

Jim Rohn — American Businessman. Author. Speaker. Philosopher.

2. Work in pairs. Do you know these jobs? Use your dictionary to check the meaning of any new word.

accountant, actor, actress, architect, artist, booking clerk, carpenter, chemist, baby-minder, engineer, coach, computer hardware engineer, dancer, designer, disc jockey, doctor, economist, electrician, environmental scientist, farmer, financial analyst, firefighter, judge, lawyer, librarian, musician, nurse, photographer, pilot, police officer, politician, psychologist, reporter, secretary, social worker, teacher, veterinarian, writer, zoologist, bullfighter, stunt man, dentist, journalist, waiter, waitress

3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. environmentalist [ɪnˌvaɪrən'mentəlɪst] <i>n</i> | a person who tries to prevent the environment from being polluted |
| 2. rewarding [rɪ'wɔːdɪŋ] <i>adj</i> | giving satisfaction, but usually not much money |
| 3. worthwhile [wɜːθ'waɪl] <i>adj</i> | deserving the effort needed, the time or money spent |
| 4. imaginative [ɪ'mædʒɪnətɪv] <i>adj</i> | good at producing new ideas; good at inventing imaginary things |
| 5. superficially [ˌsuːpə'fɪʃli] <i>adv</i> | on the surface, not deeply |
| 6. unpredictable [ʌnpri'dɪktəbl] <i>adj</i> | tending to show unexpected changes in behaviour, etc.; that cannot be foreseen; not stable |
| 7. concentrated ['kɒnsəntreɪtɪd] <i>adj</i> | showing determination and complete attention |
| 8. generalisation [ˌdʒenrəlaɪ'zeɪʃn] <i>n</i> | a general principle, statement or opinion |

Speaking

4. Discuss in class. Compare the jobs from Ex. 2, Ex. 3. Which ones, in your opinion, are:

- the most interesting/boring;
- the hardest/easiest;
- the most stressful;



- the best-/worst-paid;
- the most rewarding/worthwhile.

These examples can help you.

— In my opinion teachers have the most worthwhile job because a lot of students and parents love them.

— Personally, I don't think that librarians have the best-paid job.

Reading

5. Work individually. Do this test and check what career will suit your personality.

1. Do you like more to:

- act before you think?
- think before you act?

2. Do you like to explain things with:

- metaphors and analogies?
- detailed descriptions?

3. Would you rather be:

- superficially involved in lots of projects?
- deeply involved in one or two important projects?

4. Do you tend:

- to talk a lot and listen less?
- to listen more and talk less?

5. Are you:

- more practical than imaginative?
- more imaginative than practical?

6. When working on a project would you rather:

- think out loud and brainstorm with a group?
- think through in your head and then share your ideas with others?

7. If you have new ideas:

- you are not afraid of sharing them because you like new things.
- you share only if they are practical.

8. Do you prefer:

- to learn new things?
- to use what you know?

9. At work, do you:

- enjoy being at the centre of the action?
- avoid being at the centre of the action?

10. Are you usually:

- late — always running a few minutes behind?
- punctual — always on time?

11. Do people like to describe you as:

- overly emotional?
- insensitive?



Find the English equivalents of these words:

захисник
навколишнього
середовища,
що винагороджує,
вартий,
наділений багатую
уявою,
поверхово,
непередбачуваний,
зосереджений,
узагальнення.





12. Are you a:

- a. realist?
- b. dreamer?

13. Do you hate:

- a. working with others?
- b. working alone?

What career will suit your personality?

This description is a generalisation.

If you have more “a” answers.

You would be very happy in a career that allows you to work mainly in public. You want a career that allows you to be creative, to be involved with lots of people.

Some careers that would be perfect for you are:

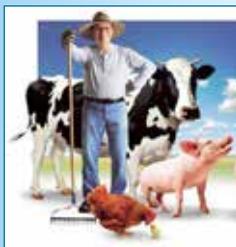
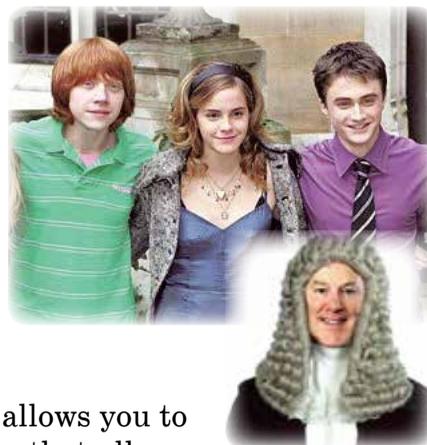
- an actor
- a politician
- a photographer
- a vet
- a producer
- a managing Director
- a teacher
- a judge
- a lawyer
- a police officer

If you have more “b” answers.

You like working and being alone. You like to avoid attention at all costs. You tend not to interact much with people around you. You enjoy spending time with a few close friends. You like to listen to others, but don't like sharing much about yourself.

Some careers that would be perfect for you are:

- an artist
- a psychologist
- a booking clerk
- a carpenter
- a designer
- an electrician
- a farmer
- a financial analyst
- a librarian
- a zoologist



Reading

Spot on -ing Form and Infinitive

Verbs followed by -ing form:

stop, delay, hate, consider, admit, miss, enjoy, finish, postpone, imagine, avoid, deny, risk, practise, (not) mind, can't stand, begin, continue, feel, feel like, keep, love, prefer, recommend, start, suggest

Verbs with prepositions followed by -ing form:

give up, put off, carry on, keep on, afraid of, be fond of

Verbs followed by *to + infinitive*:

offer, decide, hope, deserve, attempt, promise, agree, plan, aim, afford, manage, refuse, learn, forget, seem, wish, tend, arrange, ask, can't afford, can't wait, expect, help, need, prepare, try, want, would like, can't believe

Verbs followed by *object + to + infinitive*:

a) Verbs that need an object before the *to + infinitive*

advise, allow, order, force, encourage, tell, persuade, invite, teach, remind, warn

b) Verbs that can have an object before the *to + infinitive*

ask, need, want, would like, help, expect, would prefer

Verbs followed by *-ing form* or by *to + infinitive*:

begin, start, continue, propose, like, try, refuse, intend, forget, prefer, stop

Modal verbs followed by *infinitive without to*:

could, might, can, should

With these verbs: **remember, forget, try, stop, regret, go on, need**, the choice of a *to + infinitive* or an *-ing form* depends on the meaning.

- **It means that we talk about necessary actions.**

I must remember to look for a job.

I mustn't forget to read the job adverts.

- **It means that we talk about memories of the past.**

I remember looking for a job. (I looked for a job yesterday.)

I didn't forget reading the job adverts. (I've got a job.)

- **It means to attempt something.**

I'm trying to do my best to find a job.

- **It means to do something which might solve a problem.**

I tried getting this job but I didn't manage to do it.

- **It means to stop in order to do something.**

She stopped to read a job advert.

- **It means to finish doing the action.**

She stopped reading the job adverts.

- **It means to be sorry for doing something.**

We regret to inform you that you aren't on the staff.

- **It means to be sorry because of something that happened in the past.**

We regret taking on a new employee.

- **It means to do the next thing.**

She entered the room and went on to talk about her future job.

- **It means to continue doing it.**

She went on looking for a job.

- **It means that I must do this work.**

I need to do this work.

- **It means that this work needs to be done.**

I need doing this work.



Dealing with brackets.

- Read the sentences.
- When does the conversation take place?
- How do you think what tenses are used?
- Find time expressions.
- What tenses are used with these words?
- Complete the task.

6. Read and complete the sentences using the correct form of the verbs in brackets. Then listen and check.



“Thanks goodness! I can’t _____ (*to believe*) it! I passed all my exams. I was afraid of _____ (*to fall*) Maths but I could manage _____ (*to pass*) it well. I have decided _____ (*to enter*) a university and I wish _____ (*to study*) psychology.

A year ago I couldn’t afford _____ (*to enter*) that prestigious faculty but I agreed _____ (*to work*) as a baby-minder. It was a very stressful work. Every day a lot of unpredictable situations happened and I had to be well-organised and concentrated.

But later I enjoyed _____ (*to work*) with children and didn’t mind _____ (*to play*) with them after working hours. I also loved _____ (*to come*) earlier to prepare everything before their arrival. We preferred _____ (*to go*) outside and _____ (*to have fun*) in the fresh air. I can’t stand _____ (*to stay*) all the time inside the building.

After _____ (*to leave*) that position at the end of the summer I was offered a part-time job in the Children Care Centre and I promised _____ (*to think*) over it. I learnt _____ (*to understand*) a child’s psychology better.

I phoned them in a week. And I still carry on _____ (*to work*) there. It is the best job for me!”

