

DEMO  
Lead-in



Task 1

Some violinist once said, "A good interpreter can take a piece of bad music and make it sound pretty decent." To my mind, being an interpreter means being an artist. The same as the painter thoroughly selects colours for his masterpieces, the interpreter chooses the most suitable words and expressions in his speech but only in his case this time-consuming process is completed on the spot. As many other artistic professions, interpreting also has two sides of the coin which are advantages and disadvantages. 5

But before that, what qualities apply to this profession? The interpreter is a person of great enterprise. He has got a craving for widening his scope, learning by experience and, thus, perfecting his skills. Of course, he needs to be competent, self-confident, and motivated and be ready to face up to immense responsibilities and think on his feet in case of any misunderstandings in this challenging and tough profession. Besides, it's vitally essential for him to keep track of everything: historic events, places of interest, latest news and of course keep up with the changes in the language. Although one cannot know absolutely everything, the interpreter is an extremely curious person who pays special attention to updating his knowledge by any means and as long as he lives. 10

Therefore, we've come to the greatest advantage of interpreting: it's the opportunity to travel. If you asked me, I'd give my right arm for being an explorer of different cultures, minds and opinions. I'm very much into travelling and in several years to come I cannot imagine myself just sitting behind a desk and doing some clerical work, which is so tedious and routine that it bores me to death. I have every intention of getting acquainted with people from faraway lands, their habits, customs and ways of behavior. I find it so amazing to try to look at things from a different angle. I suppose such enjoyable experiences make a good influence on your all-round development. 15 18

### EX. 28 A)

to think on one's feet — to perform on the spot

to keep up with the changes — to update one's knowledge

to choose the most suitable means — to thoroughly select  
to be very much into something — to have a craving for  
doing something

to have two sides of the coin — to have advantages and  
disadvantages

to keep track of something — to keep informed

to explore different cultures — to get acquainted with  
peoples and their heritage

**B) What qualities in the author's opinion apply to the profession of an interpreter?**

Task 2

The two factors which make my job as a high school teacher satisfying are **developing** a sense of trust with the students and **seeing** their progress. First of all, it is necessary to develop a sense of trust between my students and myself. I have always felt that it is indispensable for the teacher to build a good relationship with students, and **one with their** parents as well. A good relationship with the students makes the atmosphere in class **one of learning** and the students find themselves eager to learn. For example, last year a student of mine, Juan, told me that he was very **unsure of his ability** to do mathematics because he had been transferred from a school that had a poor math department. To help him **gain confidence**, I worked with him during the lunch period and helped him catch up with the class. At the end of the semester, he was **getting a B**, and he said to me, "You trusted me and helped me learn to trust myself. Thank you."

The second factor that makes my job as a teacher satisfying is **seeing the progress** of my students.

Of course, it is part of my job to encourage students to get good results on their examinations; yet, it gives me a sense of personal satisfaction when they **have been accepted** by the university of their choice or get



a summer job based on some of the skills I have taught them. Their success **encourages me** to work harder so that their dreams, and those of their parents, will come true. While it is true that I am often evaluated by whether or not my students succeed, it is the **personal investment** in their future that makes me feel satisfied with my job. If I had to choose a career all over again, I would definitely choose teaching.

**31 A)** Put the beginnings and ends together to make up statements about what a good teacher should know how to do.

1. to present lessons in	a. and caring
2. to be warm, accessible, enthusiastic	b. to learn more on their own
3. to be concerned with	c. developing their students' critical-thinking skills
4. to display enthusiasm	d. their teaching strategies according to the particular students
5. not to give up	e. lose face
6. to be consistent in grading and	f. the subjects they are teaching
7. to exhibit expertise in	g. return work in a timely manner
8. to try to engage	h. on underachievers
9. to know how to modify	i. as a road map
10. to instill a hunger in their students	j. for their subject
11. not to be a slave to the text but to use it	k. a clear and structured way
12. not to make students	l. the whole class

**EX. 31 A)**

Good teachers display enthusiasm for their subject.

Good teachers know how to modify their teaching strategies according to the particular students.

Good teachers are concerned with developing their students' critical-thinking skills.

The teacher is consistent in grading and returns work in a timely manner.

