

**ДЕПАРТАМЕНТ ОБРАЗОВАНИЯ И МОЛОДЁЖНОЙ ПОЛИТИКИ
ХАНТЫ-МАНСИЙСКОГО АВТОНОМНОГО ОКРУГА – ЮГРЫ
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
ХАНТЫ-МАНСИЙСКОГО АВТОНОМНОГО ОКРУГА – ЮГРЫ
«СУРГУТСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕР-
СИТЕТ»**

Кафедра лингвистического образования и межкультурной коммуникации

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**ENGLISH
FOR STUDENTS OF MATHS**

**УЧЕБНОЕ ПОСОБИЕ
В МОДУЛЬНОЙ ТЕХНОЛОГИИ ОБУЧЕНИЯ**

**Направление подготовки 44.03.01 «Педагогическое образова-
ние»**

Профиль «Математическое образование»

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Учебное пособие представляет собой комплект учебно-методических материалов в модульно-рейтинговой системе для развития умений и навыков чтения и перевода аутентичных текстов по направлению подготовки, расширения лексического запаса студентов в области профессиональной терминологии. Кроме того, пособие нацелено на развитие навыков профессионально ориентированной устной речи. Разработанная система предтекстовых, текстовых и послетекстовых упражнений, а также серия творческих заданий направлены на решение познавательно-коммуникативных задач в процессе чтения, формирование умений и навыков чтения, говорения, а также возможного использования полученной информации в будущей профессиональной деятельности.

Пособие предназначено для студентов 2 курса направления подготовки 44.03.01 Педагогическое образование, профиль Математическое образование.

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ПРЕДИСЛОВИЕ

Учебная дисциплина "Иностранный язык" играет важную **роль** в процессе подготовки будущего специалиста так, как является средством формирования профессиональной направленности, т.е. интереса к будущей профессии и стремления получить знания по возможно большему числу коммуникационных каналов.

Студенты будут использовать иностранный язык для решения практических задач, например, для поиска необходимой информации по своему направлению подготовки. В этой связи любой специалист должен уметь, как минимум, работать с литературой на иностранном языке и точно понять важную для него информацию, а также быть в курсе достижений в интересующей его области. Обучение чтению преследует практические, образовательные и воспитательные цели. Чтение во многом реализует познавательную функцию языка, и правильный подбор текстов дает возможность использовать, полученную в них информацию и для расширения общего кругозора студентов, и в воспитательных целях. При чтении развивается языковая наблюдательность, и студенты внимательнее относятся к языковому оформлению своих мыслей. Таким образом, владение иностранным языком становится в настоящее время одним из условий профессиональной компетентности специалиста. Иностранный язык постепенно и прочно входит в необходимый перечень требований, описываемых в квалификационных характеристиках специалиста 21 века, и поэтому требует особого отношения к себе как предмету вуза.

Основой построения программы является разделение курса "Иностранный язык" на два аспекта: General Language (общий язык 1 курс) и Language for Specific Purposes – LSP (язык для специальных целей 2 курс), каждому из которых отводится 5 ЗЕТ (180 часов) и 3 ЗЕТ (108 часов) учебного времени соответственно. Они различаются между собой тематикой и лексическим составом учебных текстов, приоритетом того или иного вида речевой деятельности, развитием навыков, необходимых для освоения соответствующего регистра речи.

Оба направления связаны между собой в учебном процессе наличием общих грамматических тем и необходимостью овладения сходными синтаксическими явлениями и базовыми речевыми навыками. Задачи аспекта General Language: развитие навыков восприятия звучащей (монологической и диалогической) речи; развитие навыков устной разговорно-бытовой речи; развитие навыков чтения и письма. Обучение языку ведется на материале произведений речи познавательного, страноведческого и культурологического характера. Задачи аспекта Language for Specific Purposes: развитие навыков публичной речи (сообщение, доклад, презентация, дискуссия); развитие навыков чтения специальной литературы с целью получения информации; знакомство с основами реферирования, аннотирования и перевода литературы по профилю направления подготовки; развитие основных навыков письма. Обучение языку ведется на материале аутентичной литературы по профилю направления подготовки. Достижение этих результатов обеспечивается сочетанием структурного подхода (форма – значение) и коммуникативного подхода (использование) в процессе обучения основным видам речевой деятельности. Освоение иностранного языка подчиняется принципу постепенного перехода от перцептивных умений (аудирование и чтение) к репродуктивным умениям (говорение и письмо). При обучении аудированию и чтению в центре внимания находится синхронность восприятия и понимания; при формировании навыков говорения и письма – лексико-грамматическая компетентность, ситуативная адекватность и речевая эффективность. Концентрический подход к изучаемому материалу позволяет обеспечить постепенное расширение фактической информации, разнообразие форм ее представления на более высоком предметном и лингвистическом уровне, взаимодействие новой информации с имеющейся системой знаний. Критерием практического владения иностранным языком является умение пользоваться относительно простыми языковыми средствами для реализации основных видов речевой деятельности. Практическое владение языком профиля направления подготовки предполагает также умение самостоятельно работать со специальной литературой на иностранном языке с целью получения профессиональной ин-

формации. Освоение студентами фонетического, грамматического и синтаксического строя языка, словообразования и сочетаемости слов, усвоение наиболее употребительной лексики осуществляется в процессе работы над аутентичными и четко структурированными произведениями речи.

Предлагаемое учебное пособие, безусловно, играет важную **роль** в профессиональной подготовке студента так, как будущий специалист должен уметь работать со специальной литературой на иностранном языке по профилю направления подготовки. Данное пособие составлено с учетом компетентностного подхода в обучении иностранному языку. Для этого студенты должны овладеть определенными интеллектуальными, творческими и коммуникативными умениями. Это значит, что они должны уметь работать с текстом (выделять основную мысль, осуществлять поиск необходимой информации в иноязычном тексте), анализировать информацию, делать обобщения и выводы, уметь работать с разнообразным справочным материалом, а также уметь вести дискуссию, слушать и слышать собеседника, отстаивать свою точку зрения, подкреплять ее вескими аргументами, уметь идти на компромисс с собеседником, уметь лаконично излагать свои мысли.

Процесс изучения дисциплины "Иностранный язык" на 2 курсе направлен на формирование следующих компетенций:

- способность владеть одним из иностранных языков на уровне, позволяющим получать и оценивать информацию в области профессиональной деятельности из зарубежных источников (ОК – 10);
- способность владеть одним из иностранных языков на уровне профессионального общения (ОПК – 5).

В соответствии с квалификационной характеристикой выпускника направления подготовки 44.03.01 Педагогическое образование/профиль Математическое образование, разработаны функциональные карты компетенций, в которых представлены требования к знаниям и умениям по иностранному языку.

Предлагается следующий алгоритм работы по формированию компетенции:

1. Ознакомление студентов с проблемой.
2. Групповое изучение проблемной ситуации.
3. Поиск совместного или командного решений.
4. Оформление необходимых документов.
5. Обсуждение принятых решений.
6. Сравнение решений с решениями, принятыми представителями компании.
7. Анализ своей деятельности: положительные и отрицательные стороны, поиск ошибок, выявление вклада в решение проблемы каждого члена команды, и т.п.
8. Выводы и предложения.

Предполагается, что учебная группа делится на команды, распределяет роли внутри команды, каждый участник выполняет те или иные функции в зависимости от предложенной проблемной ситуации. При принятии решений студенты выполняют различные задания, которые предполагают использование как рецептивных, так и перцептивных видов речевой деятельности, результаты деятельности оформляются как в устной, так и в письменной форме.

Общая трудоемкость 2 курса составляет 3 ЗЕТ или 108 часов. Объем аудиторной и самостоятельной работы составляет 50% на 50%, формы занятий – практические занятия. Объем контроля текущей успеваемости, рубежной и промежуточной аттестации составляет примерно 1 ЗЕТ (38 часов).

Учебное пособие "English for Students of Maths" рассчитано на студентов направления подготовки 44.03.01 Педагогическое образование/профиль Математическое образование и составлено в соответствии с требованиями Федерального государственного образовательного стандарта Российской Федерации к обязательному минимуму содержания основной образовательной программы дисциплины "Иностранный язык". Учебное пособие разработано в соответствии с учебной программой по английскому языку для студентов направления подготовки 44.03.01 Педагогическое образование/профиль Математическое образование и направлено на развитие языковых навыков и коммуни-

кативных умений студентов, таких, как чтение, перевод и говорение. В этом и заключается **актуальность** предлагаемого пособия. Учебное пособие "English for Students of Maths" является дополнительным к основному учебнику под редакцией Агабекян И.П. Английский язык для бакалавров. Ростов н/Д.: Феникс, 2011. – 379 с.

Основная цель пособия – формирование и развитие умений чтения, перевода, реферирования профессионально-ориентированных аутентичных текстов по профилю направления подготовки на основе владения определенным лексическим и грамматическим материалом, а также базовых навыков устного профессионального общения.

Цель реализуется в следующих **задачах**:

1. Уметь работать с аутентичными текстами по профилю направления подготовки – понимать основное содержание прочитанного и находить в тексте конкретную информацию.

2. Овладеть определенным минимумом лексических единиц иноязычной терминологии по профилю направления подготовки, английскими эквиваленты основных слов и выражений профессиональной речи на иностранном языке.

3. Совершенствовать навыки устного профессионального общения, в том числе уметь вести профессионально-ориентированные беседы на английском языке с помощью упражнений коммуникативного характера и посредством создания ситуаций общения (мозговой штурм, ролевая игра, проектная работа, мультимедийная презентация, дискуссия).

По окончанию изучения курса студенты должны:

знать:

- грамматический и лексический (общий и терминологический) минимум в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности;
- основные коммуникативные формулы и клише для практического осуществления коммуникации на иностранном языке;

уметь:

- читать на иностранном языке литературу по профилю направления подготовки с целью поиска информации из зарубежных источников;
- переводить тексты по профилю направления подготовки со словарем;

владеть:

- схемами просмотрового, поискового, изучающего и ознакомительного чтения;
- иностранным языком в объеме, позволяющем использовать его в профессиональной деятельности;
- схемой оценивания собственной речи на иностранном языке.

Настоящее пособие состоит из двух модулей, тематика которых соответствует программе обучения иностранному языку студентов направления подготовки 44.03.01 Педагогическое образование/ профиль Математическое образование в вузе и последовательности указанных разделов:

Модуль 1. Коммуникация в сфере профессионального общения в рамках работы с текстами по профилю направления подготовки.

Модуль 2. Коммуникация в сфере профессионального общения в рамках выбора карьеры и трудоустройства.

Все блоки построены по единой схеме. В каждом блоке представлены аутентичные тексты, связанные со спецификой профиля направления подготовки. После текста, по необходимости, предлагаются Notes (сноски, примечания) для снятия лексических трудностей. После каждого текста представлены упражнения на контроль понимания текста и развитие навыков перевода. Предтекстовые задания (Before you read) направлены на моделирование фоновых знаний, необходимых и достаточных для рецепции текста, на устранение смысловых и языковых трудностей его понимания и одновременно на формирование умений и навыков чтения, выработку "стратегии понимания". В текстовых заданиях (Ex. 1-6) студентам предлагаются коммуникативные установки, направленные на решение познавательных-коммуникативных задач в процессе чтения. Послетекстовые задания (Ex. 7-8) предназначены для проверки понимания прочитанного, для контроля за степенью сформированности умений чте-

ния и возможного использования полученной информации в будущей профессиональной деятельности. В качестве завершающего этапа работы по теме в конце каждого блока (Ех. 9-10) предлагаются творческие задания коммуникативного характера: проект, ролевая игра, мозговой штурм, мультимедийная презентация и др. способствующие формированию навыков устной речи, в том числе для ведения профессионально-ориентированной беседы на английском языке.

Все упражнения направлены на достижение основной цели данного пособия.

Большое количество заданий позволяет преподавателю выбирать упражнения для работы на занятиях и организации самостоятельной работы студентов. Характер и содержание упражнений определяется их целью. Дополнительно к данному учебному пособию по представленным темам для использования на занятиях предлагаются небольшие видеофильмы (10-15 мин) с разработанными заданиями. Занимательные математические задачи, представленные в приложении (Appendix), помогут студентам не только в занимательной форме проверить и закрепить термины и терминологические словосочетания по профилю направления подготовки, но и будут развивать кругозор студентов, повышать мотивацию, а также прививать интерес к изучению иностранного языка.

В конце пособия предлагается словарь (Glossary), где дается перевод терминов.

Апробация материалов данного пособия проводилась в учебном процессе на занятиях по английскому языку студентов 2 курса направления подготовки 44.03.01 Педагогическое образование / профиль Математическое образование СурГПУ с 2014 г. по 2015 г. Ключи к упражнениям и задачам предлагаются в отдельном издании, которым, в основном, должны пользоваться преподаватели при работе со студентами.

ФУНКЦИОНАЛЬНАЯ КАРТА КОМПЕТЕНЦИИ

(44.03.01 Педагогическое образование/профиль Математическое образование) (ОК – 10)

10. Способность владеть одним из иностранных языков на уровне, позволяющем получать и оценивать информацию в области профессиональной деятельности из зарубежных источников.

Знаниевый	№	Ориентировочный	№	Операциональный	№	Опыт
<i>1</i>		<i>2</i>		<i>3</i>		<i>4</i>
10.1.1. Знание литературных норм иностранного языка, в том числе правописных.	1,29	10.2.1. Уметь распознавать литературные нормы иностранного языка.	1	10.3.1. Владение способами работы с научной методической литературой на иностранном языке.	1	10.4.1. Опыт использования информации на иностранном языке в научно-исследовательской деятельности (статьи, тезисы, рефераты, курсовая работа).
10.1.2. Знание функциональных стилей и особенностей их взаимодействия на иностранном языке.	1	10.2.2. Осознание необходимости толерантно воспринимать социальные и культурные различия стран изучаемого языка.	1,29 7,8	10.3.2. Владение методами построения текстов в различных стилях на иностранном языке.	1,1 2	10.4.2. Опыт написания текстов в разных стилях на иностранном языке.

10.1.3. Знание источников получения информации в Интернете на иностранном языке в области профессиональной деятельности.	1	10.2.3. Уметь самостоятельно анализировать научно-методическую литературу на иностранном языке.	1	10.3.3. Владение методами поиска и использования источников информации на иностранном языке, в т.ч. в Интернете.	1	10.4.3. Опыт поиска специальной информации в области профессиональной деятельности на иностранном языке из зарубежных источников; работа с иностранными сайтами.
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ФУНКЦИОНАЛЬНАЯ КАРТА КОМПЕТЕНЦИИ

(44.03.01 Педагогическое образование/профиль Математическое образование) (ОПК – 5)

5. Способность владеть одним из иностранных языков на уровне профессионального общения.

Знаниевый	№	Ориентировочный	№	Операциональный	№	Опыт
1		2		3		4
5.1.1. Знание особенностей основ деловой и межкультурной коммуникации стран изучаемого языка.	1,29	5.2.1. Понимание значимости осуществления качественной устной и письменной коммуникации в современном поликультурном пространстве.	1	5.3.1. Владение навыками речевого (устного и письменного) этикета в области межличностного общения и профессиональной коммуникации на иностранном языке.	1	5.4.1. Опыт осуществления устной и письменной коммуникации на иностранном языке в процессе обучения и участия в научно-исследовательской работе.
5.1.2. Знание основных единиц общения, особенностей устной и письменной коммуникации на иностран-	1	5.2.2. Понимание значимости культурологических особенностей стран изучаемого языка для успешного осуществления меж-	1,297,8	5.3.2. Владение методами речевых коммуникаций на иностранном языке.	1,12	5.4.2. Опыт использования различных форм, видов устной и письменной коммуникации на иностранном языке в

ном языке.		культурного общения.				учебной и профессиональной деятельности.
5.1.3. Знание языковых формул и правил оформления официальных документов на иностранном языке.	1	5.2.3. Осознание необходимости толерантно воспринимать социальные и культурные различия стран изучаемого языка.	1	5.3.3. Владеть приемами оформления официальных документов.	1	5.4.3. Опыт составления официальных документов на иностранном языке.
5.1.4. Знание основ устной и письменной профессиональной коммуникации на иностранном языке.	1	5.2.4. Уметь распознавать приемы устной и письменной коммуникации на иностранном языке, правила оформления официальных документов.	1			

СТРУКТУРА МОДУЛЕЙ

Цель курса: Формирование и развитие умений чтения, перевода, реферирования профессионально-ориентированных текстов на основе владения специальным лексическим материалом, а также базовых навыков устного профессионального общения.