7. Find the examples of the -ing form in the test from Ex. 5. Read these sentences and explain them using the rules.

Speaking

8. Work in pairs. Take turns to ask and answer questions about your future profession. These questions will help you:

1. What are you going to be?
2. What qualities do you need to be a...?
3. Is this job dangerous?
4. Why do you want to be a...?
5. Is this job well-paid?



9. Work in groups.

Group A.

Discuss what the best job for the girl is.



Group B.

Discuss what the best job for the boy is.



Dealing with the pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.



Writing

10. Work in pairs. Write four true and four false sentences about yourself. Use the verbs from the "Spot on -ing Form and Infinitive". Read your sentences to a partner. Ask your partner to guess which are true.

11. Homework. Write a short composition of about 100—120 words concerning your future job. Pay attention to the following points:

1. What qualities are important in it?
2. Why do you want to do it?



Dealing with the quotations.

- Read these quotations at least twice.
- What is the main idea of these quotations?
- Share your idea with your partner.

1. Listen and read these quotations. Do you agree with David H. Lawrence? Is it necessary to be absorbed by your work? What do you think of it?



There is no point in work unless it absorbs you like an absorbing game.

If it doesn't absorb you, if it's never any fun, don't do it.

When a man goes out into his work he is alive like a tree in spring, he is living, not merely working.

David H. Lawrence

- 1 to absorb [əb'sɔ:b; əb'zɔ:b] *v* захоплювати, поглинати
2. merely ['mɪəli] *adv* тільки, лише, просто

Spot on Using Words

All the following nouns refer generally to activities which people are paid to do: *business, employment, job, work, occupation, position, post, profession, trade* and they all are with a similar meaning.

Work is an activity in which effort of the body or mind is used to produce something or gain a result rather than for amusement. It is an **uncountable noun**.

He put a lot of **hard work** into learning English.

There are different types of work.

Work is also used to talk about the place where someone works.

The school-leavers are looking for **work** (=are trying to find jobs).

I go to **work** by train.

I can't leave **work** till five.

What **work** do you do? I'm a teacher.

Hurry up! You'll be late for **work**.

Job is a particular set of duties which a person is paid to do, or regular paid employment.

What does she do? She has a good **job** in a bank.

I'm looking for a new **job**.

Job has another meaning. You can use *job* when it refers to one particular thing that needs to be done.

I think he is just the man for the **job**. = He is the right person to do this piece of work.

It is always better to concentrate on the **job** in hand.

Business is used to refer to work that involves making, buying or selling things.

You'd better go into the oil **business**.

Are you in the film **business**? Yes, I am.

Employment is a formal word with a similar meaning to *work*. Like “work”, it is an uncountable noun.

There is no hope of regular **employment** as a farm labourer.
He was in a full-time **employment**.

Position and ***post*** are used instead of *job* in formal English. When a job is advertised, it is often described as a position or post. A person applying for a job usually uses one of these words.

He is applying for a position in an oil company.
The vacant **post** was advertised in today’s paper.

Occupation is often used in official forms.

Your **occupation** is your **job**.
Please, state your name, address and **occupation**.

Profession and ***trade*** are both used to refer to types of job which require special training. A ***profession*** is a type of job which requires formal training and which has fairly high status, for example, the job of a lawyer, teacher, doctor, biologist. A form of employment that is possible only for an educated person.

Her mother was a teacher, and she decided to be a teacher by **profession**.
Jack is a doctor by **profession** and has his own practice in Sydney.

We can also use ***profession*** to refer to all the people of a particular profession.

The teaching **profession** is badly paid.

A ***trade*** is a type of a skilled job, usually the one which involves making or repairing something or needs special skill with the hands.

Being a shoemaker is a **trade**; being a lawyer is a **profession**.
She is a printer by **trade**.

We also use ***trade*** to refer to work that involves buying and selling things or catering for tourists.

Ukraine can be one of the major **trading** partners of any country.
The absence of a tourist **trade** will bring economic hardships.

Writing

2. Fill in the correct word. Here are the words: *job, occupation, profession, business, trade, work, employment, career, position*.

1. You must write your name, age, address and ... on the application form.
2. She is a teacher by ... and works at school.
3. There are different types of
4. She is applying for a ... in a bank.
5. He found an interesting ... last year.
6. Being a carpenter is a ...; being a doctor is a
7. He is the right person to do this piece of

8. Her ... as a pianist came to an end when she broke her fingers.
9. What is your ...? I went into the gas business.
10. There is no hope of regular ... as a miner.

Words to learn:

porter,
postman,
receptionist,
make-up artist,
delivery man,
guide,
waiter,
waitress,
temporary,
temporary job,
part-time,
exaggeration.

Reading

3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. porter ['pɔ:tə(r)] <i>n</i> | a person whose job is to carry travellers' bags at railway stations, airports, etc. |
| 2. postman ['pəʊstmən] <i>n</i> | a person whose job is to collect and deliver letters, parcels, etc. |
| 3. receptionist [rɪ'sepʃənɪst] <i>n</i> | a person whose job is to welcome or deal with people arriving in a hotel or place of business or visiting a doctor, etc. |
| 4. make-up artist ['meɪkʌp 'ɑ:tɪst] <i>n</i> | a person whose job is to apply paint, powder, etc. on the face for improving one's appearance |
| 5. delivery man [dɪ'lɪvərɪmən] <i>n</i> | a person whose job is to deliver goods to people who have bought or ordered them |
| 6. guide [gaɪd] <i>n</i> | a person whose job is to show different places to tourists |
| 7. waiter ['weɪtə(r)] <i>n</i> | a person whose job is to serve food at the table in a restaurant |
| 8. waitress ['weɪtrəs] <i>n</i> | a woman who serves food at the tables in a restaurant |
| 9. temporary ['tempərəri] <i>adj</i> | lasting for a limited time |
| 10. part-time [ˌpɑ:t'taɪm] <i>adj</i> | working or giving work during only a part of the regular working time |
| 11. exaggeration [ɪgˌzædʒə'reɪʃn] <i>n</i> | a statement that makes something seem worse, better, etc. than it really is |

4. Work in pairs. Match the jobs (1—7) to the types of work (a—g).

1. postman
 2. receptionist
 3. guide
 4. porter
 5. make-up artist
 6. delivery man
 7. waiter/waitress
- a. carries goods to people
 - b. collects and distributes letters
 - c. carries people's bags at railway stations, airports
 - d. welcomes and deals with people arriving in a hotel or office
 - e. serves food and drinks at the tables in a restaurant
 - f. takes tourists to a place and shows them round
 - g. helps actors put on cosmetics



Speaking

5. Work in pairs. Read the text through and discuss with your partner if it is really very important to make the right choice.

The question “What do you want to be when you grow up?” haunts all high-school students. What will you be when you leave school? To make the right choice, you should consider your traits of character. As Oscar Wilde said, “Be yourself; everyone else is already taken”.

There are over 2000 professions to choose from and make a decision. For example, if you want to work with people, you could become a teacher, a secretary or a police officer. If



you are keen on books and know languages, you may be a journalist, an editor or a translator. Computer-crazy people may become engineers, bank clerks or computer programmers. Creative ones can be photographers, designers or actors. As to my choice, I want to be a programmer, because I really like IT.

Of course, each profession has its requirements: a doctor helps ill people, so he must perfectly know medicines and biology; a photographer takes photos, he should have a good taste; a detective must be brave, fair and strong. Companies always hunt for good specialists.

There are some rules for those who want to start working. The first rule is: never give up. When you are ready to quit, you are closer than you think. The second is: always move forward. Never stop improving. Make it your goal to be better every day, in some small way. The third rule is: never expect life to be fair, because it is not. The last, but not the least, rule is: there is always a reason to smile.

In conclusion, it would not be an exaggeration to mention that all people and characters differ, and everyone has his own place. It is your choice to be made.

6. Work in groups. Discuss in class.

- Which part-time or temporary jobs do young people often do in our country?
- Which jobs would/wouldn't you like to do? Why?/Why not?



Find the English equivalents of these words:

швейцар,
носильник,
вантажник,
листоноша,
поштар,
секретар, особа,
яка приймає
відвідувачів,
реєстратор,
гример,
рознощик,
екскурсовод,
провідник,
офіціант,
офіціантка,
тимчасовий,
тимчасова праця,
неповний
робочий день,
перебільшення.



Spot on Writing Informal e-mails

An informal e-mail is an e-mail that is written in a personal fashion. You can write it to relatives or friends, but also to anyone whom you have a non-professional relationship with.

We usually start an informal e-mail with *Dear* + a person's first name.

In the first paragraph, we write our opening remarks (e.g. *Hi! How are you?*) and the reason for writing.

In the first paragraph of your body, you should state your reason for writing.

In the following paragraphs, you can make some concluding remarks.

In the last paragraph, we write our closing remarks (e.g. *Have to go now.*) and sign off with an informal ending (e.g. *Yours*) and our first name.