Good teachers present lessons in a clear and structured way.

They try to engage the whole class.

Good teachers instill a hunger in their students to learn more on their own.

They exhibit expertise in the subjects they are teaching.

Great teachers are warm, accessible, enthusiastic and caring.

A good teacher is not a slave to the text but uses it as a road map.

A good teacher does not make students lose face.

**B) Choose 5 characteristics you think are the most important for a teacher and range them in order of importance. Explain your choice.**

**C) Speak about a good teacher you had at school/ university using the phrases from the box. Add your own ideas.**

**33** Look at the words/ phrases from the text and complete their definitions by underlining the correct option.

- **strict discipline:** making people *follow rules/ have fun*;
- **to behave yourselves:** to act like *good/ bad* children;
- **to get the message:** to understand *the idea/ the meaning of a text message*;
- **to get out of line:** to behave *appropriately/ inappropriately*;
- **to take sb's advice:** *to do what sb suggests/ make a suggestion*;
- **to deal very severely with sb:** *to punish strictly/ to reward generously*;
- **to take the grin off one's face:** to stop *smiling/ frowning*;
- **to answer sb back:** to reply *politely/ rudely*;
- **to get on the wrong side of sb:** to make somebody *pleased with you/ annoyed with you*.

**34** Complete the sentences using some of the words/ phrases from exercise 33.

1. Students usually \_\_\_\_\_ on how to prepare for an exam.
2. Paul was very rude. He was always \_\_\_\_\_ his mother's \_\_\_\_\_.
3. When my hosts started looking at the clock, I \_\_\_\_\_ and left.
4. Jim's parents strictly told him to \_\_\_\_\_ every time they left him at his Grandma's for the weekend.
5. Matilda's school headmistress had a reputation for \_\_\_\_\_ with pupils who \_\_\_\_\_ of her.
6. The teacher didn't find the April Fool's Day joke that pupils played on him funny, and firmly told them to \_\_\_\_\_ their faces.
7. When addressing a teacher at a Japanese school, you should be very careful not to \_\_\_\_\_, so don't use their first name.
8. Lack of \_\_\_\_\_ at home means that many pupils find it difficult to settle in to the ordered environment of the school.



**EX. 34**

- 1) Students usually **take their teacher's advice** on how to prepare for an exam.
- 2) Paul was very rude. He was always **answering** his mother **back**.
- 3) When my hosts started looking at the clock, I **got the message** and left.
- 4) Jim's parents strictly told him to **behave himself** every time they left him at his Grandma's for the weekend.
- 5) Matilda's school headmistress had a reputation for **dealing severely** with pupils who **got on the wrong side** of her.
- 6) The teacher didn't find the April Fool's Day joke that pupils played on him funny, and firmly told them to **take the grins off** their faces.
- 7) When addressing a teacher at a Japanese school, you should be very careful not to **get out of line**, so don't use their first name.
- 8) Lack of **strict discipline** at home means that many pupils find it difficult to settle in to the ordered environment of the school.

**38** Two friends have met after summer holidays. Student A studies at a pedagogical university. Student B studies to become an interpreter. Make up a dialogue following the instructions.



## STUDENT A

1. Greet Student B. Ask what he/ she thinks about the new courses at the university.
2. Express your view that teachers play an important role in shaping students' attitude to the subjects they teach. Speak about the qualities you have to develop to become a good teacher.
3. Agree. Say that any profession has its disadvantages and as about the disadvantages in the profession of an interpreter.
4. Express some doubt since in your opinion working part-time or freelance is good mainly for students and explain why.
5. Agree. Think of your own example.
6. Say what, in your opinion, you have to do now to realize this hope.

## STUDENT B

1. Greet Student A. Speak about the new courses which are important for you to become an interpreter.
2. Express regret that teacher's job is not always rewarded properly. Give other reasons why few young people want to become teachers.
3. Point out to some disadvantages and highlight the advantages. Among others mention the possibility of finding a part-time job or working freelance.
4. Partially agree and say that sometimes full-time jobs with perks do not always guarantee a stable future. Give an example.
5. Express hope that both of you will find exciting and rewarding jobs in the future.
6. Agree and support the idea.