Задачи курса:

1. Сформировать профессиональные навыки чтения, восприятия, перевода, реферирования, извлечения, обработки и передачи информации на английском языке в сфере профессиональной коммуникации.
2. Совершенствовать навыки устного профессионального общения.

Структура модулей:

Название модуля	Цель модуля	Задачи модуля	Учебные элементы модуля
Модуль 1. Коммуникация в сфере профессионального общения в рамках работы с текстами по профилю направления подготовки.	Сформировать профессиональные навыки чтения, восприятия, перевода, реферирования, извлечения, обработки и передачи информации на английском языке в сфере профессиональной коммуникации.	1. Научиться читать и понимать со словарем аутентичные тексты профессионально-ориентированной тематики. 2. Научиться реферировать и аннотировать аутентичные тексты по профилю направления подготовки.	У.Э. 1.1. Работа с основными видами чтения аутентичных текстов профессионально-ориентированной тематики: просмотровым, ознакомительным, изучающим, поисковым. У.Э. 1.2. Работа по анноти-

			<p>рованию, реферированию и переводу литературы по профилю направления подготовки.</p> <p>У.Э. 1.3. Рубежный контроль.</p>
<p>Модуль 2.</p> <p>Коммуникация в сфере профессионального общения в рамках выбора карьеры и трудоустройства.</p>	<p>Сформировать коммуникативные умения и навыки на основе усвоенной профессиональной лексики в устной и письменной речи.</p>	<p>1. Научиться выражать свои мысли на английском языке в ситуациях профессионального общения.</p> <p>2. Научиться имитировать научный стиль изложения, как функционально-стилистическую разновидность речи, необходимый для работы с иноязычными текстами в процессе профессиональной деятельности.</p>	<p>У.Э. 2.1. Основы публичной речи: делать сообщения, выступать с докладами и презентациями.</p> <p>У.Э. 2.2. Участие в дискуссиях на профессиональные темы: строить аргументированные высказывания, задавать вопросы, поддерживать беседу-диалог.</p> <p>У.Э. 2.3. Рубежный контроль.</p>

Структура учебных элементов через задачи учебных элементов

№ модуля	Учебные элементы (УЭ)	Задачи УЭ	Компоненты УЭ
<p>Модуль 1. Коммуникация в сфере профессионального общения в рамках работы с текстами по профилю направления подготовки.</p>	<p>У.Э. 1.1. Работа с основными видами чтения аутентичных текстов профессионально-ориентированной тематики: просмотровым, ознакомительным, изучающим, поисковым.</p>	<ol style="list-style-type: none"> 1. Научиться работать с аутентичными текстами профессионально-ориентированной тематики с целью получения общего представления о читаемом материале (просмотровое чтение). 2. Научиться извлекать из аутентичных текстов профессионально-ориентированной тематики основную информацию (ознакомительное чтение). 3. Научиться выделять точную и полную информацию в аутентичных текстах профессионально-ориентированной тематики с целью критического осмысления (изучающее чтение). 4. Научиться работать с аутентичными текстами профессионально- 	<p>У.Э. 1.1.1. Mathematics as a science.</p> <p>У.Э. 1.1.2. The Pythagorean Theorem.</p> <p>У.Э. 1.1.3. Prime numbers.</p> <p>У.Э. 1.1.4. Numbers.</p>

		ориентированной тематики с целью нахождения конкретной информации (поисковое чтение).	
	У.Э. 1.2. Работа по аннотированию, реферированию и переводу литературы по профилю направления подготовки.	<p>1. Научиться реферировать иностранную литературу по профилю направления подготовки.</p> <p>2. Научиться аннотировать иностранную литературу по профилю направления подготовки.</p> <p>3. Научиться систематизировать аутентичный материал для последующего предъявления в среде профессионального общения.</p> <p>4. Научиться основным принципам перевода научных математических текстов на русский язык.</p>	<p>У.Э. 1.2.1. The Language of Geometry.</p> <p>У.Э. 1.2.2. Geometric shapes.</p> <p>У.Э. 1.2.3. Triangles and their types.</p> <p>У.Э. 1.2.4. Circumference and Area of Circles.</p>
	У.Э. 1.3. Рубежный контроль.		Выполнение контрольной работы и определение уровня языковой компетенции в рамках пройденных тем.

№ модуля	Учебные элементы (УЭ)	Задачи УЭ	Компоненты УЭ
<p>Модуль 2. Коммуникация в сфере профессионального общения в рамках выбора карьеры и трудоустройства.</p>	<p>У.Э. 2.1. Основы устной (публичной) речи.</p>	<ol style="list-style-type: none"> 1. Научиться строить монологическое высказывание на базе текста. 2. Научиться строить монологическое высказывание с использованием аутентичного образца на ситуативной основе. 3. Научиться оформлять собственные устные сообщения профессионального характера, в т.ч. как это общепринято в англоязычном математическом сообществе. 4. Научиться строить аргументированное высказывание с использованием диалогообразца. 5. Научиться вести дискуссию на профессиональные темы посредством созда- 	<p>У.Э. 2.1.1. Choosing an Occupation.</p> <p>У.Э. 2.1.2. Applying for a job.</p> <p>У.Э. 2.1.3. Statement of Duties.</p> <p>У.Э. 2.1.4. Going through an Interview.</p> <p>How to prepare for a job interview.</p> <p>У.Э. 2.1.5. How to behave during the interview.</p>

		ния ситуации общения.	
У.Э. 2.2. Основы письменной коммуникации.	<ol style="list-style-type: none"> 1. Научиться оформлять собственные письменные высказывания профессионального характера. 2. Научиться заполнять анкету; составлять автобиографию/резюме. 3. Научиться писать официальные письма делового характера и ответы на них. 4. Научиться писать научную математическую статью так, как это общепринято в англоязычном математическом сообществе. 	<p>У.Э. 2.2.1. How to write a Covering Letter (UK) / Cover Letter (US).</p> <p>У.Э. 2.2.2. How to write a Curriculum Vitae (UK) / Resume (US).</p> <p>У.Э. 2.2.3. English business letters.</p> <p>У.Э. 2.2.4. How to write a mathematical article in English.</p>	
У.Э. 2.3. Рубежный контроль.			Выполнение контрольной работы и определение уровня языковой компетенции в рамках пройденных тем

МОДУЛЬ 1
КОММУНИКАЦИЯ В СФЕРЕ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ
В РАМКАХ РАБОТЫ С ТЕКСТАМИ ПО ПРОФИЛЮ НАПРАВЛЕНИЯ ПОДГОТОВКИ

Тема учебного элемента	Цель	Учебные задачи	Учебный результат (типы задач и заданий)
У.Э. 1.1.1. Mathematics as a science.	Научиться работать с аутентичными текстами профессионально-ориентированной тематики с целью получения общего представления о читаемом материале (просмотровое чтение).	<ol style="list-style-type: none"> 1. Научиться конспективному просмотровому чтению. 2. Научиться реферативному просмотровому чтению. 3. Научиться обзорному просмотровому чтению. 4. Научиться ориентировочному просмотровому чтению. 5. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений. 	<ol style="list-style-type: none"> 1. Воспринимать наиболее значимые смысловые единицы текста, составляющие логико-фактологическую цепочку. 2. Конкретизировать самое основное в содержании материала. 3. Выделять главную мысль текста и давать общую оценку читаемому материалу. 4. Устанавливать наличие в тексте информации, представляющей интерес или относящейся к определенной проблеме.

			5. Применять основную терминологию по теме в рамках предложенных упражнений.
У.Э. 1.1.2. The Pythagorean Theorem.	Научиться извлекать из аутентичных текстов профессионально-ориентированной тематики основную информацию (ознакомительное чтение).	<ol style="list-style-type: none"> 1. Научиться прогнозировать содержание текста. 2. Научиться объединять отдельные факты текста в смысловое целое. 3. Научиться устанавливать смысловую связь между единичными фактами текста. 4. Научиться представлять оценочные суждения о прочитанном материале. 5. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений. 	<ol style="list-style-type: none"> 1. Прогнозировать содержание текста. 2. Устанавливать смысловую связь между единичными фактами текста. 3. Объединять отдельные факты текста в смысловое целое. 4. Представлять оценочные суждения о прочитанном материале. 5. Применять основную терминологию по теме в рамках предложенных упражнений.

<p>У.Э. 1.1.3. Prime numbers.</p>	<p>Научиться выделять точную и полную информацию в аутентичных текстах профессионально-ориентированной тематики с целью критического осмысления (изучающее чтение).</p>	<p>1. Научиться правильно воспринимать языковые средства и точно понимать их в тексте.</p> <p>2. Научиться извлекать полную фактическую информацию, содержащуюся в тексте.</p> <p>3. Научиться делить текст на смысловые части.</p> <p>4. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.</p>	<p>1. Правильно воспринимать языковые средства и точно понимать их в тексте.</p> <p>2. Извлекать полную фактическую информацию, содержащуюся в тексте.</p> <p>3. Делить текст на смысловые части.</p> <p>4. Применять основную терминологию по теме в рамках предложенных упражнений.</p>
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Тема учебного элемента	Цель	Учебные задачи	Учебный результат (типы задач и заданий)
У.Э. 1.1.4. Numbers.	Научиться работать с аутентичными текстами профессионально-ориентированной тематики с целью нахождения конкретной информации (поисковое чтение).	<ol style="list-style-type: none"> 1. Научиться находить требуемую информацию с помощью сигнал-опор. 2. Научиться определять части текста, представляющие интерес с точки зрения читающего. 3. Научиться находить в тексте конкретную информацию. 4. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений. 	<ol style="list-style-type: none"> 1. Находить требуемую информацию с помощью сигнал-опор. 2. Определять части текста, представляющие интерес с точки зрения читающего. 3. Находить в тексте конкретную информацию 4. Применять основную терминологию по теме в рамках предложенных упражнений.
У.Э. 1.2.1. The Language of Geometry.	Научиться реферировать иностранную литературу по профилю направления подготовки.	<ol style="list-style-type: none"> 1. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений. 2. Научиться составлять план рефе- 	<ol style="list-style-type: none"> 1. Применять основную терминологию по теме в рамках предложенных упражнений. 2. Составить план реферируемого

		<p>рируемого документа.</p> <p>3. Научиться определять и формулировать главную мысль документа, презентовать материал в сжатой форме.</p>	<p>документа.</p> <p>3. Определять и формулировать главную мысль документа, презентовать материал в сжатой форме.</p>
У.Э. 1.2.2. Geometric shapes.	<p>Научиться аннотировать иностранную (аутентичную) литературу по профилю направления подготовки.</p>	<p>1. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.</p> <p>2. Научиться составлять аннотированный список литературы по теме (с использованием Интернет-сайтов, журналов и т.д.).</p> <p>3. Научиться представлять обзор аутентичной литературы по профилю направления подготовки в Power Point</p>	<p>1. Применять основную терминологию по теме в рамках предложенных упражнений.</p> <p>2. Составить аннотированный список литературы по теме.</p> <p>3. Обзор аутентичной литературы по профилю направления подготовки в Power Point.</p>
У.Э. 1.2.3. Triangles and their types.	<p>Научиться систематизировать аутентичный материал для по-</p>	<p>1. Научиться правильно использовать основную терминологию по теме в рамках предложенных уп-</p>	<p>1. Правильно использовать основную терминологию по теме в рамках предложенных упражнений.</p>

	<p>следующего ления в среде профессионального общения.</p>	<p>ражнений.</p> <p>2. Научиться адаптировать и перефразировать текст по профилю направления подготовки.</p> <p>3. Научиться составлять аннотированный список литературы по профилю направления подготовки с помощью базы англоязычных периодических изданий proquest.ru.</p>	<p>2. Адаптировать и перефразировать текст по профилю направления подготовки.</p> <p>3. Составить аннотированный список литературы по профилю направления подготовки с помощью базы англоязычных периодических изданий proquest.ru.</p>
<p>У.Э. 1.2.4. Circumference and Area of Circles.</p>	<p>Научиться основным принципам перевода научных математических текстов на русский язык.</p>	<p>1. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.</p> <p>2. Научиться правильно использовать математические штампы.</p> <p>3. Научиться правильно применять грамматические категории (вводные выражения и идиомы, конструкции с предлогами и др.)</p>	<p>1. Применять основную терминологию по теме в рамках предложенных упражнений.</p> <p>2. Правильно использовать математические штампы.</p> <p>3. Правильно применять грамматические категории (вводные выражения и идиомы, конструкции с предлогами и др.).</p>

МОДУЛЬ 2

КОММУНИКАЦИЯ В СФЕРЕ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ В РАМКАХ ВЫБОРА КАРЬЕРЫ И ТРУДОУСТРОЙСТВА

Тема учебного элемента	Цель	Учебные задачи	Учебный результат (типы задач и заданий)
У.Э. 2.1.1. Choosing an Occupation.	Научиться строить монологическое высказывание на базе текста.	<ol style="list-style-type: none">1. Научиться определять характер (описание, повествование, репортаж, рассуждение и т.д.) и стиль (научный, научно-популярный, художественный, разговорный и т.д.) текста.2. Научиться выбирать ключевые слова из текста для передачи его основного содержания.3. Научиться пересказывать текст в сжатой форме по заранее составленному плану.4. Научиться составлять разверну-	<ol style="list-style-type: none">1. Определить характер и стиль текста.2. Передавать основное содержание текста используя ключевые слова.3. Пересказать текст в сжатой форме по заранее составленному плану.4. Составить развернутое монологическое высказывание с использованием текстовых материалов для предложенной ситуации общения.

		тое монологическое высказывание с использованием текстовых материалов для предложенной ситуации общения.	
У.Э. 2.1.2. Applying for a job.	Научиться строить монологическое высказывание с использованием аутентичного образца на ситуативной основе.	<ol style="list-style-type: none"> 1. Научиться составлять ситуацию по цепочке путем добавления нескольких предложений. 2. Научиться составлять монологическое высказывание по пословице (поговорке). 3. Научиться составлять выступление по теме к "круглому столу". 	<ol style="list-style-type: none"> 1. Составить ситуацию на предложенную тему по цепочке путем добавления нескольких предложений. 2. Составить монологическое высказывание по пословице (поговорке). 3. Составить выступление по теме к "круглому столу".
У.Э. 2.1.3. Statement of Duties.	Научиться оформлять собственные устные сообщения профессионального характера, в т.ч. как это общепринято в англоязычном математическом сообществе.	<ol style="list-style-type: none"> 1. Научиться сообщать информацию на основе прочитанного текста в форме подготовленного монологического высказывания соблюдая правила речевого этикета в ситуациях профессионального общения. 2. Научиться описывать ситуации, связанные с профессиональной 	<ol style="list-style-type: none"> 1. Сообщать информацию на основе прочитанного текста в форме подготовленного монологического высказывания соблюдая правила речевого этикета в ситуациях профессионального общения 2. Описывать ситуации, связанные с профессиональной сферой обще-

	стве.	сферой общения в рамках предложенной темы. 3. Научиться вести беседу по прочитанному или прослушанному тексту, высказываться по поводу отношения автора к действующим лицам, реалиям и событиям.	ния в рамках предложенной темы. 3. Вести беседу по прочитанному или прослушанному тексту, высказываться по поводу отношения автора к действующим лицам, реалиям и событиям.
У.Э. 2.1.4. Going through an Interview. How to prepare for a job interview.	Научиться строить аргументированное высказывание с использованием диалога-образца.	1. Научиться правильно использовать основную терминологию по теме. 2. Научиться заполнять пропуски в репликах диалога. 3. Научиться составлять тематический диалог из микродиалогов с добавлением связующих диалогических единств.	1. Применять основную терминологию по теме при выполнении предложенных упражнений. 2. Заполнить пропуски в репликах диалога. 3. Составить тематический диалог из микродиалогов с добавлением связующих диалогических единств.