We use informal style, that is:

- everyday vocabulary (*I'm having a great time.*);
- colloquial expressions/idioms (*Drop me a line.*);
- informal linkers (*so, and, etc.*);
- short verb forms (*I can't, I'll be, etc.*).

Respond to your friend's letter in a friendly, chatty style.



Useful Language

Starting an informal e-mail

- Dear Mum/Dad, Dear Aunt Claire,
- Dear Granddad, Dear Tom/Lucy, etc.

Opening remarks

- Sorry I didn't write earlier, but I...
- Hi! How are you?
- It was good to hear from you.
- I haven't heard from you for a while.

Reason for writing

- I wanted to drop you a line to tell you my news/to tell you about...
- I just wanted to ask/remind/thank, etc. you...
- Just a quick e-mail to tell you...
- I wondered if you'd like to...
- This is just to let you know... I'm sorry to hear about...
- I was a bit worried and wanted to see if you're OK.

Making references to future contact

- Let me know if you can make it or not.
- I was glad to hear about...
- Let me know as soon as possible.

Closing remarks

- E-mail me soon.
- I'd better get going/Bye for now.
- Got to go now.

Ending an informal e-mail

Yours/Best wishes/Love/Take care, etc.
+ your first name.

Writing

7. Write an e-mail to your English pen friend about your dream job. Use the plan to help you:

- What it is.
- Why it's your dream job.
- How it matches your personality type.

Suggested Answer:

Dear Marco,

Great to hear from you again! Hope to contact you soon.

I've just read that you want to know about my dream job. As you know, there're many professions to choose from and make a decision, so it's hard to make the right choice. As to my choice, I want to be a programmer, 'cause I really like IT.

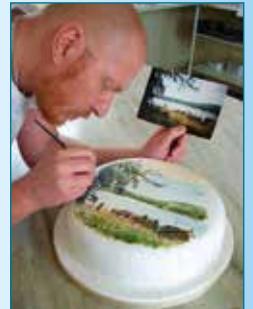
I prefer programming to other jobs just because I'm from a computer-crazy man. Programmers have no career limit. The next advantage is that you have to use your creativity and mind. Companies always hunt for good specialists, so I'll be a good one.

Of course, each profession needs hard-working, reliable, honest, efficient people, not nosy parkers or high-fliers. I'm a couch potato and an armchair sportsman, and can do scrupulous work, so this job'll really suit me.

Well, I'd better run now. Looking forward to hearing from you.

Take care,

Max



Spot on Grammar

Prepositions followed by -ing form:

If the prepositions *in*, *at*, *on*, *with*, *without*, *of*, *for*, *about*, *against*, *like*, *as well as*, *besides*, *instead of*, *in spite of* are followed by a verb, a verb ends with *-ing*.

I'm tired of doing nothing.

When the expressions *it's no use...*, *it's no good...*, *there is no point in...*, *it's worth...*, *it isn't worth...*, *have difficulty in...*, *a waste of time...*, *a waste of money...*, *spend time...*, *go in for...* (especially sports) are followed by a verb, a verb ends with *-ing*.

It is worth visiting Kyiv.

8. Make as many sentences as you can using this table. You can use the same preposition in some sentences.

I don't feel	in	drawing fantastic pictures.
Do you have time to read anything else	at	getting their Christmas presents.
My teacher insisted	on	doing nothing.
She passed her exams	with	watching DVD tonight.
How	without	inviting me to your party.
I apologise	of	staying at home.
My daughter likes acting	for	learning English.
We often dream	about	doing this exercise.
I'm fond	like	visiting that boring exhibition.
I'm tired	as well as	cooking the most delicious dishes.
My mother is keen	besides	looking through these comics.
We are good	instead of	seeing our grandparents this summer.
Thank you	in spite of	not doing any preparations.
The children were excited		answering these endless questions.
We're thinking		travelling round the world.
Why don't we go out with our friends		going to the theatre.
Nobody can live		interrupting you.

9. Work individually. Complete the sentences with the correct form of the verb: -ing/to + infinitive/infinitive without to.

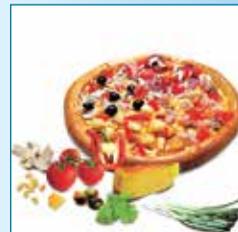
1. It's worth _____ (*to learn*) English.
2. We decided _____ (*to stay*) at home.
3. Anna's parents expect _____ (*to get*) a letter from her soon.
4. I don't feel like _____ (*to cook*).
5. When do you finish _____ (*to study*)?
6. Tom has given up _____ (*to smoke*).
7. Imagine _____ (*to be*) married to a millionaire!
8. Fred managed _____ (*to find*) a taxi.
9. Would you mind _____ (*to pass*) the salt?

Dealing with the table.

- Read the task.
- How do you think what words relate to the topic?
- Work in pairs or in groups and collect the information.
- Share the information with your friends.
- Fill in the gaps.



10. I missed _____ (*to see*) the beginning of the film.
11. Don't put off _____ (*to see*) the doctor.
12. My sister spends ages _____ (*to talk*) on the phone.
13. I want _____ (*to see*) the manager.
14. Do you enjoy _____ (*to watch*) basketball?
15. I can't _____ (*to speak*) French.



10. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. brave [breɪv] <i>adj</i> | courageous; not afraid of anything |
| 2. courageous [kə'reɪdʒəs] <i>adj</i> | fearless |
| 3. creative [kri'eɪtɪv] <i>adj</i> | having skills and imagination to produce something new |
| 4. calm [kɑ:m] <i>adj</i> | not upset, excited or nervous |
| 5. cheerful ['tʃi:f(ə)l] <i>adj</i> | happy; giving somebody a feeling of happiness |
| 6. careful ['keəfəl] <i>adj</i> | giving attention and help or demonstrating a lot of attention to details |
| 7. communicative [kə'mju:nɪkətɪv] <i>adj</i> | having the ability to converse; talkative |
| 8. accurate ['ækjərət] <i>adj</i> | able to give correct and true information |
| 9. efficient [ɪ'fɪʃnt] <i>adj</i> | doing something thoroughly and well |
| 10. friendly ['frendli] <i>adj</i> | behaving in a pleasant way, open to communication with others |
| 11. imaginative [ɪ'mædʒɪnətɪv] <i>adj</i> | inventive, showing creativity |
| 12. intelligent [ɪn'telɪdʒənt] <i>adj</i> | having good learning, thinking and understanding skills |
| 13. generous ['dʒenərəs] <i>adj</i> | giving freely; willing to see what is good about somebody or something |
| 14. helpful ['helpf(ə)l] <i>adj</i> | useful and able to improve a situation; willing to help somebody |
| 15. hard-working [ˌhɑ:d'wɜ:kɪŋ] <i>adj</i> | putting a lot of efforts into a job while doing it |
| 16. original [ə'rɪdʒən(ə)l] <i>adj</i> | new and interesting in a way that is different from anything that existed before |
| 17. optimistic [ɒptɪ'mɪstɪk] <i>adj</i> | expecting good things to happen |
| 18. persistent [pə'sɪst(ə)nt] <i>adj</i> | doing something in spite of difficulties |
| 19. persuasive [pə'sweɪsɪv] <i>adj</i> | able to convince somebody to do something |
| 20. patient ['peɪʃnt] <i>adj</i> | able to wait for a long time without becoming angry |
| 21. risky ['rɪski] <i>adj</i> | involving the possibility of something bad to happen |
| 22. serious ['sɪəriəs] <i>adj</i> | thoughtful in nature or manner; dangerous or bad |
| 23. sociable ['səʊjəb(ə)l] <i>adj</i> | enjoying spending time with other people |



Speaking

Words to learn:

brave,
 courageous,
 patient,
 hard-working,
 creative,
 friendly,
 persuasive,
 calm,
 persistent,
 generous,
 optimistic,
 helpful,
 sociable,
 cheerful,
 imaginative,
 accurate,
 efficient,
 careful,
 original,
 intelligent,
 serious,
 risky,
 communicative.

11. Work in groups. Discuss the jobs that should be done only by men or only by women, in your opinion, and the qualities people need to have to be good at these jobs. These words can help you:

brave, courageous, patient, hard-working, creative, friendly, persuasive, calm, persistent, generous, optimistic, helpful, sociable, cheerful, imaginative, accurate, efficient, careful, original, intelligent, serious, risky, communicative.



12. Look at the pictures. What do you think of them? What jobs are shown in the pictures? Are they dangerous? Why? Why not? Give your reasons.