Тема учебного элемента	Цель	Учебные задачи	Учебный результат (типы задач и заданий)
У.Э. 2.1.5. How to behave during the interview.	Научиться вести дискуссии на профессиональные темы посредством создания ситуации общения.	<ol style="list-style-type: none"> 1. Научиться составлять диалог к серии предложенных картинок, используя ключевые слова. 2. Научиться вести беседу соблюдая основные клише и правила речевого этикета при устройстве на работу. 	<ol style="list-style-type: none"> 1. Составить диалог к серии предложенных картинок, используя ключевые слова. 2. Участвовать в собеседовании при трудоустройстве соблюдая основные клише и правила речевого этикета.
У.Э. 2.2.1. How to write a Covering Letter (UK) / Cover Letter (US).	Научиться оформлять собственные письменные высказывания профессионального характера.	<ol style="list-style-type: none"> 1. Научиться составлять сопроводительное письмо к резюме в целях трудоустройства. 2. Научиться правильно использовать основную терминологию по теме при выполнении предложенных упражнений. 	<ol style="list-style-type: none"> 1. Составить сопроводительное письмо к резюме 2. Применять основную терминологию по теме при выполнении предложенных упражнений
У.Э. 2.2.2. How to write a Curriculum Vitae (UK) / Resume	Научиться оформлять деловые бумаги с учетом официаль-	<ol style="list-style-type: none"> 1. Научиться заполнять анкету 2. Научиться составлять автобиографию/резюме 	1. Заполнить анкету с учетом лексических, морфологических и синтаксических особенностей офици-

(US).	но-делового стиля языка.	в целях трудоустройства 3. Научиться правильно использо- вать основную терминологию по теме при выполнении предложен- ных упражнений.	ально-делового стиля. 2. Составить автобиогра- фию/резюме с учетом лексических, морфологических и синтаксиче- ских особенностей официально- делового стиля. 3. Применять основную термино- логию по теме при выполнении предложенных упражнений.
У.Э. 2.2.3. English business letters.	Научиться писать официальные пись- ма делового харак- тера и ответы на них.	1. Научиться правильно распола- гать элементы делового письма. 2. Научиться составлять следую- щие деловые письма: письмо- запрос, письмо-просьба, письмо- жалоба, письмо-подтверждение, письмо-корректи-ровка, письмо- напоминание. 3. Научиться составлять письма- ответы делового характера. 4. Научиться правильно использо-	1. Расположить элементы делового письма в правильном порядке. 2. Составить деловые письма: письмо-запрос, письмо-просьба, письмо-жалоба, письмо-подтвер- ждение, письмо- корректировка, письмо-ответ, док- ладная записка. 3. Составить письмо-ответ делово- го характера. 4. Применять основную термино-

		вать основную терминологию по теме в рамках предложенных упражнений.	логию по теме в рамках предложенных упражнений.
У.Э. 2.2.4. How to write a mathematical article in English.	Научиться писать научную математическую статью так, как это общепринято в англо-язычном математическом сообществе.	<ol style="list-style-type: none"> 1. Научиться правильно сформулировать теорему. 2. Научиться комментировать вычисления. 3. Научиться вводить алгебраические структуры. 4. Познакомиться с основными принципами перевода математических текстов на английский язык. 	<ol style="list-style-type: none"> 1. Правильно сформулировать теорему. 2. Комментировать вычисления. 3. Вводить алгебраические структуры. 4. Руководствоваться основными принципами при переводе математических текстов на английский язык.

УЧЕБНО-ТЕМАТИЧЕСКИЙ ПЛАН

Учебные элементы (УЭ)	Компоненты УЭ	Трудоемкость	Всего часов						
			Аудиторные занятия					Самостоятельная работа	Индивидуальная работа
			Всего	Лекционные занятия	Лабораторные занятия	занятия	спец. занятия			успеваемости
Модуль 1. Коммуникация в сфере профессионального общения в рамках работы с текстами по профилю направления подготовки									
У.Э. 1.1. Работа с основными видами чтения аутентичных текстов профессионально-ориентированной тематики: просмотровым, ознакомительным, изучающим, поисковым.	У.Э. 1.1.1. Mathematics as a science.	6	2			2		4	
	У.Э. 1.1.2. The Pythagorean Theorem.	6	2			2		2	2
	У.Э. 1.1.3. Prime numbers.	6	2			2		4	
	У.Э. 1.1.4. Numbers.	6	2			2		4	
У.Э. 1.2. Работа по аннотированию, реферированию и переводу литературы по профилю направления	У.Э. 1.2.1. The Language of Geometry.	6	2			2		4	
	У.Э. 1.2.2. Geometric shapes.	8	4			4		2	2
	У.Э. 1.2.3. Triangles	6	2				2	4	

ПОДГОТОВКИ.	and their types.									
	У.Э. 1.2.4. Circumference and Area of Circles.	6	2			2			2	2
У.Э. 1.3. Рубежный контроль		4	2					2	2	
Всего:		54	20			16	2	2	28	6

**Модуль 2. Коммуникация в сфере профессионального общения
в рамках выбора карьеры и трудоустройства**

У.Э. 2.1. Основы устной (публичной) речи.	У.Э. 2.1.1. Choosing an Occupation	4	2			2			2	
	У.Э. 2.1.2. Applying for a job	4	2			2			2	
	У.Э. 2.1.4. Going through an Interview. How to prepare for a job interview.	4	2			2			2	
	У.Э. 2.1.5. How to behave during the interview.	6	2				2		2	2
У.Э. 2.2. Основы письменной коммуникации.	У.Э. 2.2.1. How to write a Covering Letter (UK) / Cover Letter (US).	6	2			2			4	
	У.Э. 2.2.2. How to write a Curriculum Vitae (UK) / Resume (US).	6	2			2			2	2

	У.Э. 2.2.3. English business letters.	4	2			2			2	
	У.Э. 2.2.4. How to write a mathematical article in English.	10	4			4			4	2
У.Э. 2.3. Рубежный контроль		4	2					2	2	
Всего:		54	2			2	2	2	2	6
			4			0			4	
Итого:		10	4			3	4	4	5	1
		8	4			6			2	2

МОДУЛЬ 1.

КОММУНИКАЦИЯ В СФЕРЕ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ В РАМКАХ РАБОТЫ С ТЕКСТАМИ ПО ПРОФИЛЮ НАПРАВЛЕНИЯ ПОДГОТОВКИ

Цель модуля: сформировать профессиональные навыки чтения, восприятия, перевода, реферирования, извлечения, обработки и передачи информации на английском языке в сфере профессиональной коммуникации.

Задачи модуля:

1. Научиться читать и понимать со словарем аутентичные тексты профессионально-ориентированной тематики.
2. Научиться реферировать и аннотировать аутентичные тексты по профилю направления подготовки.

Усвоив модуль, Вы сможете:

- оперировать математическими штампами и основными терминами по профилю направления подготовки;
- адаптировать и перефразировать текст по профилю направления подготовки;

- реферировать и аннотировать аутентичные тексты по профилю направления подготовки.

Требования к знаниям и умениям по модулю:

- знать и правильно использовать основную терминологию по своему профилю направления подготовки;
- знать математические штампы;
- уметь работать с двуязычными терминологическими словарями и справочной литературой по своему профилю направления подготовки;
- уметь адаптировать и перефразировать текст по профилю направления подготовки;
- уметь составлять аннотированный список литературы по профилю направления подготовки с помощью базы англоязычных периодических изданий proquest.ru;
- владеть навыками всех видов чтения (просмотрового, ознакомительного, изучающего, поискового) текстов по профилю направления подготовки;
- владеть навыками аннотирования, реферирования и перевода литературы по профилю направления подготовки.

Структура модуля: модуль 1 состоит из 3 учебных элементов (УЭ), каждый из которых обозначен двумя цифрами. Первая цифра – номер модуля, вторая цифра – номер элемента. В учебных элементах У.Э. 1.1.; У.Э. 1.2. раскрываются отдельные темы. Завершает модуль итоговый контроль У.Э. 1.3.

Содержательный результат модуля: применение профессиональных навыков чтения, восприятия, перевода, реферирования, извлечения, обработки и передачи информации на английском языке в сфере профессиональной коммуникации.

Текущий контроль модуля: в рамках модуля предполагаются практические занятия и самостоятельная работа в форме составления аннотированного списка литературы по профилю направления подготовки с помощью базы англоязычных периодических изданий proquest.ru и презентации плана реферлируемого документа, а также его пересказ в сжатой форме.

Рубежный контроль модуля: итоговый контроль по модулю организуется в форме письменной контрольной работы, задания которой направлены на проверку всего объема изученного материала.

График контроля:

- 8 практических занятий, в рамках которых выполняются групповые и индивидуальные задания;
- ролевая игра;
- итоговая контрольная работа.

**У.Э. 1.1. РАБОТА С ОСНОВНЫМИ ВИДАМИ ЧТЕНИЯ
АУТЕНТИЧНЫХ ТЕКСТОВ
ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ ТЕМАТИКИ:
ПРОСМОТРОВЫМ, ОЗНАКОМИТЕЛЬНЫМ, ИЗУЧАЮЩИМ, ПОИС-
КОВЫМ**

Цель У.Э. 1.1.: научиться работать с аутентичными текстами профессионально-ориентированной тематики с определенной целью получения информации.

Учебные задачи У.Э. 1.1.:

1. Научиться работать с аутентичными текстами профессионально-ориентированной тематики с целью получения общего представления о читаемом материале (просмотровое чтение).
2. Научиться извлекать из аутентичных текстов профессионально-ориентированной тематики основную информацию (ознакомительное чтение).
3. Научиться выделять точную и полную информацию в аутентичных текстах профессионально-ориентированной тематики с целью критического осмысления (изучающее чтение).

4. Научиться работать с аутентичными текстами профессионально-ориентированной тематики с целью нахождения конкретной информации (поисковое чтение).

Усвоив У.Э. 1.1., Вы сможете:

- работать с аутентичными текстами профессионально-ориентированной тематики с целью получения общего представления о читаемом материале;
- извлекать из аутентичных текстов профессионально-ориентированной тематики основную информацию;
- выделять точную и полную информацию в аутентичных текстах профессионально-ориентированной тематики с целью критического осмысления;
- работать с аутентичными текстами профессионально-ориентированной тематики с целью нахождения конкретной информации.

Требования к знаниям и умениям по У.Э. 1.1.:

- знать основную терминологию науки математики;
- знать математические выражения;
- уметь работать с двуязычными терминологическими словарями и справочной литературой по профилю направления подготовки.

Содержательный результат У.Э. 1.1.: умение работать с основными видами чтения аутентичных текстов профессионально-ориентированной тематики.

Структура У.Э. 1.1.:

У.Э. 1.1.1. Mathematics as a science.

У.Э. 1.1.2. The Pythagorean Theorem.

У.Э. 1.1.3. Prime numbers .

У.Э. 1.1.4. Numbers.

У.Э. 1.1.1. Mathematics as a science

Цель У.Э. 1.1.1.: научиться работать с аутентичными текстами профессионально-ориентированной тематики с целью получения общего представления о содержании текста (просмотровое чтение).

Учебные задачи У.Э. 1.1.1.:

1. Научиться конспективному просмотровому чтению.
2. Научиться реферативному просмотровому чтению.
3. Научиться обзорному просмотровому чтению.
4. Научиться ориентировочному просмотровому чтению.
5. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Воспринимать наиболее значимые смысловые единицы текста, составляющие логико-фактологическую цепочку.
2. Конкретизировать самое основное в содержании материала.
3. Выделять главную мысль текста и давать общую оценку читаемому материалу.
4. Устанавливать наличие в тексте информации, представляющей интерес или относящейся к определенной проблеме.
5. Применять основную терминологию по теме в рамках предложенных упражнений.

План:

1. Конспективное просмотровое чтение (Ех. 9-10).
2. Реферативное просмотровое чтение (Ех. 4-5).
3. Обзорное просмотровое чтение (Ех. 2).
4. Ориентировочное просмотровое чтение (Ех. 6-8).
5. Основная терминология по теме в рамках предложенных упражнений (Ех. 1, 3).

Text "Mathematics as a science"

Before you read:

Read the title of the text and try to guess about the main idea of it. Among professional mathematicians asking questions rates almost as high as answering them. Why? There are two kinds of mathematical problems: one is so easy that it is not worth doing and the other so difficult that it can't be done. Give some examples. What is more difficult to prove: the possibility of a solution of some problem or the impossibility of the solution sought? Read the following text and find out whether you are right or not.

Mathematics is a Greek word means something that must be learnt or understood, perhaps acquired knowledge or knowledge acquirable by learning or general knowledge. The word "mathematics" is a contraction of all these phrases. What is mathematics in the modern sense of the term, its implications and connotations? There is no neat, simple, general and unique answer to this question.

Mathematics as a science is a collection of branches. The largest branch is that which builds on the ordinary whole numbers, fractions, and irrational numbers, or what, collectively, is called the real number system. Arithmetic, algebra, the study of functions, the calculus, differential equations, and various other subjects which follow the calculus in logical order are all developments – of the real number system. This part of mathematics is termed the mathematics of number. A second branch is geometry consisting of several geometries. Mathematics contains many more divisions. Each branch has the same logical structure: it begins with certain concepts, such as the whole numbers or integers in the mathematics of number, and such as point, line and triangle in geometry. These concepts must verify explicitly stated axioms. Some of the axioms of the mathematics of number are the associative, commutative, and distributive properties and the axioms about equalities. Some of the axioms of geometry are that two points determine a line, all right angles are equal,

etc. From the concepts and axioms theorems are deduced. Hence, from the standpoint of structure, the concepts, axioms and theorems are the essential components of any compartment of mathematics. We must break down mathematics into separately taught subjects, but this compartmentalization taken as a necessity, must be compensated for as much as possible. Knowledge is not additive but an organic whole and mathematics is an inseparable part of that whole. The full significance of mathematics can be seen and taught only in terms of its intimate relationships to other fields of knowledge. If mathematics is isolated from other provinces, it loses importance.

The basic concepts of the main branches of mathematics are abstractions from experience, implied by their obvious physical counterparts. But it is noteworthy, that many more concepts are introduced which are, in essence, creations of the human mind with or without any help of experience.

The more we study mathematics the more we see that the ideas and conceptions involved become more divorced and remote from experience, and the role played by the mind of the mathematician becomes larger and larger. The gradual introduction of new concepts which more and more depart from forms of experience finds its parallel in geometry and many of the specific geometrical terms are mental creations. As mathematicians nowadays working in any given branch discover new concepts which are less and less drawn from experience and more and more from human mind the development of concepts is progressive and later concepts are built on earlier notions. These facts have unpleasant consequences. Because the more advanced ideas are purely mental creations rather than abstractions from physical experience and because they are defined in terms of prior concepts it is more difficult to understand them and illustrate their meanings even for a specialist in some other province of mathematics. Nevertheless, the current introduction of new concepts in any field enables mathematics to grow rapidly. Indeed, the growth of modern mathematics is, in part, due to the introduction of new concepts and new systems of axioms.

Axioms constitute the second major component of any branch of mathemat-

ics. The axioms of number give rise to the results of algebra, properties of functions, the theorems of the calculus, the solutions of various types of differential equations. Mathematical theorems must be deductively established and proved. Axioms are man's generalizations of certain fundamental facts and theorems may very logically follow from the axioms. Mathematics, according to this view-point, is a human creation in every respect. Some mathematicians claim that pure mathematics is the most original creation of the human mind.

From Mathematics as a science [Электронный ресурс]. – Режим доступа : [http:// arachnoid.com](http://arachnoid.com). (Дата обращения: 12.08.2014).

EXERCISES

Exercise 1. Look at these words from the text. Put in the missing letters. Check yourself with a dictionary. Try to guess about the content of the text: -a-h-ma-i-s, -xi-m, t-e-r-m, -at-e-at-ci-n, k-o-l-d-e, -e-m-t-y, -b-t-a-ti-n, -o-uti-n, -qu-t-on, -on-e-t.