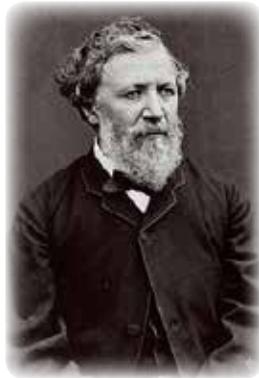
13. Work in groups. Choose two or three most popular and interesting professions, in your opinion, and discuss the advantages and disadvantages of these professions. Complete the table.

Professions	Advantages	Disadvantages

14. Homework. You've received a letter from your English pen friend Jack. He writes that he has problems with choosing a profession. Write a letter of about 100—120 words to your pen friend including the following points:

- a profession that allows to be creative;
- a profession that is interesting;
- a profession in which a person can be happy and enjoy doing his or her job.





Robert Browning

1. Listen, read and say if it is really necessary for a man to be busy. Do you like to be busy? What is better — to have a rest or be busy? What do you think?

*When a man's busy, why, leisure
Strikes him as wonderful pleasure:
Faith, and at leisure once is he?
Straightaway he wants to be busy.*

Robert Browning

1. Faith = in faith [feɪθ] *n* *клянуся честью!*
2. Straightaway [streɪtəweɪ] *adv* *відразу, негайно*

2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. salary ['sæləri] <i>n</i> 2. experience [ɪk'spɪəriəns] <i>n</i> 3. management ['mænidʒmənt] <i>n</i> 4. to boost [bu:st] <i>v</i> 5. morale [mə'rɑ:l] <i>n</i> 6. to require [rɪ'kwaɪə(r)] <i>v</i> 7. exceptional [ɪk'sep(ə)nəl] <i>adj</i> 8. skill [skɪl] <i>n</i> 9. recruiter [rɪ'kru:tə(r)] <i>n</i> 10. to reinforce [rɪ:n'fɔ:s] <i>v</i> 11. suitability ['su:tə'bɪlɪti] <i>n</i> 12. employer [ɪm'plɔɪə(r)] <i>n</i> | <p>money that a person receives as payment for his or her work</p> <p>knowledge or skills of a person which come from practices in an activity</p> <p>practice of running a business or money; skills in dealing with people</p> <p>to help to improve; to increase; to encourage the condition of determination, courage and pride in the mind of a person</p> <p>to need or make necessary; to demand by right</p> <p>unusual, of unusually high ability, quality; being an exception</p> <p>an ability to do something very well gained by learning and practice</p> <p>a person who finds people in order to employ</p> <p>to make something stronger or firmer</p> <p>the fact of being right or appropriate</p> <p>a person that hires others</p> |
|---|---|

Words to learn:

salary,
monthly salary,
yearly salary,
to draw a fixed
salary,
experience,
a man of experience,
management,
to boost,
morale,
to require,
exceptional,
skill,
recruiter,
to reinforce,
suitability,
employer.



Listening

Find the English equivalents of these words:

платня,
щомісячна платня,
річний оклад,
бути на твердому
окладі,
досвід,
стаж,
кваліфікований
працівник,
досвідчена людина,
керування,
уміння поводитися,
активно
підтримувати,
рекламувати,
сприяти зростанню
популярності;
підвищувати (ціну).

3. Listen to the dialogue. Olha Spenser is applying for a job. She has an interview with Cathy Starr. Read and number the interview's questions in the order you hear them.

Why do you want this job?
What do you want to do in the future?
Have you been responsible for a team of people before?
Can you tell me a bit about yourself?
How many times have you worked in summer camps?
Have you ever lived in a foreign country?
What special skills do you have?



Reading

4. Read the pieces of advice for a successful interview by Jane Scott, a Head Recruiting Manager. Say if they are really useful to your mind.

Making a good impression

It is not just what you say but how you say it that reinforces the message you are giving and creates an overall impression of your suitability. Here are some tips for making a good initial impression:

- Make sure you arrive on time. If something unexpected occurs that is beyond your control, contact your prospective employer as soon as possible to explain that you may be delayed.



- Arriving a few minutes early will give you time to collect your thoughts. If you arrive too early, it is better to go for a coffee and relax rather than presenting yourself long before the interview time.

- If you speak first to a receptionist, state who you are, the time of your appointment and the name of the person you expect to meet, say it clearly and with a friendly smile.

- Make sure you know exactly where to find all the documents you may need so that you can produce them from your bag without delay or confusion. As the interview progresses, you will continue to make a positive impression if you:



Dealing with the text.

- Read the text quickly.
- What is it about?
- Read the text again and try to understand its idea.
- Underline the key words and try to remember them.



- listen carefully to the current question, and try to give concise answers supported with relevant examples;
- avoid answering simply “yes” or “no”;
- you don’t have to be afraid to ask for clarification if a question is not clear;
- speak clearly and loudly enough for the interviewer(s) to hear, and try not to speak too fast. This can be difficult when you are nervous, but take a deep breath before you start to answer a question and work on keeping your answers concise.

Body language

Be aware of what your body language is saying and how to use it to strengthen your chances.

- Shake hands with the interviewer(s) at the beginning and end of the interview.
- A good posture and a friendly expression will indicate that you have a positive approach.
- Relax into your chair, but without slouching.
- Maintain good eye contact. If you have more than one person interviewing you, look at the person asking the question when you reply but glance at the other interviewers from time to time.
- Try to smile from time to time.

5. Listen to the interview with Olha Spenser, read it and find what mistakes she has made during it. Name these mistakes.

Speaking

6. Work in pairs. Act out a job interview using the expressions given below and from Ex. 4 and Ex. 5.

Start as in the example:

A. Hello, Miss Miller. Thanks for coming. Please, sit down.

B. Thank you, sir.

A. Firstly, where did you see the advert for this post?

B. I saw it in the newspaper ... etc.

Expressions: I'd very much appreciate..., Could you tell me..., What is..., What are..., Would you mind..., Would you be able to..., Do you have any experience..., Are you enthusiastic..., etc.

Dealing with the dialogue.

- Listen and follow the text.
- Take turns to ask and answer questions.
- Act out the dialogue.
- Make your own dialogue.



Reading

Spot on CV and Covering Letters

Formal letters/e-mails are usually sent to people we do not know or people in an official position, *e.g. when applying for a job/course, making a complaint or requesting information, etc.*

To write a formal letter you need to use:

- **full forms** *I am writing to...* (NOT: *I'm writing to...*);
- **advanced vocabulary** and set phrases: *Please, find enclosed a copy of my CV;*
- **formal greetings and endings:** *Dear Sir/Madam, Yours faithfully* (when you don't know the name of a person you are writing to):
Dear Mr/Ms Smith, Yours sincerely (when you know the name of a person you are writing to)

Applying for a Job.

Your CV and covering letter is your chance to show an employer the best of what you've got. It is like "selling" your skills and experience, and showing them you are the right person for a job.

Useful Language:

- I am writing to apply for the position of ... advertised in (yesterday's «Evening Post»).
- With reference to your advertisement in
- I have been working as a ... for the last ... years.
- Despite my lack of ... experience, I feel that I would be
- I consider myself to be (punctual, hardworking, etc.).
- I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- I am looking forward to hearing from you.

Tips on Writing a Successful CV

Get the basics right

There are some common sections you should cover. These include: personal and contact information; education and qualifications; work history and/or experience; relevant skills to the job; one's own interests, achievements or hobbies; and some references.

Presentation is a key

A successful CV is always carefully and clearly presented. The layout should always be clean and well structured.

Keep things short

Create a unique CV for every job you apply for

Don't forget to mention key skills that can help you to stand out from the crowd. These could include: communication skills; computer skills; team working; problem solving or even speaking a foreign language.

Interests

Highlight the things that show off skills you've gained and employers look for.

Include references

If you've never worked before you're OK to use a teacher or tutor as a referee. Try to include two if you can.

Keep your CV updated

Useful Advice.

1. Write your answers in CAPITAL LETTERS.
2. Don't translate foreign address.
3. Answer all the questions.
4. If you don't need to write an answer, write n/a (not applicable).
5. Be careful with your spelling.
6. Always sign and date the form.
7. Give truthful information.



Dealing with a letter.

- Read a letter carefully.
- Imagine the writer and the reader of a letter.
- Try to catch the main idea of a letter.
- Read a letter once more and do tasks.

7. Read Max's letter as an example and correct Mary's letter. Replace the informal phrases in bold in her letter with the formal phrases below.

- | | |
|---|---------------------------------|
| A. I am looking forward to your reply | D. Please, find enclosed |
| B. Yours faithfully | E. I consider myself to be |
| C. I am writing to apply for the position | F. I am available |
| | G. which was advertised |
| | H. would be a useful experience |



Dear Mr Frost,

I am writing with reference to your advertisement, which I saw in the yesterday's newspaper concerning the position of a photographer on a cruise ship. I feel I would be suitable for the position for a number of reasons.

I gained some experience while working as a freelancer travelling around the world, so I am good at selling my work to people. My qualifications also include photos of people. As to my photos, they are of a very high quality; some of them can be found in the attached portfolio.

Good salary is an asset for me, because I am saving money for my first start-up. As to my character, I am kind, communicative and have good sense of humour.

I am available for an interview at your convenience. Please, do not hesitate to contact me should you require further information. I may be contacted at 13, Maple Street. I am looking forward to hearing from you soon.

Sincerely yours,
Max Adamantis

Mary's Letter

Dear Sir/Madam,

I want to get the job⁽¹⁾ of a part-time librarian assistant **that I read about⁽²⁾** yesterday in a local newspaper.

I am at a six-form college and considering a career as a librarian.

I just got⁽³⁾ a certificate in IELTS and feel that a semester job as a librarian assistant **is a good idea⁽⁴⁾** for me.

Last semester I helped the librarian at our school library.

I think I'm⁽⁵⁾ hard-working and cooperative. I am also good at working with people.

Here's a copy of my CV. **I can come⁽⁶⁾** for an interview at your convenience.

I can't wait to hear from you.⁽⁷⁾

Best regards,⁽⁸⁾

Mary Jones

8. Homework. You see this job advert on your college website and decide to apply. Write a covering letter and CV. Follow the plan below. Check your work.

WANTED

Student to work part-time in library Mon-Fri afternoon.

- Are you friendly and patient?
- Do you enjoy communicating with people?

Send a covering letter and CV to: librarycollege@gmail.com



1. Warm up. Read and say if it is really so. Give your reasons.

1. Isn't it strange that the busiest people always seem to have the most time for other people?
2. It doesn't matter what job you do. It's how you do it.
3. The road of life is what you make of it, but it surely helps have good friends along the way.

2. Discuss what the road of life is in your opinion. Work in groups.

3. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. to hamper [ˈhæmpə(r)] <i>v</i> | to prevent the movement of something |
| 2. to suit [su:t] <i>v</i> | to be right, useful or convenient for smb. |
| 3. conscientious [ˌkɒnʃiˈenʃəs] <i>adj</i> | doing things correctly and carefully |
| 4. decisive [diˈsaɪsɪv] <i>adj</i> | very important, can influence the result or situation |
| 5. aptitude [ˈæptɪtju:d] <i>n</i> | talent |
| 6. attitude [ˈætɪtju:d] <i>n</i> | the way you behave towards somebody or something that shows your feeling about somebody or something |
| 8. although [ɔ:lˈðəʊ] <i>conj</i> | though |
| 9. despite [diˈspait] <i>prep</i> | in spite of |
| 10. asset [ˈæset] <i>n</i> | something that is valuable or useful |
| 11. to gain [geɪn] <i>v</i> | to obtain or win something |
| 12. to obtain [əbˈteɪn] <i>v</i> | to get something |
| 13. freelance [ˈfri:lɑ:ns] <i>adj</i> | earning money not being employed constantly but hired for temporary specific work |
| 14. attached [əˈtætʃt] <i>adj</i> | full of affection to somebody or something; something which is connected or added |

Words to learn:

to hamper,
to suit,
conscientious,
decisive,
aptitude,
attitude,
although,
despite,
asset,
to gain,
to obtain,
freelance,
attached.



Spot on Grammar

Although/In spite of/Despite/Though

We use **although** or **though** to introduce a subordinate clause in which you mention something which contrasts with what you are saying in the main clause. **Though** isn't used in very formal English.

1. After **although** we use a **subject + verb**

Although she was Ukrainian she spoke fluent English and French.

Though he hadn't stopped working all day, he wasn't tired.

Although my journey to school is long, I enjoy it.



Find the English equivalents of these words:

перешкоджати,
пасувати,
сумлінний,
вирішальний,
здібності,
ставлення,
хоча,
незважаючи на,
перевага;
позитивна якість,
отримувати,
позаштатний,
прикріплений;
прихильний.



2. After **in spite of** or **despite**, we use a *noun*, a *pronoun* (*this/that/what*, etc.) or *-ing form*.

In spite of leaving on time, I'm always late.

In spite of poor health, she is always cheerful.

Despite the high hill, she manages to come to school right on time.

3. We use **in spite of** or **despite** when we mention circumstances which surprisingly do not prevent something from happening or being true.

Despite is the same as **in spite of**.

Despite the difference in their characters, they are close friends.

Writing

4. Rewrite the following sentences using the words in brackets. Make any necessary changes.

1. I like my job. I don't like commuting. (*although*)
2. I don't really like my job. I need money. (*in spite of*)
3. Her mum is very busy. She has managed to spend some time with her family. (*although*)
4. My father has never had an alarm clock. He always wakes up on time. (*despite not*)
5. He has a very important job. He isn't well paid. (*although*)
6. A lot of things went wrong. We had planned everything carefully. (*in spite of*)
7. They have very little money. They are happy. (*despite*)
8. My computer was broken down. I managed to finish the report right on time. (*in spite of*)

Reading

5. Read the text where Olha, Svitlana, Denys and Lynn are talking about the professions they have chosen. Say which job is the most dangerous and which one is the most creative in your opinion. Name the qualities they need to be a firefighter, a bullfighter, a teacher, a decorator.

Olha

In my opinion the most worthwhile job is a job of a teacher. Tolerance, good humour, creative work and quick wits are required as well as enthusiasm and patience. You'll succeed in this job if you are able to understand students' individual needs, establish a friendly



relationship with all of them, give students a lot of praise and support. This profession is very popular with students. In other words, this profession will allow you to be creative, to be involved with lots of people, to be loved and respected by your students and their parents. So, with all my heart I say I'm pleased with my job and I'm happy.

Denys

Well, as for my job it's quite different. We know much about the profession of a teacher but less about firefighters. It may be strange for you but I am a firefighter. Unfortunately it's a dangerous job as you can be injured or even die and my relatives worry much about me. Nevertheless it's a noble job as you have the chance to save people's lives. The firefighter has to be strong, courageous and calm. And on the whole the good things outweigh the bad ones.



Lynn

OK. It's my turn. As you know I'm from Spain and my job is rather dangerous, too. I'm a bullfighter and I'm very serious about my job. I see you are very surprised. Yes, I'm a girl and I'm a bullfighter. I prefer the job of a bullfighter to any other jobs. Of course, the world of bullfighting is very hard even for a man but I can't image my life without a ring. I'm sure if you are a professional you can't be injured or killed. It goes without saying that a bullfighter must have a strong character, courage, technique and be self-confident.



Svitlana

And what about the job of a decorator?

Do you know that the colours around you can affect your mood? And my job is to surround people with colours that put them into a positive frame of mind. Do you know that red makes people feel active and excited, green makes people feel refreshed and relaxed, blue makes people feel calm, peaceful and confident, yellow makes people feel happy, cheerful and impatient, black makes people feel depressed, white makes people feel isolated and withdrawn, orange makes people talkative and adventurous? Patience, understanding, creative



abilities and lots more are necessary in dealing with people. I think it's very important to help people feel comfortable and happy at home.



6. Read and complete the sentences using the adjectives describing qualities certain professions need and other necessary words.

1. Teachers need to be _____ as _____.
2. Fashion designers should be _____ in order to create new designs.





Dealing with the group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.



3. Surgeons must be very _____ because they save people's lives.
4. Bullfighters must be _____ because their job is dangerous.
5. Secretaries have to be _____ in order to do their work quickly and _____.
6. Actors have to be _____ as _____.
7. Nurses should be _____ because of difficult emotional situations.
8. Managers need to be _____ as they are responsible for _____.
9. Bodyguards have to be _____ as they protect _____.

Speaking

7. Work in groups. Look at the pictures and identify the professions. Name the qualities they need to be good at their jobs, the advantages and disadvantages of their jobs. These word expressions can help you:

- to be capable of...;
- to be suited for a career in.../to be suited to be a...;
- to be cut out for...;
- to be full of energy...;
- to be always very conscientious and hard-working;
- to be a slave at one's books for years;
- to be positive and realistic;
- to be capable of research work/creative work/taking decisive steps;
- to investigate one's own strengths and weaknesses, interests and aptitudes, attitudes and values and to relate these to the requirements of different occupations.



8. Play a game. Divide into two teams. One team says a word related to professions, the other team makes a sentence using the word and vice versa. Each correct sentence gets a point. The team with the most points is the winner.

9. Homework. Write a short composition of about 100—150 words about your dream job. Mention the qualities that can help you succeed in your work.

What qualities can help you succeed in work and what can hamper your future career prospects?

History

1. Answer the questions.

1. What do you know about New Zealand?
2. Do you know who were the first settlers of New Zealand before the Europeans arrived?
3. Who visited New Zealand first?
4. Who mapped almost the entire coastline of New Zealand?
5. When was the first settlement built?