Exercise 2. Ask question for which the following statements may serve as the answers. Work in pairs.

1. Precise definitions of the logical system concepts are all important foundation for the whole structure. **2.** Axioms are assertions about the undefined and defined terms accepted without proof. **3.** Axioms are the sole basis for any conclusion that may be drawn about the concepts under discussion. **4.** Mathematicians accepted Euclid's axioms because experience with similar physical figures guaranteed and supported these axioms. **5.** The axioms of any branch of mathematics must be consistent with each other, or else only confusion results. **6.** Consistency means also that the axioms must not give rise to theorems contradicting each other. **7.** Any interpretation of nature may not only be wrong, but it may also be inconsistent. **8.** The axioms should be simple and independent of each other. **9.** There are many sources of possible theorems. The subject matter of mathematics itself, experience and scientific problems are by far the most fruitful. **10.** Pure chance, guesswork, imagination, intui-

tion and insight of creative genius are valuable sources of possible theorems as well.

Exercise 3. Match the words with their definitions and translate them into Russian.

mathematics	the branch of mathematics concerned with the properties and relations of points, lines, surfaces, solids, and higher dimensional analogues
knowledge	the branch of mathematics that deals with the finding and properties of derivatives and integrals of functions, by methods originally based on the summation of infinitesimal differences
number	the conclusion that can be drawn from something although it is not explicitly stated
calculus (plural calculus-es)	a general proposition not self-evident but proved by a chain of reasoning; a truth established by means of accepted truths
geometry	a statement or proposition which is regarded as being established, accepted, or self-evidently true
axiom	an arithmetical value, expressed by a word, symbol, or figure, representing a particular quantity and used in counting and making calculations
theorem	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning
compartmentalization	a division into discrete sections or categories
implication	the abstract science of number, quantity, and space
connotation	facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject

Put your answers in this table. **Model:**

				0.

Exercise 4. Symbols save time and space when writing. Here are the most common mathematical symbols. Give Russian equivalents to them.

Symbol	Meaning	Example
+	add	$+ 7 = 10$
-	subtract	$- 2 = 3$
x	multiply	$x 3 = 12$
/	divide	$0 / 5 = 4$
()	grouping symbols	$(a - 3)$
[]	grouping symbols	$[a - 3 (b+c)]$
{ }	set-symbols	$\{1, 2, 3\}$
π		$= \pi r^n$
∞	infinity	is endless
=	equals	$+ 1 = 2$
\approx	approximately equal to	≈ 3.14
\neq	not equal to	$\neq 2$
\leq	less than or equal to	< 10
\geq	greater than or equal to	$0 > 5$
$\sqrt{\quad}$	square root	$4 = 2$
$^\circ$	degrees	0°

Exercise 5. Agree with the following statements and develop them further.

Model. Mathematicians do not like a long wordy statement of a theorem.

No, they don't. No mathematician likes it. He prefers a symbolic statement of a theorem.

1. Mathematicians do not confuse basic signs and symbols. 2. Scientists do not devote much time to transitions in reasoning. 3. A professional mathematician does not develop his arguments verbally. 4. Weak-willed minds cannot master maths. 5. An algebraist does not solve equations by arguing in words. 6. Mathematicians do not rely on intuition in their proofs. 7. Analogy and induction do not always lead to true conclusions. 8. A layman does not claim that maths is easy to manage. 9. Mathematical language was not developed all of a sudden. 10. The mathematician does not object to the fact that there is a language barrier between scientists and laymen. 11. The translation of problems into the language of mathematics is, in fact, not an easy task. 12. Common people do not understand the formalized language of maths.

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) theorem	b) knowledge	c) number	d) mathematics
e) axiom	f) geometry	g) calculus	h) implication

1. As analysis began to mix inextricably with ... and the other branches of mathematics, the curiosities multiplied.

2. This question is a perfect example of a problem in the branch of ... known as information theory.

3. Most people would instinctively say no, and his ... in his article is that this crazy.

4. There is a ... proved by Kurt Godel in 1931, which is the Incompleteness Theorem for mathematics.

5. The goal of science education is not only to help students acquire scientific ..., but to understand its development.

6. It is an ... that every research establishment is strong to the extent of an unbreakable link existing between different generations.

7. We also counted the ... of words, abbreviations, symbols, numbers, and values in each record.

8. The two main types are differential and integral

Exercise 7. Confirm or deny the statements.

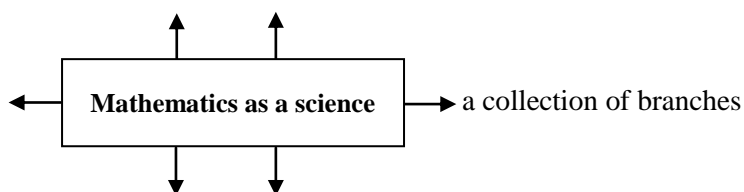
1. The parallel postulate is difficult to justify on intuitive grounds. 2. For many centuries mathematicians tried to derive it from other postulates and convert it into a theorem. 3. They never accomplished this goal; as by-products they proved many interesting results. 4. It was not until the XIX c. that it became apparent why all these attempts had to fail. 5. Their failures did not result from a lack of ingenuity on the part

of the mathematicians. 6. The parallel postulate cannot be derived as a consequence of the other postulates. 7. This was demonstrated dramatically with the construction of non-Euclidean geometries in which Euclid's parallel postulate does not hold.

Exercise 8. Read the text "Mathematics as a science" and answer the following questions. Ask your friend to answer your own questions to the text after that answer his/her questions.

1. Where does the word "mathematics" come from? 2. Does mathematical knowledge come as a result of studying and learning alone? 3. How many subject-fields (branches, domains, divisions, compartments) of maths do there exist nowadays? 4. What are the fundamental components of any branch of maths? 5. Can you name some new branches of modern maths? What field of maths is the most interesting (important, essential, significant), to your mind? 6. Why ought the mathematician to reason deductively? 7. What is meant by the phrases "pure maths", "applied maths"? What else can be "pure" and "applied"? 8. What is more important: a mathematical theory or practical applications? 9. Can a single person be a specialist in many if not all the branches of present-day maths? 10. Where do mathematical concepts come from? Are mathematical concepts discovered or invented?

Exercise 9. Make an information map to collect information about mathematics as a science. How and where can you use the information from the text "Mathematics as a science". Choose sentences which help you to tell about different branches of Mathematics.



Exercise 10. Creative task. Brainstorming.

Brainstorm all your ideas and thoughts and make computer presentations "Mathematics as a science". Questions below will help you. (Pay attention to the rules of brainstorming).

1. Why do mathematicians not deal with abstractions of other sciences? **2.** Do mathematicians make an agreement with physicists, economists, chemists, sociologists and others and divide abstract concepts among themselves? **3.** What mathematicians may be called distinguished (famous, prominent, outstanding, of genius, etc.)? **4.** Who are the greatest Russian and Soviet mathematicians according to your personal viewpoint and criterion? **5.** Do modern young mathematicians advance more rapidly than the mathematicians of the previous (preceding) ages? **6.** What language (s) do mathematicians speak? **7.** How do mathematicians prefer to express themselves in their mathematical writing? **8.** What language (Latin, French, English, native, formalized) do mathematicians use for their scientific publications. **9.** Can every mathematician introduce any symbols he likes or prefers into the language of maths. **10.** How do mathematicians make transitions in reasoning? **11.** While proving a theorem what can the mathematician rely on: intuition, instinct, imagination, a flash of insight, logic, the power of deduction, inspiration, common sense, experience? **12.** If there is no ready-made solution for the problem involved what must the mathematician do?

Rules of Brainstorming

1. Express no negative evaluation of any idea presented.
2. Work for quantity, not quality – the longer the list of ideas, the better.
3. Expand on each other's ideas, piggyback – if someone's idea prompts an idea in your head, and then share it with your group.
4. Encourage zany, far-out ideas.
5. Record each idea, at least by a key word or phrase.
6. Set a time limit for the brainstorming session and hold strictly to it.

Литература

 **Основная литература:**

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.
2. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

 **Дополнительная литература:**

3. Dudley-Evans. Developments in English for Specific Purposes / Dudley-Evans, M. St John. – Cambridge University Press, 2009. – 317 p.
4. Fried-Booth, D. Project Work / D. Fried-Booth. – Oxford University Press, 2012. – 136 p.
5. Sheelagh, D. Reading Other Subjects through English / D. Sheelagh, Christine Price. – Oxford University Press, 2010. – 168 p.

 **Интернет ресурсы:**

6. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
7. Mathematics as a science [Электронный ресурс]. – Режим доступа : <http://arachnoid.com>. (Дата обращения: 12.08.2014).

Цель У.Э. 1.1.2.: научиться извлекать из аутентичных текстов профессионально-ориентированной тематики основную информацию (ознакомительное чтение).

Учебные задачи У.Э. 1.1.2.:

1. Научиться прогнозировать содержание текста.
2. Научиться объединять отдельные факты текста в смысловое целое.
3. Научиться устанавливать смысловую связь между единичными фактами текста.
4. Научиться представлять оценочные суждения о прочитанном материале.
5. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Прогнозировать содержание текста.
2. Устанавливать смысловую связь между единичными фактами текста.
3. Объединять отдельные факты текста в смысловое целое.
4. Представлять оценочные суждения о прочитанном материале.
5. Применять основную терминологию по теме в рамках предложенных упражнений.

План:

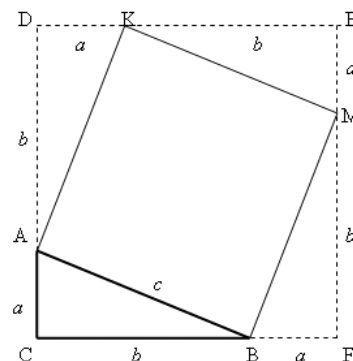
1. Прогнозирование содержания текста (Ех. 4-5).
2. Смысловую связь между единичными фактами текста (Ех. 6-7).
3. Объединение отдельные фактов текста в смысловое целое (Ех. 8).
4. Оценочные суждения о прочитанном материале (Ех. 9-10).
5. Основная терминология по теме в рамках предложенных упражнений (Ех. 1-3).

Text "The Pythagorean Theorem"

Before you read:

Find the keywords of the text. Look at the picture (Fig. 1) and without reading the text, try to guess about the content of it. Consider figure 1 and try to prove the Pythagorean Theorem, well familiar to you from your school years yourself.

Fig. 1. The Pythagorean theorem is one of the most important propositions in the entire realm of geometry. Despite the strong Greek tradition that associates the name of Pythagoras with the statement that the square on the hypotenuse of the right-angled triangle is equal to the square on the sides containing the right angle, there is no doubt that this result was known prior to the time of Pythagoras.



It is possible that Pythagoras gave the proof of the theorem based on the proportionality of similar figures. With the later realization that all lines are not necessarily commensurable, this proof became invalid. Thus, at the time of Euclid's Elements there was no need for a more adequate proof. Euclid's Proposition 1,47 is the Pythagorean theorem, with a proof universally credited to Euclid himself. Proclus's speculation was simply that Euclid rewrote the proof in order that he might put the proposition in his first book to complete it. There is also considerable evidence that the first book was written to lead to the climax of this theorem and its converse.

In 1907 L.S. Loomis published his book "The Pythagorean Proposition", a work that contained 370 proofs of this theorem. Probably no other theorem in mathematics can be demonstrated by such a wide variety of algebraic and geometric proofs. The Pythagorean theorem and the proof are so important in mathematics that Loomis wrote in his book that he had noticed two or three American texts on Geometry in which Euclid's proof of the Pythagorean theorem didn't appear. He supposed the author wished to show his originality or independence – possibly up-to-datedness. He showed something else. The leaving out of Euclid's proof is like the play of Hamlet with Hamlet left out.

A proof of Pythagorean Theorem is clear from Fig. 1. Consider a right-angled triangle ABC with legs a , b and a hypotenuse c . Build the square AKMB, using hypotenuse AB as its side. Then continue sides of the right-angled triangle ABC so, to receive the square CDEF, the side length of which is equal to $a + b$. Now it is clear, that an area of the square CDEF is equal to $(a + b)^2$. On the other hand, this area is equal to a sum of areas of four right-angled triangles and a square AKMB, that is $c^2 + 4(ab : 2) = c^2 + 2ab$, hence, $c^2 + 2ab = (a + b)^2$, and finally, we have: $c^2 = a^2 + b^2$.

Pythagorean Triples

A "Pythagorean Triple" is a set of positive integers, a , b and c that fits the rule: $a^2 + b^2 = c^2$

Example: The smallest Pythagorean Triple is 3, 4 and 5. Let's check it: $3^2 + 4^2 = 5^2$ Calculating this becomes: $9 + 16 = 25$ and that is true $3^2 + 4^2 = 5^2$.

Here is a list of the first few Pythagorean Triples (not including "scaled up" versions mentioned below):

(3, 4, 5)	(5, 12, 13)	(7, 24, 25)	(8, 15, 17)	(9,40, 41)
(11, 60, 61)	(12, 35, 37)	(13, 84, 85)	(15, 112, 113)	(16, 63, 65)
(17, 144, 145)	(19, 180, 181)	20, 21, 29)	(20, 99, 101)	(21, 220, 221)
(23, 264, 265)	(24, 143, 145)	(25, 312, 313)	(27, 364, 365)	(28, 45, 53)
(28, 195, 197)	(29, 420, 421)	(31, 480, 481)	(32, 255, 257)	(33, 56, 65)
(33, 544, 545)	(35, 612, 613)	(36, 77, 85)	(36, 323, 325)	(37, 684, 685)
... infinitely many more ...				

From What Is the Pythagorean Theorem? [Электронный ресурс]. – Режим доступа : [http:// wisegeek.com/what-is-the-pythagorean-theorem.htm](http://wisegeek.com/what-is-the-pythagorean-theorem.htm). (Дата обращения: 31.07.2014).

From The Pythagorean Proposition / Elisha S. Loomis [Электронный ресурс]. – Режим доступа : [http:// bookfi.org/Digital library Bookfi/1501207](http://bookfi.org/Digital%20library%20Bookfi/1501207). (Дата обращения: 31.07.2014).

NOTES

the Pythagorean Theorem (or Pythagoras's theorem) [pɪˈθæɡəri:n ˈθɪərəm] also often called the Pythagorean equation – is a relation in Euclidean geometry among the three sides of a right triangle.

EXERCISES

Exercise 1. *Put in the missing letters. Check yourself with a dictionary:* -he-r-m, -r-ve, -a-c-la-i-g, -ro-os-t-on, -ri-n-le, -e-g-h, -r-of, -y-ot-nu-e, -o-men-u-ab-e, -n-eg-r.

Exercise 2. *Choose the proper alternative or give your own answers.*

1. Is Pythagorean theorem general or special?
 - a) General.
 - b) Special.
 - c) Fundamental.

2. What role do fundamental theorems play in mathematical reasoning, in proofs, justification and in science?
 - a) Every fundamental theorem is a landmark in the history of maths.
 - b) They are precise and concise arguments.
 - c) They are convenient shortcuts to proofs.
 - d) Their application is the best justification.
 - e) They serve as points of reference in maths.
 - f) They are the main guiding threads in scientific theories.

3. Why do mathematicians reprove fundamental theorems, (e.g. Pythagorean theorem)?
 - a) They enjoy doing it.
 - b) It's their hobby.
 - c) Reproving theorems is mental gymnastics.
 - d) It is the "food" for the mind.
 - e) Euclid gave the proof of a special case of the Pythagorean property.
 - f) It's simple to give a proof of this theorem.
 - g) The first proof is, as a rule, not rigorous and elegant.

h) They want to become more famous.

i) To display their ingenuity.

j) To broaden the range and scope of the theory, where it was originally proved.