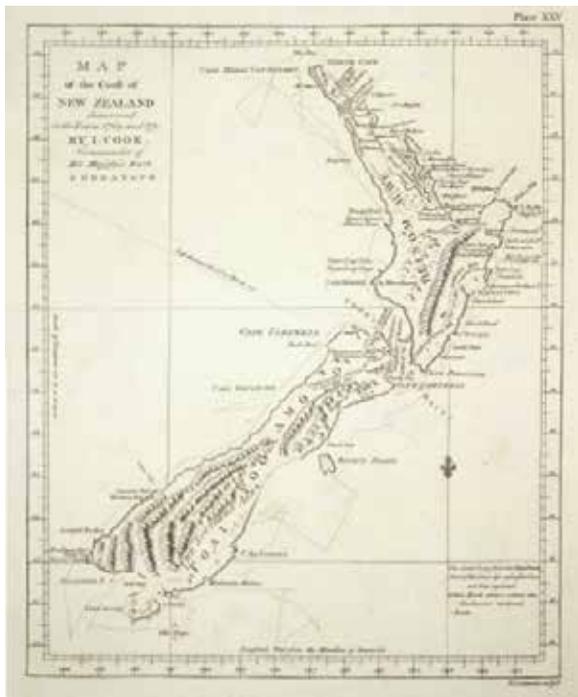
2. Read the text and the summary given below the text. There are three mistakes in the summary of the text. Find them and correct.

Archaeological evidence indicates that New Zealand was inhabited by fishing and hunting Polynesian Maori perhaps 1000 years before the Europeans arrived. Maori oral history maintains that the Maori came to the island in seven canoes from other parts of Polynesia. Over the following centuries these settlers were divided into tribes which cooperated, competed and sometimes fought with each other.

In 1642 Abel Tasman, a Dutch navigator, sketched sections of the two main islands' west coasts. Later an English captain James Cook thoroughly explored the coastline during his three voyages (1768—1779) and mapped almost the entire coastline.

In the late 18th and early 19th centuries, New Zealand was visited by numerous European and North American whaling and trading ships.

In 1840 the first settlement was built in Wellington by the New Zealand Company founded by Edward Wakefield. In 1840 the Maori and the United





Kingdom signed the treaty, too. The British monarch granted the Maori legal protection.

In the same year the groups from the United Kingdom began the colonisation process. The expanding European settlement led to the conflict with Maori, but the British and colonial forces eventually overcame determined Maori resistance. During this period, many Maori died from diseases and warfare and intertribal warfare, too.



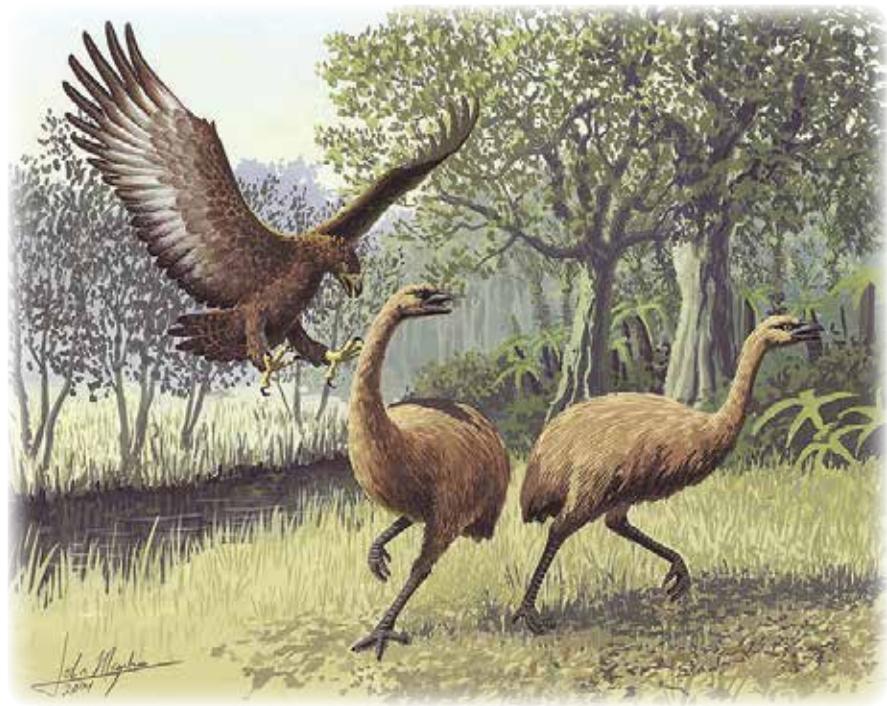
The constitutional government began to develop in the 1850s. In 1867 the Maori won the right to a certain number of reserved seats in the parliament. In 1893 women received the right to vote in national elections.

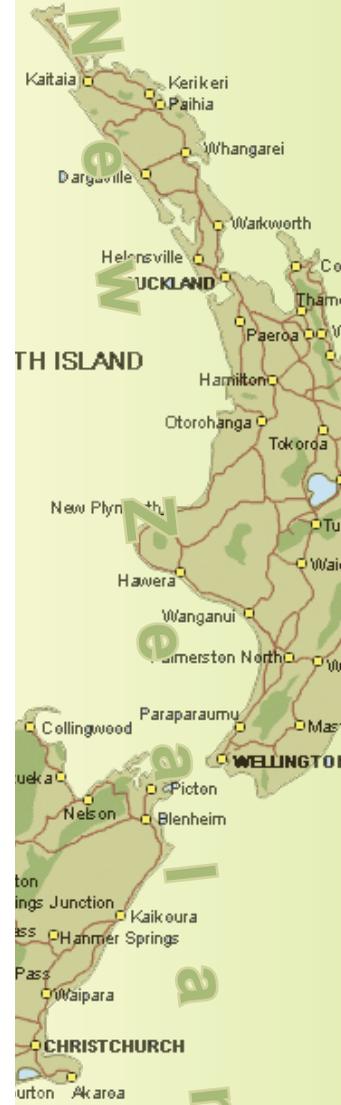
The Maori have become more active and assertive. Through interaction and intermarriage with settlers and missionaries the Maori adopted much of the European culture.

New Zealand was declared a dominion within the British Empire by a royal proclamation in 1907. It achieved full internal and external autonomy by the Statute of Westminster Adoption Act in 1947.

New Zealand was declared a dominion within the British Empire by a royal proclamation in 1907. It achieved full internal and external autonomy by the Statute of Westminster Adoption Act in 1947.

1. archaeological [ˌɑːkɪəˈlɒdʒɪkl] археологічний
2. evidence [ˈeɪvɪd(ə)ns] дані, доказ, свідчення
3. to indicate [ˈɪndɪkeɪt] показувати, вказувати, свідчити (про щось)
4. Polynesian [ˌpɒlɪˈniːʒən] полінезійський





5. Polynesia [ˌpɒlɪˈniːzə]
6. to maintain [məˈteɪn]
7. tribe [traɪb]
8. navigator [ˈnævɪɡeɪtə(r)]
9. to sketch [sketʃ]
10. section [ˈsekʃn]
11. thoroughly [ˈθɒrəli]
12. to explore [ɪkˈsplɔː(r)]
13. to map [mæp]
14. whaling [ˈweɪlɪŋ]
15. trading [ˈtreɪdɪŋ]
16. settlement [ˈsetlmənt]
17. settler [ˈsetlɚ]
18. treaty [ˈtriːti]
19. expanding [ɪkˈspændɪŋ]
20. eventually [ɪˈventʃuəli]
21. to overcome [ˌəʊvəˈkʌm]
22. determined [dɪˈtɜːmɪnd]
23. resistance [rɪˈzɪst(ə)ns]
24. disease [dɪˈziːz]
25. warfare [ˈwɔːfeə(r)]
26. intertribal [ˌɪntəˈtraɪbl]

Полінезія

твердити, запевняти, наполягати

плем'я, рід, клан

мореплавець, штурман, навігатор

зображувати схематично, накреслювати, змальовувати у загальних рисах

частина (цілого), ділянка

цілком, до кінця; старанно

досліджувати, вивчати, розвідувати, обстежувати

наносити на карту, складати (креслити) карту китобійний

торговельний, торговий

поселення, колонія, селище

поселенець, колоніст, постійний мешканець договір, угода

що розширюється, зростає

у результаті, зрештою

перемогти, побороти

рішучий, сповнений рішучості

опір, протидія

хвороба, захворювання

війна, бойові дії

міжплеменний



- | | |
|------------------------------------|--|
| 27. assertive [ə'sɜ:tɪv] | самовпевнений, напористий |
| 28. interaction [ˌɪntər'ækt(ə)n] | взаємодія, вплив один на одного |
| 29. intermarriage [ˌɪntər'mæɪrɪdʒ] | шлюб між людьми різних рас |
| 30. dominion [də'mɪnɪən] | домініон, суверенітет, суверенна влада |
| 31. statute ['stætju:t] | законодавчий акт парламенту, закон |

The Ukrainians were the first settlers before the Europeans arrived. In 1642 Abel Tasman visited New Zealand and sketched sections of the two main islands' west coasts. But only an English captain James Cook explored and mapped almost the entire coastline.