4. Every high school leaver remembers the Pythagorean theorem for the rest of his life. Why is it unforgettable?

a) Because of the legendary fame of its creator – Pythagoras.

b) Because according to the legend for the proof Pythagoras sacrificed 100 oxen to the Gods.

c) Due to the mastery of highschool teachers' presentation of the theorem.

d) Thanks to the simplicity of its proof.

e) Because there exist too many proofs.

f) Geometry begins with this theorem.

g) The theorem runs "like golden thread" throughout mathematical history.

h) Because of the beauty and elegance of its proof.

i) The theorem is an obvious consequent of lots of other theorems.

j) It holds for all right triangles and for all Pythagorean triples (= a set of three positive whole numbers x , y and z such that $x^2 + y^2 = z^2$, e.g., 3, 4, 5 and 5, 12, 13).

k) The theorem leads directly to the famous Fermat's theorem $x^n + y^n = z^n$.

Exercise 3. Match the words with their definitions.

right angle	a triangle with one of the angles greater than 90°
obtuse-angled triangle	the side opposite the right angle of a right-angled triangle
equilateral triangle	demonstrate the truth or existence of something by evidence or argument
isosceles triangle	evidence or argument establishing a fact or the truth of a statement
hypotenuse	a triangle with all three sides of the same length
geometry	a numerical symbol, especially any of the ten in Arabic notation

proof	the branch of mathematics concerned with the properties and relations of points, lines, surfaces, solids, and higher dimensional analogues
sum	angle equal to 90°
figure	the total amount resulting from the addition of two or more numbers, amounts, or items
0. to prove	a triangle with two of the three sides of the same length

Put your answers in this table. Model:

h				
				0.

Exercise 4. Agree with the following statements and develop the ideas further where possible. Begin your answer with: *It's right. Quite so. I quite agree to it. I can't agree more. I share this viewpoint. Absolutely correct.*

1. Design isn't merely accidental in mathematics; it is necessarily present in any logical structure. 2. Euclid produced his geometry only through conscious design. 3. Euclid's "Elements" ranks with the greatest works of all times. 4. It sets the pattern for characterizing abstract mathematical objects by means of axioms and postulates. 5. Euclid's postulates have intuitive appeal because they apply, at least approximately, to the physical objects identified with points, lines, triangles, circles, etc. 6. Euclid formulated a set of basic postulates and proceeds to use them in giving the proofs of hundreds of important theorems. 7. It is probable that "Elements" is, for the most part, a highly successful compilation and systematic arrangement of earlier writers' works. 8. No doubt Euclid had to supply a number of the proofs and to perfect many others. 9. The chief merit of Euclid's work lies in the skillful selection of the propositions and in their arrangement into a logical system. 10. Euclid's masterpiece serves as a model for all pure mathematical theories.

Exercise 5. Put these sentences from the text in the logical order.

1. A proof of Pythagorean Theorem is clear from Fig. 1. 2. "The Pythagorean Proposition" by L.S. Loomis contains 370 proofs of this theorem. 3. The square on the hypotenuse of the right-angled triangle is equal to the square on the sides containing the right angle. 4. A "Pythagorean Triple" is a set of positive integers, a , b and c that fits the rule: $a^2 + b^2 = c^2$. 5. It is possible that Pythagoras gave the proof of the theorem based on the proportionality of similar figures. 6. The Pythagorean theorem is one of the most important propositions in the entire realm of geometry. 7. At the time of Euclid's Elements there was no need for a more adequate proof.

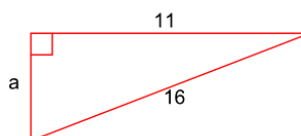
Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) proof	b) sum	c) proving	d) figure
e) isosceles	f) geometry	g) result	h) parallel

- The base angles of an ... triangle are equal.
- As analysis began to mix inextricably with ... and the other branches of mathematics, the curiosities multiplied.
- That's completely absurd and there's no ... to validate that statement.
- Find a right triangle having the property that the hypotenuse equals the ... of one leg plus the altitude on the hypotenuse.
- Millar is preparing for the opening time trial wearing a number that ends with a ... 1.
- Illuminating reality without recourse to truth is ... a difficult proposition.
- Consequently no charges will be forthcoming as a ... of the investigation.
- ... lines never meet.

Exercise 7. Choose the correct

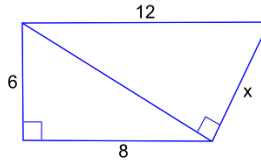
variant.



- Find a .
 - $a = 5$.
 - $a = \sqrt{35}$.
 - $a = \sqrt{135}$.

2. What is the length of the diagonal of a rectangle of length 3 and width 2?

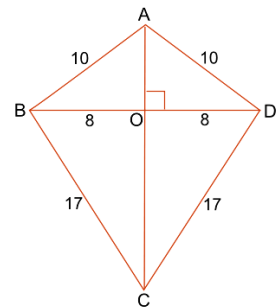
- a) $\sqrt{5}$.
- b) $\sqrt{13}$.
- c) 5.
- d) 6.



3. What is the length of the side x ?

- a) $x = 5$.
- b) $x = \sqrt{34}$.
- c) $x = 2\sqrt{11}$.
- d) $x = 2\sqrt{61}$.

4. The diagram shows a kite $ABCD$. The diagonals cut at right angles and intersect at O . What is the length of the diagonal AC ?



- a) 16.
- b) 19.
- c) $\sqrt{389}$.
- d) 21.

5. Town B is 8 miles north and 17 miles west of town A . How far are the two towns apart?

- a) 15 miles.
- b) 18,5 miles.
- c) 18,8 miles.
- d) 25 miles.

6. A 3m ladder stands on horizontal ground and reaches 2,8 m up a vertical wall.

How far is the foot of the ladder from the base of the wall?

- a) 0,2 m.
- b) 1,08 m.
- c) 1,47 m.
- d) 4,10 m.

7. A rectangular field is 125 yards long and the length of one diagonal of the field is 150 yards. What is the width of the field?

- a) 82,9 yards.

- b) 83,2 yards.
- c) 88,7 yards.
- d) 195,3 yards.

8. Which one of the following is NOT a Pythagorean triple?

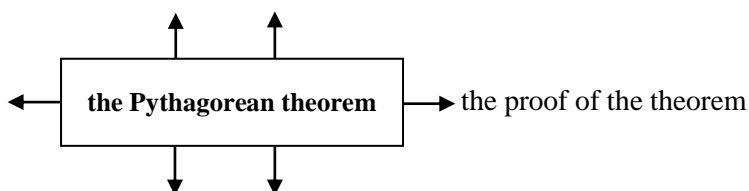
- a) 7, 24, 25.
- b) 8, 15, 17.
- c) 9, 12, 15.
- d) 10, 16, 19.

Pythagorean Triples are sets of whole numbers which fit the rule:

9. Which one of the following is NOT a Pythagorean triple?

- a) 30, 40, 50.
- b) 9, 40, 41.
- c) 40, 76, 86.
- d) 24, 32, 40.

Exercise. 8. *Make an information map to collect information about the Pythagorean theorem and proofs of it.*



Exercise 9. *Find the sentences in the text which explain the title of it. Choose sentences which help you to tell about the Pythagorean theorem, its proof and its creator – Pythagoras. Make up theses to the text.*

Exercise 10. *Creative task.*

a) **Project work "The proof of the Pythagorean theorem"**. Now you are a second-year-student of Math department of Surgut State Pedagogical University. Suppose you are to prove the Pythagorean theorem. What proof (geometric, algebraic, etc.) do you prefer? Study the models of proofs in books devoted to the Pythagorean theorem available in the library, choose one up to your liking and demonstrate it in class, expressing all the formalized statements of the proof in words. Give the proof of Pythagorean theorem, using the following expressions: It is clear that...,

considering, using hypotenuse as a side, to receive the square, is equal to, on the one hand, on the other hand, hence, it is evident that...

b) ***Discussion. Choose and answer some problem question(s) in writing and be ready to take part in the discussion.***

Model. What distinguishes the language of science from common language? (mathematical symbolism) Mathematical symbolism distinguishes the language of science from common language.

1. What constitutes the most part of mathematical language? (signs and symbols) **6** What makes for efficiency of thought in mathematical reasoning? (the compactness and precision of mathematical language). **3.** Who designs and devises the language of mathematics? (distinguished mathematicians). **4.** Who sets up the rules of abstract language? (logicians and semanticists). **5.** Who confuses signs and symbols of mathematics? (laymen). **6.** What do we call the result of addition, subtraction, multiplication and division? (a sum, a difference, a product, a quotient, respectively). **7.** What do scientists use mathematical symbolism for? (for compactness, conciseness and unambiguity of presentation). **8.** What theorem is familiar to every student of mathematics? (Pythagorean). **9.** How is it that scientific language is universal? (due to the supernational character of scientific concepts). **10.** When does a statement of a theorem appeal to mathematician? (concise and precise). **11.** Which wording is more concise: verbal or symbolic? (symbolic, sure enough). **12.** Who can dissociate, generalize and abstract mathematical concepts? (abstract-minded scientists). **13.** Why do scientific laws seem independent? (due to their abstract character). **14.** Why are scientific laws abstract? (their content is put aside as irrelevant).

Литература

Основная литература:

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2. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое об-

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Дополнительная литература:

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7. What Is the Pythagorean Theorem? [Электронный ресурс]. – Режим доступа : [http:// wisegeek.com/what-is-the-pythagorean-theorem.htm](http://wisegeek.com/what-is-the-pythagorean-theorem.htm). (Дата обращения: 31.07.2014).
8. The Pythagorean Proposition | Elisha S. Loomis: [Электронный ресурс]. – Режим доступа : [http://bookfi.org/Digital library Bookfi/1501207](http://bookfi.org/Digital%20library/Bookfi/1501207). (Дата обращения: 31.07.2014).

У.Э. 1.1.3. Prime numbers

Цель У.Э. 1.1.3.: научиться выделять точную и полную информацию в аутентичных текстах профессионально-ориентированной тематики с целью критического осмысления (изучающее чтение).

Учебные задачи У.Э. 1.1.3.:

1. Научиться правильно воспринимать языковые средства и точно понимать их в тексте.
2. Научиться извлекать полную фактическую информацию, содержащуюся в тексте.
3. Научиться делить текст на смысловые части.

4. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Правильно воспринимать языковые средства и точно понимать их в тексте (Ех. 5-6).
2. Извлекать полную фактическую информацию, содержащуюся в тексте (Ех. 7-8).
3. Делить текст на смысловые части (Ех. 9-10).
4. Применять основную терминологию по теме в рамках предложенных упражнений (Ех. 1-3).

План:

1. Языковые средства и их точное понимание в тексте.
2. Извлечение полной фактической информации из текста.
3. Деление текста на смысловые части.
4. Основная терминология по теме в рамках предложенных упражнений.

Text "Prime numbers"

Before you read:

Consider the following unsolved problems in the theory of prime numbers and give accurate translation. Read the following text, try to memorize the numbers and the scientists, who have announced them.

Prime numbers and their properties were first studied extensively by the ancient Greek mathematicians. The mathematicians of Pythagoras's school (500 BC to 300 BC) were interested in numbers for their mystical and numerological properties. They understood the idea of primarily and were interested in perfect and amicable numbers. A perfect number is one whose proper divisors sum to the number itself. e.g. The number 6 has proper divisors 1, 2 and 3 and $1 + 2 + 3 = 6$, 28 has divisors 1, 2, 4, 7 and 14 and $1 + 2 + 4 + 7 + 14 = 28$. A pair of amicable numbers is a pair like 220 and 284 such that the proper divisors of one number sum to the other.

A prime number can be divided, without a remainder, only by itself and by 1. For example, 17 can be divided only by 17 and by 1. The only even prime number is 2. All other even numbers can be divided by 2. If the sum of a number's digits is a multiple of 3, that number can be divided by 3. No prime number greater than 5 ends in a 5. Any number greater than 5 that ends in a 5 can be divided by 5. Zero and 1 are not considered prime numbers. Except for 0 and 1, a number is either a prime number or a composite number. A composite number is defined as any number, greater than 1, that is not prime.

To prove whether a number is a prime number, first try dividing it by 2, and see if you get a whole number. If you do, it can't be a prime number. If you don't get a whole number, next try dividing it by prime numbers: 3, 5, 7, 11 (9 is divisible by 3) and so on, always dividing by a prime number (see table below).

Here is a table of all prime numbers up to 1,000:

	2	3	5	7	11	13	17	19	23
29	31	37	41	43	47	53	59	61	67
71	73	79	83	89	97	101	103	107	109
113	127	131	137	139	149	151	157	163	167
173	179	181	191	193	197	199	211	223	227
229	233	239	241	251	257	263	269	271	277
281	283	293	307	311	313	317	331	337	347
349	353	359	367	373	379	383	389	397	401
409	419	421	431	433	439	443	449	457	461
463	467	479	487	491	499	503	509	521	523
541	547	557	563	569	571	577	587	593	599
601	607	613	617	619	631	641	643	647	653
659	661	673	677	683	691	701	709	719	727
733	739	743	751	757	761	769	773	787	797
809	811	821	823	827	829	839	853	857	859
863	877	881	883	887	907	911	919	929	937

941	947	953	967	971	977	983	991	997	
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In the "Book of the Elements", Euclid proves that there are infinitely many prime numbers. This is one of the first proofs known which uses the method of contradiction to establish a result. Euclid also gives a proof of the Fundamental Theorem of Arithmetic: Every integer can be written as a product of primes in an essentially unique way. Euclid also showed that if the number $2^n - 1$ is prime then the number $2^{n-1}(2^n - 1)$ is a perfect number. The mathematician Euler (much later in 1747) was able to show that all even perfect numbers are of this form. It is not known to this day whether there are any odd perfect numbers.

There is then a long gap in the history of prime numbers during what is usually called the Dark Ages. The next important developments were made by Fermat at the beginning of the 17th Century. He proved a speculation of Albert Girard that every prime number of the form $4^n + 1$ can be written in a unique way as the sum of two squares and was able to show how any number could be written as a sum of four squares.

He devised a new method of factorizing large numbers which he demonstrated by factorizing the number $2027651281 = 44021 \times 46061$. He proved what has come to be known as Fermat's Little Theorem (to distinguish it from his so-called Last Theorem). This states that if p is a prime then for any integer a we have $a^p = a$ modulo p . This proves one half of what has been called the Chinese hypothesis which dates from about 2000 years earlier, that an integer n is prime if and only if the number $2^n - 2$ is divisible by n . The other half of this is false, since, for example, $2^{341} - 2$ is divisible by 341 even though $341 = 31 \times 11$ is composite. Fermat's Little Theorem is the basis for many other results in Number Theory and is the basis for methods of checking whether numbers are prime which are still in use on today's electronic computers.

Number of the form $2^n - 1$ attracted attention because it is easy to show that if unless n is prime these number must be composite. These are often called Mersenne numbers M_n because Mersenne studied them. Not all numbers of the form $2^n - 1$ with n prime are prime. For example $2^{11} - 1 = 2047 = 23 \times 89$ is composite, though this was first noted as late as 1536. For many years numbers of this form provided the

largest known primes. In 1952 the Mersenne numbers M_{521} , M_{607} , M_{1279} , M_{2203} and M_{2281} were proved to be prime by Robinson using an early computer and the electronic age had begun. By 2003 a total of 40 Mersenne primes have been found. The largest is $M_{20996011}$ which has 6320430 decimal digits.

There are still many open questions (some of them dating back hundreds of years) relating to prime numbers. A prime number (or a prime) is a natural number greater than 1 that has no positive divisors other than 1 and itself. A natural number greater than 1 that is not a prime number is called a composite number. For example 5 is prime, as only 1 and 5 divide it, whereas 6 is composite, since it has the divisors 2 and 3 in addition to 1 and 6. The fundamental theorem of arithmetic establishes the central role of primes in number theory: any integer greater than 1 can be expressed as a product of primes that is unique up to ordering. This theorem requires excluding 1 as a prime.

The property of being prime is called primality. A simple but slow method of verifying the primality of a given number n is known as trial division. It consists of testing whether n is a multiple of any integer between 2 and \sqrt{n} . Algorithms that are much more efficient than trial division have been devised to test the primality of large numbers. Particularly fast methods are available for primes of special forms, such as Mersenne primes. As of 2011, the largest known prime number has nearly 13 million decimal digits.

Many questions around prime numbers remain open, such as Goldbach's conjecture, which asserts that every even integer greater than 2 can be expressed as the sum of two primes, and the twin prime conjecture, which says that there are infinitely many pairs of primes whose difference is 2. Such questions spurred the development of various branches of number theory, focusing on analytic or algebraic aspects of numbers. Primes are used in several routines in information technology, such as public-key cryptography, which makes use of properties such as the difficulty of factoring large numbers into their prime factors. Prime numbers give rise to various generalizations in other mathematical domains, mainly algebra, such as prime elements and prime ideals.

Some unsolved problems

1. The Twin Primes Conjecture that there are infinitely many pairs of primes only 2 apart.
2. Goldbach's Conjecture (made in a letter by C Goldbach to Euler in 1742) that every even integer greater than 2 can be written as the sum of two primes.
3. Are there infinitely many primes of the form $n^2 + 1$? (Dirichlet proved that every arithmetic progression: $\{a + bn \mid n \in \mathbf{N}\}$ with a, b coprime contains infinitely many primes.)
4. Is there always a prime between n^2 and $(n + 1)^2$? (The fact that there is always a prime between n and $2n$ was called Bertrand's conjecture and was proved by Chebyshev.)
5. Is there an arithmetic progression of consecutive primes for any given (finite) length? e.g. 251, 257, 263, 269 has length 4. The largest example known has length 10.
6. Are there infinitely many sets of 3 consecutive primes in arithmetic progression?
7. $n^2 - n + 41$ is prime for $0 \leq n \leq 40$. Are there infinitely many primes of this form? The same question applies to $n^2 - 79n + 1601$ which is prime for $0 \leq n \leq 79$.
8. Are there infinitely many primes of the form $n\# + 1$? (where $n\#$ is the product of all primes $\leq n$).
9. Are there infinitely many primes of the form $n\# - 1$?
10. Are there infinitely many primes of the form $n! + 1$?
11. Are there infinitely many primes of the form $n! - 1$?
12. If p is a prime, is $2^p - 1$ always square free? i.e. not divisible by the square of a prime.

From Prime Number [Электронный ресурс]. – Режим доступа : <http://www.en.academic.ru/dic.nsf/enwiki/14376>. (Дата обращения: 01.08.2014).

EXERCISES

Exercise 1. Put in the missing letters. Check yourself with a dictionary: -p-c-la-ion, -u-t-act-o-, i-t-g-r, -r-m-r-ly, a-i-h-e-ic, p-o-re-s-on, -r-p-o-ra-hy, -o-p-si-e, -iv-s-r, -i-is-b-e.

Exercise 2. Give Russian equivalents to the following words and expressions. Find synonyms: primarily, proper divisor, to establish a result, Dark Ages, to prove a speculation, to demonstrate by factorizing a number, to be divisible by, decimal digits.

Exercise 3. Match the words with their definitions.

subtraction	a pair of numbers, each of which is the sum of the factors of the other (e.g. 220 and 284)
digit	a whole number and not a fraction
conjecture	to invent a plan, system, object, etc., usually cleverly or using imagination
amicable number	the process of taking a matrix, vector, or other quantity away from another under specific rules to obtain the difference
composite number	a number that results from dividing one whole number by another
integer	a positive number (= larger than zero) that can be divided by positive numbers other than 1 and itself
speculation	side by side and having the same distance continuously between them
to devise	an unproven mathematical or scientific theorem
fraction	the activity of guessing possible answers to a question without having enough information to be certain
0. parallel	Any of the numerals from 0 to 9, especially when forming part of a number

Put your answers in this table. Model:

1. d	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. Give English equivalents of the following words and expressions.

Using the above mentioned words and expressions (English translation) make up sentences of your own: совершенное число, десятичный знак, дружественные числа, простое число, факторизация, бесконечно много, арифметическая прогрессия, целое число, метод "от противного".

Exercise 5. Give Russian equivalents of the following words and expressions.

Using the above mentioned words and expressions make up sentences of your own: calculable real, to be number one on the charts, the number of circumvolutions, composite number, the conjuncture of a number of factors, cube of a number, denomination of a number, to dial up a telephone number, abundance, the total number of individuals in an area, number of employees.

Exercise 6. Scientific contribution of what mathematician to the prime numbers theory is described in the following passages? Arrange the passages in the chronological order.

1. He studied numbers of the form $2^n - 1$, which nowadays are known as numbers called after him. The largest known prime number is the number of exactly the same form.

2. This mathematician managed to show that all even perfect numbers are of such a form: $2^{n-1}(2^n - 1)$.

3. The proof of the Fundamental Theorem of Arithmetic together with the proof that there are infinitely many prime numbers was given by him

4. Being interested in numbers for their mystical and numerological properties, they understood the idea of primality and were occupied with the study of perfect and amicable numbers.

5. This mathematician devised a new method of factorizing large numbers.

Exercise 7. Choose the best word to complete the sentences. Try to find other words for them.

a) digits	b) fraction	c) conjectures	d) amicable
e) integers	f) devising	g) subtraction	h) speculation

1. The processing can be extremely fast, requiring only the time to record a patch from a camera and then carry out the ... and a single matrix multiplication.
2. The Pythagoreans were also interested in what we now call ... numbers – pairs in which each number is the sum of the proper divisors of the other.
3. The numbers -5, 0 and 3 are
4. Scientific theories are ... based upon interpretations of the data, and therefore are never proven, but merely supported or not by such interpretations.
5. He's good at ... language games that you can play with students in class.
6. Rumours that they are about to marry have been dismissed as pure
7. This invention was the decimal system of numerals – nine ... and a zero.
8. $\frac{1}{4}$ and 0.25 are different ways of representing the same

Exercise 8. Remind yourself of what you were reading in the text "Prime numbers" and answer the following questions.

1. Who is the founder of the study of prime numbers?
2. What period is called the Dark Ages?
3. Why was the certain period in the development of the study of prime numbers called the Dark Ages?
4. What numbers do we call Mersenne numbers and why?
5. It is possible to solve the following problem: are there infinitely many primes of the form $n! + 1$?
6. What is the largest known prime?
7. What is the largest known factorial prime?
8. What were the mathematicians of Pythagoras's school mainly interested in?
9. What proof of the Fundamental Theorem of Arithmetic did Euclid give?
10. What does Fermat's Little Theorem state? Why is it so important?

Exercise 9. Read the text, divide it into the logical parts, find the title to each of them. Choose sentences which help you to tell about prime numbers and the scientists, who have announced them.

Exercise 10. Creative task. Discussion.

Tell the group everything you know about these mathematicians, i.e. everything found out in this text. Name:

a) the scientists considering the study of prime numbers.

b) the scientists who managed to pose unsolved problems in the theory of prime numbers.

c) the scientists who announced the records of prime numbers.

Think of at least two examples of perfect, amicable and composite numbers.

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Основная литература:

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У.Э. 1.1.4. Numbers

Цель У.Э. 1.1.4.: научиться работать с аутентичными текстами профессионально-ориентированной тематики с целью нахождения конкретной информации (поисковое чтение).

Учебные задачи У.Э. 1.1.4.:

1. Научиться находить требуемую информацию с помощью сигнал-опор.
2. Научиться определять части текста, представляющие интерес с точки зрения читающего.
3. Научиться находить в тексте конкретную информацию.
4. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Находить требуемую информацию с помощью сигнал-опор.
2. Определять части текста, представляющие интерес с точки зрения читающего.
3. Находить в тексте конкретную информацию.
4. Применять основную терминологию по теме в рамках предложенных упражнений.

План:

1. Нахождение требуемой информации с помощью сигнал-опор (Ех. 5-6).
2. Определение частей текста, представляющих интерес с точки зрения читающего (Ех. 7).
3. Нахождение конкретной информации в тексте (Ех. 8-10).
4. Основная терминология по теме в рамках предложенных упражнений (Ех. 1-4).

Text "Numbers"

Before you read:

Do you know how to deal with numbers in making appointments, writing business letters, having negotiations, making presentations, speaking over the telephone, preparing and reading various documents, reading and listening to business news etc? Read the text "Numbers" and find out if you are right or not. Try to memorize the correct reading and pronunciation of numbers.

Points and commas.

Most people working in business, whether it is accountancy, banking, broking, investment, insurance, or whatever, spend a lot of time dealing with numbers. They deal with numbers in making appointments, writing business letters, having negotiations, making presentations, speaking over the telephone, preparing and reading various documents, reading and listening to business news etc.

Here are a few hints how to say and read numbers:

Oh, zero, love, nought, nil (all ways of reading "0" in English)			
oh	after a decimal point	5.03	five point oh three
	in telephone numbers	67 01 38	six seven oh one three eight
	in bus numbers	No.701	seven oh one
	in hotel room numbers	Room 206	room two oh six
	in years	1905	nineteen oh five
nought	before a decimal point	0.02	nought point oh two
zero	for the number	0	number zero
	for temperature	-5 C	five degrees below zero
nil	in football scores	5:0	five (to) nil
love	in tennis	5:0	five (to) love

Points and commas in figures.

In English points are used for *decimals*: 10.001 is ten point oh oh one.

Commas are used only when *writing thousands*: 10,001 is ten thousand and one. When accounts are prepared on computers commas are not used: 10001 ten thousand and one.

Fractions.

Fractions are mostly like ordinal numbers:

$\frac{1}{2} \times \frac{1}{3} \times \frac{1}{5} \times \frac{1}{6}$, etc – a half, a / (one) third, a fifth, a sixth, etc

$\frac{2}{9}$ – two ninths, $3\frac{1}{2}$ – three and a half

$2\frac{3}{4}$ – two and three quarters

Percent (%). Hundreds, thousands and millions. The years.

The symbol % is read like *per cent*. The stress is on the *cent*. Here are a few examples:

a 20% discount a twenty percent discount

6% p. a. six percent per annum

Notice the following when talking about interest rates:

0,5% is a half of one percent

0-25% is a quarter of a percentage point

<i>Hundreds, thousands, millions</i>	
100	a hundred
200	two hundred (<i>not two hundreds</i>)
1,000	a thousand
100,000	a hundred thousand (<i>not thousands</i>)
1,000,000	a million (or 10^6 , ten to the power six)
1,000,000,000	a billion (or 10^9 , ten to the power nine)
<i>For the British English:</i>	
123,456	a hundred and twenty-three thousand, four hundred and fifty-six
<i>For the American English:</i>	
123,456	a hundred twenty three thousand, four hundred fifty six
<i>(Many Englishmen prefer this way of writing too)</i>	

The years.

1999 nineteen ninety nine

2000 (the year) two thousand

2001 two thousand and one

2015 two thousand and fifteen, *or* twenty fifteen

Telephone and fax numbers are usually read as individual digits:

01273 736344 – oh one two seven three, seven three six, three four four (344 can also be said as three double four);

44 26 77 – double four, two six, double seven;

777 – seven double seven or seven seven seven.

Here is the way the *numbers of documents* are read:

Contract 75/12 C – Contract number seventy-five stroke twelve C;

Account 32-26-42 – Account thirty-two dash twenty-six dash forty-two.

Here is the way the *dates* are read:

<i>British written</i>	<i>English spoken</i>	<i>American written</i>	<i>American spoken</i>
on 5 April 2009	on the fifth of April, two thousand and nine	on April 5th 2009	on April the fifth two thousand and nine
	on April the fifth, two thousand and nine		
5/4/2009		4/5/2009	

Here are a few examples of the way *money* is read:

£125 – a/one hundred and twenty-five pounds;

\$125 – a/one hundred and twenty-five dollars;

\$1m – a/one million dollars;

£6.5m pa – six point five million pounds per annum;

£12.50 – twelve pounds fifty;

3p – three pence or three p;

\$ 0.375 – nought point three hundred and seventy-five dollar.

When businessmen do business on the phone they say the above number in the following way: *nought point three seven five*. The digits are pronounced separately

after the point to let the listener understand every digit and avoid any mistake.

Notice the ways of speaking about exchange rates:

1. How many euros are there to the dollar?
2. How many euros per dollar did you get?
3. One pound equals approximately one dollar sixty-five.

Calculating

Adding $10 + 6 = 16$ (ten plus six is sixteen; ten and six equals sixteen);

Deducting $10 - 4 = 6$ (ten minus four is six; ten take away four equals six);

Multiplying $10 \times 6 = 60$ (ten times six is/equals sixty; ten multiplied by six is/equals sixty);

Dividing $10 : 6 = 1,666$ (ten divided by six is one point six recurring).

From Основы экономики и бизнеса [Электронный ресурс]. – Режим доступа : <http://www.knigafund.ru> 149343. (Дата обращения: 10.08.2014).

EXERCISES

Exercise 1. *Write a few examples with the following words according to the information from the text:* oh, nil, nought, zero, love.

Read the following: 3.03, 2.07, 17.01, 20.05, tel. 515-0897, fax. 095 194-0014, +30 C, -20 C, Room 103, page 204, Bus No 71, Flight No 507, 5-0 (in tennis).

Write down in figures the following:

three billion dollars _____

four thousand pounds _____

fifteen pounds sixty _____

two pence _____

three hundred and thirty eight Euros _____

nought point six hundred and fifty two dollar _____

seven point three million Yens per annum _____

Exercise 2. *Read the following years:* 1147, 1358, 1574, 1632, 1789, 1896, 1917, 1941, 1995, 2000, 2005, 2010, 2012, 2014, 2020.

Read the following telephone numbers: 955-16-16, 196-00-00, 095-157-22-31, 3462-21-11-39, 8-9-22-44-515-973, 08-10-33-298-7766, 8-9-38-56-428-6390, 984-

367-264-013.

Write and read:

your home/office telephone number _____

a few telephone numbers you sometimes call _____

your home/office address _____

Read the dates both in British English and American English: 5/4/08; 6/9/09;
8/7/10; 8/2/12; 7/3/15; 19/8/96; 6/5/14.

Complete and read the following sentences:

1. I was born ...
2. My passport number is ...
3. My telephone number is ...
4. My address is ...
5. My office is ... floor...

Complete and read the following:

$10,5 + 1,6 =$	$13,03 \times 5 =$
$12,7 + 1,3 =$	$15,008 \times 0,7 =$
$25,2 - 3,1 =$	$35,634 \times 4,58 =$
$17,4 - 2,8 =$	$20 : 6 =$
$48,9 - 19,7 =$	$91 : 7,3 =$

Exercise 3. Match the words with their definitions.

adding ['ædɪŋ]	to add a number to itself a particular number of times
deducting [dɪ'dʌktɪŋ]	any one of the ten numbers 0 to 9
multiplying ['mʌltɪplaɪŋ]	to result in something
dividing [dɪ'vaɪdɪŋ]	to put two or more numbers or amounts together to get a total
nought ['nɔ:t]	a number that results from dividing one whole number by another
percent [pə'sent]	(in tennis) the state of having no points
fraction ['frækʃən]	for or out of every 100, shown by the symbol %

love [lʌv]	calculation the number of times that one number fits into another
digit ['dɪdʒɪt]	the number 0 or zero
0. to equal ['i:kwəl]	to take away an amount or part from a total

Put your answers in this table. **Model:**

1. d	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. Give your examples and read:

- telephone numbers with "0";
- addresses with "0" in the number of the building/house;
- numbers of buses/trolley-buses/trams;
- various temperatures in winter/summer;
- scores in some sport events.

Write down the following fractions with words:

$\frac{1}{2}$. $\frac{1}{3}$. $\frac{1}{4}$. $\frac{1}{5}$. $\frac{2}{4}$. $\frac{3}{4}$. $\frac{2}{5}$. $\frac{3}{5}$. $\frac{1}{6}$. $\frac{5}{6}$. $\frac{3}{7}$. $\frac{4}{7}$. $\frac{4}{8}$. $\frac{7}{8}$. $\frac{6}{9}$. $1\frac{1}{2}$. $2\frac{2}{6}$. $3\frac{4}{8}$. $4\frac{2}{3}$. $5\frac{4}{6}$. $6\frac{4}{7}$.
 $7\frac{7}{8}$. $8\frac{4}{5}$.