In the 20th century New Zealand was visited by numerous European and North American ships.

The first settlement was built by the New Zealand Company.

In 1940 the Maori and the United Kingdom signed the treaty and the colonisation process began.

In 1947 New Zealand achieved full internal and external autonomy.



CAREERS on TV

1. Discuss in class.

- What are the daily responsibilities of news reporters and producers?
- How do food stylists and cooks work on a television cooking show?
- What talents might a casting director look for in an actor?



2. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|---|---|
| 1. to glue [glu:] <i>v</i> | to stick together; to give all your attention to something |
| 2. producer [prə'dju:sə(r)] <i>n</i> | a person who makes a programme for television, radio, etc. |
| 3. assistant producer
[ə'sɪst(ə)nt prə'dju:sə(r)] <i>n</i> | a person who helps a producer |
| 4. to supervise ['su:pəvaɪz] <i>v</i> | to be in charge of something or somebody |
| 5. scriptwriter ['skɪptraɪtə(r)] <i>n</i> | a person who writes the text for television, radio plays, films |
| 6. completion [kəm'pli:ʃn] <i>n</i> | the process of finishing something |
| 7. graphic ['græfɪk] <i>adj</i> | presented in the form of diagrams, drawings, etc. |
| 8. designer [dɪ'zainə(r)] <i>n</i> | a person who makes drawings or plans showing how something has to be made |
| 9. reporter [rɪ'pɔ:tə(r)] <i>n</i> | a person who writes or speaks about the news |
| 10. camera ['kæm(ə)rə] <i>n</i> | an equipment that we use for taking photographs or moving pictures |
| 11. contractor [kən'træktə(r)] <i>n</i> | a person or company that has a contract to do work for another company |

3. Write down any ideas you may have about how a news programme is produced.

4. What kinds of jobs are involved in broadcasting the news? Match the different professions of people who are involved in developing a news programme to the definitions.

Words to learn:

to glue,
producer,
assistant producer,
to supervise,
scriptwriter,
completion,
graphic,
designer,
reporter,
camera,
contractor.





camera crew	A person who works with a producer and reporters to develop a fluent narration that keeps the show moving.
producer	A person who researches a topic, interviews key players, and presents his or her findings in a television news programme.
reporter	A person who conveys information visually through the use of colour, types, images and animation.
graphic designer	A person who decides which stories to cover in a news programme and coordinates the details of the programme.
scriptwriter	The team that takes video footage of an event for a television broadcast.

Dealing with the text.

- Read the text quickly.
- What is it about?
- Read the text again and try to understand its idea.
- Underline the key words and try to remember them.



Reading

5. Read the text to check your ideas.

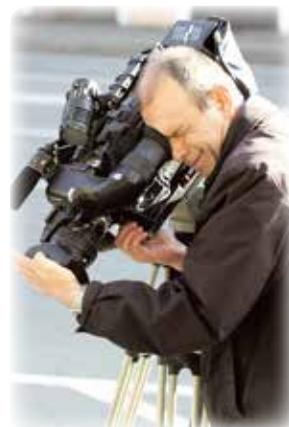
Who Works on Television

Television is certainly one of the most influential forces of our time. Through the device called a television set or TV, you are able to receive news, to watch sports, entertainment, information programmes and commercials. The average American spends between two and five hours a day glued to the TV set!

Have you ever wondered about the people who work on TV for you? Who creates all those shows and documentaries for you? If you have ever wondered about your television programme creators, then read on! In this article, we'll answer all of these questions and more.

Different groups of people are involved in developing a news programme. And one of the most important persons is a *producer*. *Assistant producers help him*. A producer decides on the topics that will appear in the news programme. He creates the scenes and conditions for making movies and shows. A producer initiates, coordinates, supervises and controls matters. A producer is involved throughout all phases of a film or show-making process from the beginning to completion of a project.

Each show, each news programme has *scriptwriters and graphic designers*. Writers develop the script





that newscasters read. Many of them also work as “*script doctors*”, attempting to change scripts to suit *directors* or *studios*; for instance, studio management may have a complaint that motivations of characters are unclear or that a dialogue is weak. One of the most important elements in bringing an idea to fruition for a studio to produce is involving a scriptwriter into a project.

Graphic designers provide graphics that supports a script.

And people who know a lot about in all these cables and buttons on a control panel provide the *technical support*. A camera crew, a sound team and other technical staff help broadcast the news programme.

And finally, the people who bring all this news to your homes are the reporters. A *reporter* is a type of a journalist who researches and presents information in certain types of mass media.

Reporters gather information in a variety of ways, including tips, press releases and witnesses. They perform research through interviews, public records and other sources. The information-gathering part of the job is sometimes called “reporting” as it is distinct from the production part of the job, such as writing articles. Reporters generally split up their time between working in a newsroom and going out to witness events or interview people.

This is the magic world of television.

6. Read the text again and complete the sentences.

1. Television is certainly one of the most...
2. Through TV you are able...
3. Different groups of people are...
4. One of the most important people is...
5. A producer...
6. The next very important people are...
7. Scriptwriters develop...
8. Graphic designers provide...
9. And people who understand in all these cables and buttons on a control...
10. A camera crew, a sound team...
11. And finally, the people who bring all this news to your homes are...
12. Reporters gather information...



Words to learn:

- to charge,
- concern,
- to estimate,
- juvenile,
- expectance,
- to reduce,
- to reduce to writing,
- to regard,
- they regard him as
- a hero,
- he regards nobody,
- he is much regarded.

Find the English equivalents of these words:

обвинувачувати,
занепокоєння,
приблизно
підраховувати,
юнацький,
очікування,
зменшувати,
викласти
у письмовій формі;
розглядати,
вони вважають
його героєм,
він ні на кого не
зважає;
він користується
великою повагою.

Listening

7. Listen and read the new words and their definitions. Make some sentences with these words.

1. to charge [tʃɑ:dʒ] *v* to state officially that someone may be guilty of a crime
2. concern [kən'sɜ:n] *n* worry about something important
3. to estimate ['estimeɪt] *v* to try to judge the value, size, speed, cost, etc. of something, without calculating it exactly
4. juvenile ['dʒu:vənaɪl] *adj* relating to young people who are not adults yet; childish
5. to reduce [rɪ'dju:s] *v* to make something smaller or less in size, amount, or price
6. to regard [rɪ'gɑ:d] *v* to think about someone or something in a particular way
7. curse [kɜ:s] *n* a rude word or phrase; something that causes harm or evil
8. blessing ['blesɪŋ] *n* something that is good or helpful
9. obviously ['ɒbvɪəsli] *adv* in a way that is easy to understand or see

Reading

8. Read the text and fill in the articles where necessary. Think of pros and cons of TV while reading the text. Name them.

The use of television

Television now plays such ... important role in so many people's lives that it is essential for us to try to decide whether it's ... blessing or ... curse. Obviously ... television has both advantages and disadvantages. But do ... former outweigh ... latter?

Television, as it is often said, keeps one informed about current events, allows one to follow ... latest developments in ... science and ... politics, and offers ... endless series of programmes which are both instructive and stimulating. ... most distant countries and ... strangest customs are brought right into ... sitting room. It could be argued that ... radio performs this service just as well; but on ... television everything is much more living, much more real. Yet, here again there is ... danger. ... television screen itself has ... terrible, almost physical fascination force. We get so used to looking at its movements, so dependent on its flickering pictures that it begins to dominate our lives. ... friend of mine told me ... other day that his television set had broken down and that he and his family had suddenly found that they had far more ... time to do things, and that they had actually begun to talk to each other again. It makes one think, doesn't it?

There are many other arguments for and against ... television. ... poor quality of its programmes is often criticised. It is undoubtedly ... great comfort for many lonely elderly people. And does it corrupt or instruct our children? I think we must realise that ... television in itself is neither good nor bad. It is the uses to which it is put that determine its value to ... society.

Speaking

9. Work in groups. Look at these pictures and discuss the advantages and disadvantages of these programmes.



- Dealing with the group work.
- Form groups.
 - Who is going to be the leader of your group?
 - Distribute tasks.
 - Do your best to complete each task.