Exercise 5. Choose the correct variant.

1. His telephone number is seven five ... one four.

- a) zero.
- b) oh.
- c) nil.

2. The current interest rate is four ... oh three.

- a) point.
- b) points.
- c) dots.

3. The discount was ... point oh three.

- a) nil.
- b) nought.

- c) no.
4. The temperature is twenty degrees below
- a) nil.
- b) nought.
- c) zero.
5. Two ... of the population are engaged in tourism industry.
- a) third.
- b) fourth.
- c) thirds.
6. Three ... of the products were damaged by the storm.
- a) ten.
- b) tenth.
- c) tenths.
7. They paid two hundred ... dollars.
- a) hundreds.
- b) thousands.
- c) thousand.
8. The increase was five ... seven per cent.
- a) point.
- b) stop.
- c) dot.
9. A five ... five per cent drop was reported last month.
- a) oh.
- b) comma.
- c) point.
10. The figures were released on the of January.
- a) ten.
- b) tenth.
- c) tenths.

11. They earned ten million four thousand pounds per

- a) anno.
- b) annum.
- c) a year.

12. The operating costs amounted to twenty-two thousand pounds

- a) sterling.
- b) of sterling.
- c) sterlings.

13. The overheads are equal ... three thousand.

- a) to.
- b) by.
- c) for.

14. This sum is as big ... four million.

- a) so.
- b) as.
- c) thus.

15. Our expenses were ... bigger.

- a) much.
- b) many.
- c) more.

16. You should add five thousand ... this figure.

- a) to.
- b) in.
- c) for.

17. They forgot to divide the figure ... two.

- a) to.
- b) by.
- c) on.

18. The cost is ... higher.

- a) slight.
- b) slightly.
- c) lightly.

19. The expenditure was much

- a) high.
- b) low.
- c) higher.

20. It is necessary ... some other calculations.

- a) to do.
- b) to make.
- c) make.

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) multiply	b) divided	c) noughts	d) love
e) digits	f) percent	g) equals	h) add

1. If you ... seven by 15 you get 105.
2. The score now stands at 40 –
3. You got 20 ... of the answers right - that means one in every five.
4. If you ... three and four you get seven.
5. He said it was only worth £10, but really you could add a couple of ... to that.
6. 10 ... by 5 is/equals 2.
7. 16 ounces ... one pound.
8. The number 345 contains three

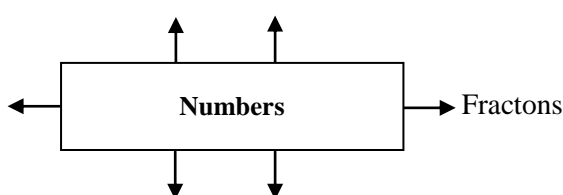
Exercise 7. Remind yourself of what you were reading in the text "Prime numbers" and answer the following questions. Put the questions according to the information from the text.

Find these sentences in the text.

1. What is the correct way of reading scores in some sport events?
2. What is the correct way of reading telephone numbers with "0"?

3. What is the correct way of reading the years?
4. How do you read points and commas in figures: 52.008 and 43,005?
5. What is the correct pronunciation of various temperatures in winter/summer?
6. How do you read addresses with "0" in the number of the building/house?
7. How do you read the dates both in British English and American English?
8. What is the correct pronunciation of telephone and fax numbers?
9. How will you say and read all ways of "0" in English?
10. What is the correct way of reading numbers of buses/trolley-buses/trams?

Exercise 8. *Make an information map to collect information about numbers.*



Exercise 9. *Read and translate the text with a dictionary. Choose sentences which help you to deal with numbers in making appointments, writing business letters, having negotiations, making presentations, speaking over the telephone, preparing and reading various documents, reading and listening to business news etc.*

Exercise 10. *Creative task. Discussion. Choose and answer some problem question(s) in writing and be ready to take part in the discussion. Disagree with the following negative statements and develop them further.*

Model. Symbols do not have the same meaning.

But they do. Most symbols have the same meaning throughout all mathematical texts. Certain symbols, in fact, have numerous connotations.

1. Symbols do not play the role of words. **2.** Mathematical language has no design and no rules. **3.** There are no man-made or artificial languages. **4.** Language is not a means for communicating human thoughts. **5.** Both the vocabulary and syntax of the mathematical language are not strictly devised. **6.** Scientist do not think and reason in terms of formulas. **7.** Mathematics is not distinguished for its universality. **8.** In mathematics the major method of reasoning is not deduction. **9.** Analogy and induction are not employed in mathematics at all. **10.** There is no difference between inductive and deductive reasoning.

Литература

Основная литература:

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2. Пассов, Е.И. Урок иностранного языка. – Ростов н/Д : Феникс ; М. : Глосса-Пресс, 2010. – 640 с.
3. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

Дополнительная литература:

4. Fried-Booth, D. Project Work. / D. Fried-Booth. – Oxford University Press, 2012. – 136 p.
5. Sheelagh, D. Reading Other Subjects through English / D. Sheelagh, Christine Price. – Oxford University Press, 2010. – 168 p.

Интернет ресурсы:

6. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
7. Основы экономики и бизнеса [Электронный ресурс]. – Режим доступа : <http://www.knigafund.ru/149343>. (Дата обращения: 10.08.2014).

У.Э. 1.2. РАБОТА ПО АННОТИРОВАНИЮ, РЕФЕРИРОВАНИЮ И ПЕРЕВОДУ ЛИТЕРАТУРЫ ПО ПРОФИЛЮ НАПРАВЛЕНИЯ ПОД- ГОТОВКИ

Цель У.Э. 1.2.: научиться реферированию, аннотированию и переводу литературы по профилю направления подготовки.

Учебные задачи У.Э. 1.2.:

1. Научиться реферировать иностранную литературу по профилю направления подготовки.
2. Научиться аннотировать иностранную литературу по профилю направления подготовки.
3. Научиться систематизировать аутентичный материал для последующего предъявления в среде профессионального общения.
4. Научиться основным принципам перевода научных математических текстов на русский язык.

Усвоив У.Э. 1.2., Вы сможете:

- реферировать иностранную литературу по профилю направления подготовки;
- аннотировать иностранную литературу по профилю направления подготовки;
- систематизировать аутентичный материал для последующего предъявления в среде профессионального общения;
- переводить научные математические тексты на русский язык учитывая основные принципы перевода.

Требования к знаниям и умениям по У.Э. 1.2.:

- знать основную терминологию направления подготовки;
- знать математические штампы;

- уметь работать с двуязычными терминологическими словарями и справочной литературой по направлению подготовки.

Содержательный результат У.Э. 1.2.: умение аннотировать, реферировать и переводить литературу по профилю направления подготовки.

Структура У.Э. 1.2.:

У.Э. 1.2.1. The Language of Geometry.

У.Э. 1.2.2. Geometric shapes.

У.Э. 1.2.3. Triangles and their types.

У.Э. 1.2.4. Circumference and Area of Circles.

У.Э. 1.2.1. The Language of Geometry

Цель У.Э. 1.2.1.: научиться реферировать иностранную литературу по профилю направления подготовки.

Учебные задачи У.Э. 1.2.1.:

1. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.
2. Научиться составлять план реферируемого документа.
3. Научиться определять и формулировать главную мысль документа, презентовать материал в сжатой форме.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Применять основную терминологию по теме в рамках предложенных упражнений.
2. Составить план реферируемого документа.
3. Определять и формулировать главную мысль документа, презентовать материал в сжатой форме.

План:

1. Основная терминология по теме в рамках предложенных упражнений (Ех. 1-7).
2. Составление плана реферируемого документа (Ех. 8, 10).

3. Формулировка главной мысли документа, презентация материала в сжатой форме (Ex. 9).











Text "The Language of Geometry"

Before you read:

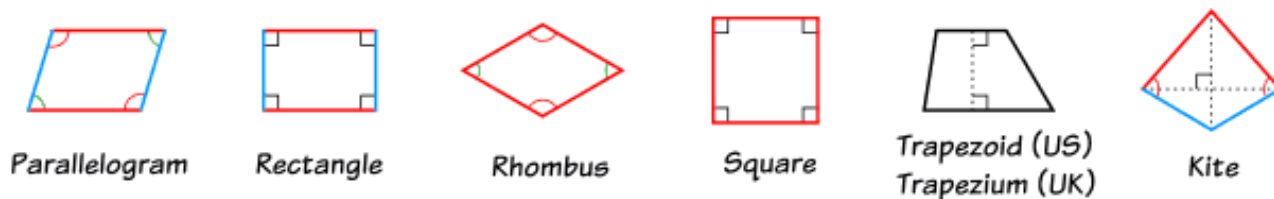
Can you give a definition of Plane Geometry and Solid Geometry? What common geometrical symbols do you know? Give examples and try to explain them. Read the following text and find out whether you are right or not.

Geometry can be divided into: Plane Geometry and Solid Geometry. Plane Geometry is about flat shapes like lines, circles and triangles, shapes that can be drawn on a piece of paper. Solid Geometry is about three dimensional objects like cubes, prisms, cylinders and spheres.

A polygon is a plane (2D) shape with straight sides. To be a regular polygon all the sides and angles must be the same:

	Triangle	3 sides
	Tetragon	4 sides
	Pentagon	5 sides
	Hexagon	6 sides
	Heptagon	7 sides
	Octagon	8 sides
	Nonagon	9 sides
	Decagon	10 sides
	Undecagon	11 sides
	Dodecagon	12 sides

Quadrilateral just means "four sides". There are special types of quadrilateral:



An ellipse is a curve on a plane surrounding two focal points such that a straight line drawn from one of the focal points to any point on the curve and then back to the other focal point has the same length for every point on the curve. As such, it is a generalization of a circle, which is a special type of an ellipse that has both focal points at the same location. The shape of an ellipse is represented by its eccentricity, which for an ellipse can be any number from 0 (the limiting case of a circle) to arbitrarily close to but less than 1.

Ellipses are the closed type of conic section: a plane curve that results from the intersection of a cone by a plane. Ellipses have many similarities with the other two forms of conic sections: the parabolas and the hyperbolas, both of which are open and unbounded. The cross of cylinder is an ellipse if it is sufficiently far from parallel to the axis of the cylinder.

Analytically, an ellipse can also be defined as the set of points such that the ratio of the distance of each point on the curve from a given point to the distance from that same point on the curve to a given line is a constant, called the eccentricity of the ellipse.

Ellipses are common in physics, astronomy and engineering. For example, the orbits of the planets are ellipses with the Sun at one of the focal points. The same is true for moons orbiting planets and all other systems having two astronomical bodies. The shape of planets and stars are often well described by ellipsoids. Ellipses also arise as images of a circle under parallel projection and the bounded cases of perspective projection, which are simply intersections of the projective cone with the plane of projection. It is also the simplest Lissajous figure, formed when the horizontal and vertical motions are sinusoids with the same frequency. A similar effect leads to elliptical polarization of light in optics.

Symbols save time and space when writing. Here are the most common geometrical symbols:

Symbol	Meaning	Example	In words
Δ	Triangle	ΔABC has equal sides	Triangle ABC has three equal sides
\sphericalangle	Angle	$\sphericalangle ABC$ is 45°	The angle formed by ABC is 45 degrees
\perp	Perpendicular	$AB \perp CD$	The line AD is perpendicular to the line CD
\parallel	Parallel	$EF \parallel GH$	The line EF is parallel to the line GH
$^\circ$	Degrees	360° makes a full circle	
L	Right Angle	L is 90°	A right angle is 90 degrees
\overline{AB}	Line Segment "AB"	AB	The line between A and B
\overleftrightarrow{AB}	Line "AB"	\overleftrightarrow{AB}	The infinite line that includes A and B
\overrightarrow{AB}	Ray "AB"	\overrightarrow{AB}	The line that starts at A, goes through B and continues on
\cong	Congruent (same shape and size)	$\Delta ABC \cong \Delta DEF$	Triangle ABC is congruent to triangle DEF
\sim	Similar (same shape, different size)	$\Delta DEF \sim \Delta MNO$	Triangle DEF is similar to triangle MNO
\therefore	Therefore	$a = b \therefore b = a$	a equals b , therefore b equals a

From Ellipse [Электронный ресурс]. – Режим доступа : <http://en.academic.ru>dic.nsf/enwiki/5383>. (Дата обращения: 26.09.2014).

EXERCISES

Exercise 1. Give Russian equivalents of the following angles. Check yourself



with a dictionary.

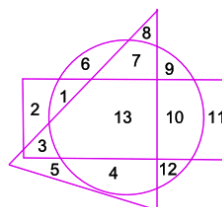
Exercise 2. Choose the correct variant.

1. Which numbers are inside a rectangle and inside a circle but not inside a triangle at the same time?

- a) 1 and 10.
- b) 13.
- c) 3 and 9.
- d) 6, 7 and 4.

2. How many sides does a heptagon

- a) 6.
- b) 7.
- c) 8.
- d) 9.



have?

3. A five-sided polygon is called:

- a) a pentagon.
- b) a hexagon.
- c) a nonagon.
- d) a decagon.

4. A nine-sided polygon is called:

- a) a pentagon.
- b) a hexagon.

- c) a nonagon.
- d) a decagon.

5. A polygon that has two more sides than a hexagon is called:

- a) a pentagon.
- b) a hexagon.
- c) an octagon.
- d) a decagon.

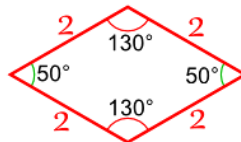
6. A polygon that has four fewer sides than a decagon is called:

- a) a pentagon.
- b) a hexagon.
- c) an octagon.
- d) a decagon.

7. How many more sides than a pentagon does a decagon have?

- a) 4.
- b) 5.
- c) 6.
- d) 7.

8. What is the name of this quadrilateral?



drilateral?

- a) Kite.
- b) Square.
- c) Rhombus.
- d) Trapezoid or trapezium.

9. Which of the following statements is false?

- a) A rectangle has opposite sides that are parallel and equal in length.

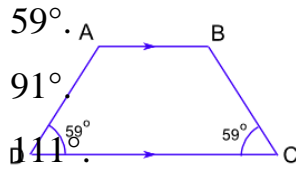
Therefore a rectangle is also a parallelogram.

- b) A trapezoid isn't also a parallelogram.
- c) A rhombus is also a parallelogram.
- d) A rhombus is also a kite.

10. ABCD is an isosceles trapezoid (isosceles trapezium). What is the size of angle

A?

- a)
b)
c)



Exercise 3. Match the words with their definitions.

acute angle	a pattern or image used instead of words
right angle	an angle that is greater than 90° but less than 180°
obtuse angle	a science about flat shapes like lines, circles and triangles
straight angle	a measure for angles
reflex angle	a whole number and not a fraction
plane geometry	an angle that is less than 90°
solid geometry	solid shapes like spheres and cubes
symbol	an angle that is 180° exactly
degree	an angle that is 90° exactly
integer	an angle that is greater than 180°

Put your answers in this table. **Model:**

1. f	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. Use your knowledge of geometry to identify these figures.

1. I have four sides. All my sides are the same length. I have four right angles.

What am I?

2. I have six faces. My faces meet at right angles. All my faces are squares.

What am I?

3. I have five faces. All but one of my faces is a triangle. The face of the base has two pairs of parallel sides and four right angles. What am I?

4. I have five faces. My base shape has three sides. I am constructed with three rectangles. What am I?

Exercise 5. Choose the proper alternative or give your own answers.

1. In Geometry, what is the meaning of this symbol [~]?

- a) Is perpendicular to.
- b) Is parallel to.
- c) Is similar to.
- d) Is congruent to.

2. In Geometry, what is the meaning of this symbol [\cong]?

- a) Is perpendicular to.
- b) Is parallel to.
- c) Is similar to.
- d) Is congruent to.

3. What does the following [\overline{AB}] symbol mean?

- a) Line segment AB.
- b) Ray AB.
- c) Ray BA.
- d) Line AB.