10. Homework. Find the latest piece of the news and present it to the class.



1. Look at these pictures. How do you think they relate to the topic of today's lesson?



Dealing with the pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

2. Work in pairs. Look through the types of TV programmes below. Write the name of a programme for each type.

cartoon comedy series debates and discussions detective series
 documentary drama series game show infomercial the news
 quiz programme reality show sitcom soap opera
 sports programme talk show

3. Complete the sentences with the types of programmes from Ex. 2.

1. "The Voice of Ukraine" is one of the most successful _____.
2. The new drug has become the subject of heated _____ among the medical professions.
3. A local film crew is making a _____ about volcanoes.
4. On TV in my country there are too many _____ and there aren't enough _____.
5. The most watchable programmes in my country are _____.
6. My favourite TV programmes are _____.

4. Discuss in class.

Have you ever been to a local TV or radio station?
 Do you know anyone who has been?

Dealing with the discussion.

- Read the questions.
- Take short notes of your answer.
- Share your opinion with the class.

5. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|--|--|
| 1. audition [ɔ:'dɪʃn] <i>n</i> | a short performance given by an actor, singer, any person in order to find out if they are good enough to be in a show, play, etc. |
| 2. to audition [ɔ:'dɪʃn] <i>v</i> | to take part in an audition as a judge |
| 3. the news [nju:z] <i>n</i> | a regular programme giving the most recent news on the radio or TV |
| 4. news [nju:z] <i>n</i> | information about something that has happened recently |
| 5. newsreader ['nju:zri:də(r)] <i>n</i> | a person who reads the news on the radio or TV |
| 6. newscaster ['nju:zkɑ:stə(r)] <i>n</i> | a person who reads the news on the radio or TV |
| 7. screenwriter ['skri:nraɪtə(r)] <i>n</i> | a person who writes the texts for actors |
| 8. editor ['editə(r)] <i>n</i> | a person who prepares a TV programme, etc. |
| 9. commentator ['kɒmentətə(r)] <i>n</i> | a person who gives the opinion about something on TV, on the radio, etc. |
| 10. interviewer ['ɪntəvjʊ:ə(r)] <i>n</i> | a person who asks questions during an interview |
| 11. announcer [ə'naʊnsə(r)] <i>n</i> | a person who gives information about programmes on TV or the radio, or introduces them |
| 12. affable ['æfəbl] <i>adj</i> | genial, pleasant and ease to talk to |
| 13. amiable ['eɪmiəbl] <i>adj</i> | agreeable; pleasant and friendly to talk to |
| 14. impartial [ɪm'pɑ:ʃəl] <i>adj</i> | treating equally both sides of a dispute |
| 15. charismatic [,kærɪz'mætɪk] <i>adj</i> | having a particular charm and attraction |
| 16. broad-minded [,brɔ:d'maɪndɪd] <i>adj</i> | tolerant |
| 17. self-possessed [,selfpə'zest] <i>adj</i> | able to remain confident and calm |
| 18. witty ['wɪti] <i>adj</i> | able to say clever, amusing things |

Words to learn:

audition,
to audition,
news,
latest news,
foreign news,
newsreader,
newscaster,
screenwriter,
reporter,
editor,
story editor,
commentator,
interviewer,
announcer

Speaking

6. Characterise your favourite TV announcer/reporter/newsreader/commentator/talk-show host. What distinguishes him/her from others?

7. Look at the photos of these famous TV personalities and describe them. What distinguishing features characterise them?





8. Choose a job for yourself and find someone who has chosen the same job. Discuss your answers. Prepare a kind of a TV programme from the list below.

These words can help you:

People's occupations on TV:

announcer, newsreader, newscaster, speaker, interviewer, commentator, reporter, correspondent, TV reporter, operator, producer, technician, journalist, soundman, casting director, news producer, quiz master, stylist, coordinator, editor, puppeteer, assistant producer, scriptwriter, graphic designer

TV programmes:

cartoon, show, comedy series, debates and discussions, detective series, food show, documentary, drama series, game show, infomercial, the news, quiz programme, reality show, soap opera, special report, talk show, interview, the weather forecast, children's programme, hard talk, sitcom, sports programme, wild nature life programme, television film, commercial, video clip, current news, current affairs programme, classical music programme, pop music programme, the 95th quarter, CCR (contests in which teams compete in various activities), concert, show "Ukraine has got talent", etc.

Spot on News

News is uncountable, so we have to say *a piece of news*. The word *news* is followed by a singular verb: *The news* is very exciting.

Reading

9. Read the text and answer the questions.



The great problem we face is the influence of TV on children. This problem is common for all developed countries and Ukraine, too.

According to sociological researches about 90 per cent of schoolchildren spend their free time watching TV. Now almost all their free time is regulated by television.

Whole generations are growing up addicted to television. It encourages passive enjoyment. Instead of going to the theatres, cinemas, museums, going for walks, going in for sports, reading books and listening to music, visiting their friends or discussing different problems they sit in armchairs watching TV. Food can be left uneaten or homework undone. Instead of a sound sleep they may watch TV. As a result, because of the

Dealing with the survey.

- Read the prompts.
- Write the list of questions.
- What are the most interesting questions?
- Walk around the class and collect opinions.



Dealing with reading.

- Read the text and take notes.
- What is the text about?
- What is the main idea?
- Read again and answer the questions.



lost sleep children can feel bored, exhausted and depressed.

Television may be a splendid means of communication, but it prevents us from live communicating with each other. Then we are all influenced greatly by advertising.

Of course, there are some interesting educational programmes for children on TV. They can get a lot of useful information, watch their favourite football or hockey team in an important international event. They can watch all kinds of contests, quizzes and lots more, too. Foreign languages such as English, German, French and Spanish are also taught on TV.

But the main thing is that television plays a very important role in children's lives. Haven't we become more passive because of television? We are interested less in outdoor activities, aren't we? We read less, don't we? These are problems!



1. What is the great problem we face?
2. How many children spend their free time watching TV?
3. What does television encourage?
4. What could children do instead of watching TV?
5. What does television prevent us from?
6. Are there any interesting educational programmes for children on TV?
7. What are these programmes?
8. What else is interesting for children on TV?
9. What role does television play in children's lives?
10. What are the problems?
11. And what about radio programmes? Do you listen the radio?
12. What programme is your favourite one and why?

Speaking

10. Imagine that you are a television reporter. You are interviewing your classmates about their favourite musical programme. What questions can you ask them? Write these questions.

11. Work in pairs. Take turns to ask and answer questions about your favourite musical programme. Include this information:

- your favourite singer or band;
- what kind of music you like to listen to;

Dealing with the pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.

- what kind of music you don't like;
- if you play any instruments.

These words can help you: classical, folk, jazz, rap, pop, rock, hip hop, rock-n-roll, dance, disco, indie.

12. Work in groups. Discuss these problems.

1. Television is not harmful, but if you watch TV programmes without choice it may be harmful.
2. Children should watch only interesting and useful programmes.
3. Television helps children to learn a lot about our world and develop their imagination.
4. Parents should give their children an opportunity to discuss with them what they have seen.
5. The advantages and disadvantages of television.



Listening

13. Listen to Marge's interview with a woman and her son. Answer the questions. Act it out. Think of your own interview and act out a meeting in the Producing Centre.

1. Who does Marge interview?
2. What does she find out about the boy?
3. How do the woman and the boy feel?



Dealing with the group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.

Dealing with the listening.

- Listen and follow the text.
- Take turns to ask and answer questions.
- Act out the dialogue.
- Make your own dialogue.

Reading



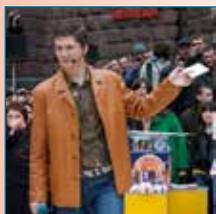
14. Read the text and say which of our actors, singers, dancers, TV presenters have started their careers because of their involvement in reality TV shows. Name the most popular reality TV shows in Ukraine. Would you like to take part in these shows? In which ones? Why?

Reality Shows

A lot of people were sure that reality TV shows would be a very short-lived phenomenon. Despite these suggestions some reality shows are very popular in our country. They are watched by millions of viewers each day as they are interesting and we don't get bored. The contestants do their best to become successful. Indeed, a number of people have become famous because of their involvement in reality TV shows. They have done their best to have successful careers as singers, actors or TV presenters and are well known in our country. The most popular reality TV shows in Ukraine are: "Karaoke in Maidan", "Ukraine has got talent", etc.

Dealing with reading.

- Read the text and take notes.
- What is the text about?
- What is the main idea?



Speaking

15. Work in pairs. Ask and answer questions about your favourite reality shows.



Dealing with the pair work.

- Form pairs.
- Distribute tasks.
- Do your best to complete each task.



16. Work in groups. Look at these pictures and discuss the advantages and disadvantages of these programmes.

Dealing with the group work.

- Form groups.
- Who is going to be the leader of your group?
- Distribute tasks.
- Do your best to complete each task.



Dealing with the discussion.

- Read the questions.
- Take short notes of your answer.
- Share your opinion with the class.

17. Homework. Write an e-mail of about 35—45 words to your pen friend about your favourite reality show.