4. What does the following [\overline{PQ}] symbol mean?

- a) Line segment PQ.
- b) Ray PQ.
- c) Angle PQ.
- d) Line PQ.

5. What does the following [$\cdot\cdot$] symbol mean?

- a) A triangle.
- b) An angle.
- c) A right angle.
- d) Therefore.

6. What does the following [\perp] symbol mean?

- a) A right angle.
- b) Perpendicular.
- c) Parallel.
- d) Therefore.

7. What does the following [\parallel] symbol mean?

- a) A right angle.
- b) Perpendicular.
- c) Parallel.
- d) Therefore.

8. What does the following [⊥] symbol mean?

- a) A right angle.
- b) Perpendicular.
- c) Parallel.
- d) Therefore.

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) acute	b) angle	c) geometry	d) reflex
e) symbol	f) measure	g) integers	h) degree

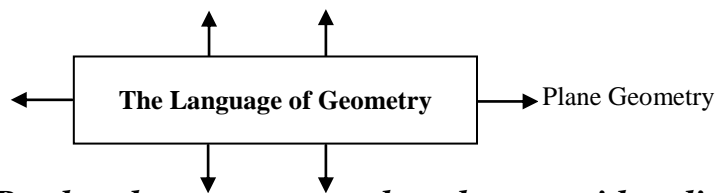
1. The boat settled into the mud at a 35°
2. A ... angle is more than 180° and less than 360° .
3. The ... for oxygen is O.
4. A right angle is an angle of 90
5. An ... angle is less than 90 .
6. The numbers -5, 0 and 3 are
7. The sample's density is a ... of its purity.
8. ... is the area of mathematics relating to the study of space and the relationships between points, lines, curves, and surfaces.

Exercise 7. Read the text "The Language of Geometry" and answer the following questions.

1. What types can be Geometry divided?
2. What is Plane Geometry about?
3. What is Solid Geometry about?
4. What is a polygon?
5. What sides and angles must be in a regular polygon?
6. How many sides does a dodecagon have?

7. What types of quadrilateral do you know?
8. What common geometrical symbols do you know?
9. Why do mathematicians use geometrical symbols in written form instead of words?
10. What angles can you name?

Exercise 8. *Make an information map to collect information about disability etiquette.*



Exercise 9. *Read and translate the text with a dictionary. Make up a plan of this text. Choose sentences which help you to formulate the main idea of the text, retell about the language of Geometry in a short form.*

Exercise 10. *Creative task.*

a) *Role play.*

The students are going to guess the shape which the teacher is drawing. They must raise their hands when they think they know the shape. On a blank white board or piece of butcher paper, start to draw a geometric figure that you have been learning about (parallelogram, cylinder, cube, pentagon, triangle, line, parallel lines, oval, perpendicular lines, quadrilateral, similar figure, ray, congruent figures, obtuse angle, right angle, acute angle, etc.).

The teacher must take time and stop every so often to call on a student. When a student guesses correctly, the teacher finishes the shape and they discuss together its characteristics (how many sides, how many vertices, etc.). Then the students are going to play a game with a partner.

b) *Discussion.*

1. Mathematicians – what are they? When (why) does a person make up his mind to become a mathematician? What motivates and directs the activities of mathematicians? What mathematician (s) to your mind, is the most distinguished and why?

2. Strictly speaking, the careful mathematician cannot say: "It is true". He must instead make statements like this "If A is true, then B is true". If you wish to prove a statement in any subject of maths why do you prove it by deducing it from other statements? The truth of mathematical statements is relative and relevant only to maths and has no direct bearing on the physical world. Why?

3. Most mathematicians object to the separation of pure and applied aspects of mathematics. Why? Do pure and applied maths have common language, methods, applications?

4. "Music is the pleasure the human soul experiences from counting without being aware that it is counting" (G. Leibnitz). Explain in your own words the meaning (sense) of this statement. Was G. Leibnitz a mathematician or a musician?

Литература

Основная литература:

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.
2. Пассов, Е.И. Урок иностранного языка. – Ростов н/Д : Феникс ; М. : Глосса-Пресс, 2010. – 640 с.
3. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

Дополнительная литература:

4. Dudley-Evans. Developments in English for Specific Purposes / Dudley-Evans, M. St John. – Cambridge University Press, 2009. – 317 p.
5. Fried-Booth, D. Project Work / D. Fried-Booth. – Oxford University Press, 2012. – 136 p.
6. Sheelagh, D. Reading Other Subjects through English / D. Sheelagh, Christine Price. – Oxford University Press, 2010. – 168 p.

Интернет ресурсы:

7. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим

доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).

8. Ellipse [Электронный ресурс]. – Режим доступа : <http://en.academic.ru>dic.nsf/enwiki/5383>. (Дата обращения: 26.09.2014).

У.Э. 1.2.2. Geometric shapes

Цель У.Э. 1.2.2.: научиться аннотировать иностранную (аутентичную) литературу по профилю направления подготовки.

Учебные задачи У.Э. 1.2.2.:

1. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.
2. Научиться составлять аннотированный список литературы по теме (с использованием Интернет-сайтов, журналов и т.д.).
3. Научиться представлять обзор аутентичной литературы по профилю направления подготовки в Power Point.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Применять основную терминологию по теме в рамках предложенных упражнений.
2. Составить аннотированный список литературы по теме.
3. Обзор аутентичной литературы по профилю направления подготовки в Power Point.

План:

1. Основная терминология по теме в рамках предложенных упражнений (Ех. 1-7).
2. Аннотированный список литературы по теме (Ех. 9-10).
3. Обзор аутентичной литературы по профилю направления подготовки в Power Point (Ех. 8).

Text "Geometric shapes"

Before you read:

What geometric shapes do you know? Can you give the definition of square, rectangle, rhombi, trapezium, kite, cube, prism, pyramid, sphere and cylinder? Can you calculate their perimeter and area? Read the following text and find out whether you are right or not.

There are lots of geometric shapes. They include circles, parallelograms, trapezoids, triangles, and every other type of polygon imaginable such as squares, rectangles, rhombi or rhombuses, trapezium, etc. A square is a 4-sided regular polygon with all sides equal and all internal angles 90. The vertex (plural: vertices) is a corner of the square. Every square has four vertices. All four sides are by definition the same length, so the perimeter is four times the length of one side, or: $\text{perimeter} = 4s$ where $[s]$ is the length of one side. Like most quadrilaterals, the area is the length of one side times the perpendicular height. So in a square this is simply: $\text{area} = s^2$ where s is the length of one side. Each diagonal of a square is the perpendicular bisector of the other. That is, each cuts the other into two equal parts, and they cross and right angles (90°).

The length of each diagonal is $s\sqrt{2}$ where s is the length of any one side. A square can be thought of as a special case of other quadrilaterals, for example:

- a rectangle but with adjacent sides equal;
- a parallelogram but with adjacent sides equal and the angles all 90° ;
- a rhombus but with angles all 90° .

In Euclidean geometry, a rhombus (plural rhombi or rhombuses), is a simple quadrilateral whose four sides all have the same length. Another name is equilateral quadrilateral, since equilateral means that all of its sides are equal in length. The rhombus is often called a diamond. Every rhombus is a parallelogram, and a rhombus with right angles is a square. A simple quadrilateral is a rhombus if and only if it is any one of the following:

- a quadrilateral with four sides of equal length;

- a quadrilateral in which the diagonals are perpendicular and bisect each other;
- a quadrilateral in which each diagonal bisects two opposite interior angles;
- a parallelogram in which at least two consecutive sides are equal in length;
- a parallelogram in which the diagonals are perpendicular;
- a parallelogram in which a diagonal bisects an interior angle.

Every rhombus has two diagonals connecting pairs of opposite vertices, and two pairs of parallel sides. The diagonals of a rhombus intersect at equal angles, while the diagonals of a rectangle are equal in length. The figure formed by joining, in order, the midpoints of the sides of a rhombus is a rectangle and vice-versa.

Parallelogram is a quadrilateral with opposite sides parallel. A quadrilateral is a parallelogram if:

1. Both pairs of opposite sides are parallel.
2. Both pairs of opposite sides are congruent. If they are congruent, they must also be parallel.
3. One pair of opposite sides are congruent and parallel. Then, the other pair must also be parallel.

Any side of a parallelogram can be considered a base. The altitude (or height) of a parallelogram is the perpendicular distance from the base to the opposite side. The area of a parallelogram can be found by multiplying a base by the corresponding altitude. The perimeter is the distance around the parallelogram or the sum of its sides. Opposite sides of a parallelogram are congruent and parallel. Each diagonal cuts the other diagonal into two equal parts. Opposite angles are equal and consecutive angles are always supplementary.

Trapezium is a quadrilateral which has at least one pair of parallel sides. Every trapezium has two bases and two legs. The altitude of a trapezium is the perpendicular distance from one base to the other. The median is a line joining the midpoints of the two legs. The usual way to calculate the area is the average base length times altitude. Perimeter is the sum of its side lengths. If both legs are the same length, this is called an isosceles trapezium, and both base angles are the same.

Kite has two pairs of sides. Each pair is made up of adjacent sides that are equal

in length. The angles are equal where the two pairs meet. Diagonals (dashed lines) cross at right angles, and one of the diagonals bisects (cuts equally in half) the other. The area of a kite is found by multiplying the lengths of the diagonals and then dividing by 2. The Perimeter is the distance around the edges.

Cube is a solid shape that has: 6 square faces all equal in size, 8 vertices (corners), and 12 equal edges. Prism is a solid figure that has two congruent, parallel polygons as its bases. Its sides are parallelograms. Pyramid is a polyhedron having a polygonal base and triangular sides with a common vertex. Sphere is a round, three-dimensional object whose surface is the same distance from its center at all points. Cylinder is a solid bounded by a cylindrical surface and two parallel planes, a 3-dimensional figure that has 2 congruent circular faces. Oval is a closed plane curve resulting from the intersection of a circular cone and a plane cutting completely through it.

From Geometric Shape Flashcards [Электронный ресурс]. – Режим доступа : [http:// www.aplusmath.com](http://www.aplusmath.com). (Дата обращения: 12.06.2014).

EXERCISES

Exercise 1. *Match the words with their definitions.*



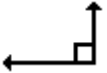


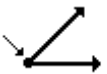




















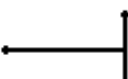

ray	two lines that intersect to form right angles
parallel line	solid with a base that is a polygon, the edges of the base are joined to a point outside the base
intersecting lines	in a plane, lines that never cross and are the same distance apart
perpendicular lines	solid with one circular base, the points on this circle are joined to one point outside the base
solid figure	lines that pass through the same point
faces	solid with two congruent parallel bases and faces that are parallelograms
pyramid	part of a line having two endpoints

cone	a line segment where two faces meet a solid figure
prism	solid with two circular bases that are congruent and parallel
0. cylinder	has 3 dimensions and takes up space

Put your answers in this table. **Model:**

1. g	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 2. Which geometry terms best describes these shapes?

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 
9. 	10. 	11. 	12. 
13. 	14. 	15. 	16. 
17. 	18. 	19. 	20. 
21. 	22. 	23. 	24. 
25. 	26. 	27. 	28. 

1.	6.	11.	16.	21.	26.
2.	7.	12.	17.	22.	27.
3.	8.	13.	18.	23.	28.
4.	9.	14.	19.	24.	
5.	10.	15.	20.	25.	

Exercise 2. Match the words with their definitions.

ray	two lines that intersect to form right angles
parallel line	solid with a base that is a polygon, the edges of the base are joined to a point

	outside the base
intersecting lines	in a plane, lines that never cross and are the same distance apart
perpendicular lines	solid with one circular base, the points on this circle are joined to one point outside the base
solid figure	lines that pass through the same point
faces	solid with two congruent parallel bases and faces that are parallelograms
pyramid	part of a line having two endpoints
cone	a line segment where two faces meet a solid figure
prism	solid with two circular bases that are congruent and parallel
0. cylinder	has 3 dimensions and takes up space

Put your answers in this table. **Model:**

1. g	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 3. Match the words with their definitions.

polygon	a 4-sided polygon with opposite sides equal and parallel. All 4 angles are right angles (90 degrees)
vertex (pl vertices)	a polygon with 6 equal sides and 6 equal angles
hexagon	the point where two lines meet to form an angle
pentagon	a rectangle with 4 equal sides
square	a snapshot of a book or article to help judge its relevance or merit
rectangle	a flat shape with three or more straight sides
rhombus Pl (rhombi or rhombuses)	the space between two lines or surfaces at the point at which they touch each other, measured in degrees
kite	a flat shape with straight sides
angle	a polygon with 5 equal sides and 5 equal angles

0.	trapezium / (PL) trapezia	a flat shape with 4 equal straight sides
1.	annotation	a flat shape with four sides, where two of the sides are parallel

Put your answers in this table. **Model:**

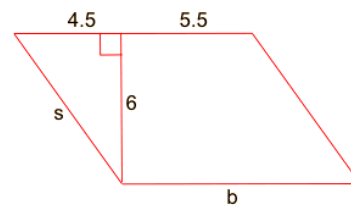
1. f	2.	3.	4.	5.	
6.	7.	8.	9.	10.	11.

Exercise 4. Choose the correct variant.

1. Which one of the following is always correct for a parallelogram?

- a) Adjacent sides have equal length and opposite sides are not parallel.
- b) All sides have equal length and opposite sides are not parallel.
- c) All sides have equal length and opposite sides are parallel.
- d) Opposite sides have equal length and opposite sides are not parallel.

2. Calculate the perimeter of the paralle-



logram.

- a) 35.
- b) 34.
- c) 33.
- d) 32.

3. The diagonals of a square:

- a) Are equal in length, but do not bisect each other at right angles.
- b) Are of different lengths, and do not bisect each other at right angles.
- c) Are equal in length and bisect each other at right angles.
- d) Are of different lengths and bisect each other at right angles.

4. Which of the following is true for the sides of a square?

- a) All sides are equals in length and opposite sides are parallel.
- b) There are two different pairs of equal opposite sides, and opposite sides are parallel.
- c) All sides are equals in length and opposite sides are not parallel.

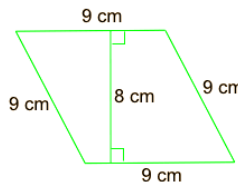
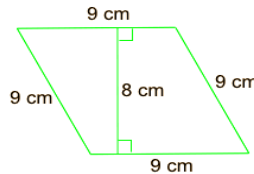
- d) There are two different pairs of equal adjacent sides, and opposite sides are parallel.

5. The diagonals of a rhombus:

- a) Are equal in length and bisect each other.
 b) Are of different lengths and bisect each other at right angles.
 c) Are equal in length, but do not bisect each other.
 d) Are of different lengths, and do not bisect each other.

6. Calculate the area of this rhombus:

- a) 36 cm^2 .
 b) 64 cm^2 .
 c) 72 cm^2 .
 d) 81 cm^2 .



7. Calculate the perimeter of this rhombus:

- a) 32 cm.
 b) 34 cm.
 c) 36 cm.
 d) 72 cm.

8. Which one of the following is always correct for a rhombus?

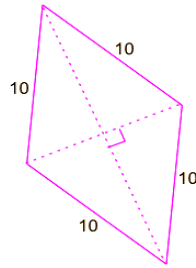
- a) Only adjacent sides have equal length and opposite sides are not parallel.
 b) All sides have equal length and opposite sides are not parallel.
 c) Only opposite sides have equal length and opposite sides are parallel.
 d) All sides have equal length and opposite sides are parallel.

9. If a rhombus is not a square, how many right angles does it have?

- a) 0.
 b) 2.
 c) 3.
 d) 4.

10. The length of the longer diagonal of the rhombus is 16 units. Calculate the length of the shorter diagonal.

- a) 6.
- b) 12.
- c) 12,5.
- d) 12,8.

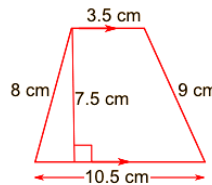


Exercise 5. Choose the correct variant.

1. What is the maximum number of right angles a trapezoid could have?

- a) 1.
- b) 2.
- c) 4.

2. Calculate the perimeter of this trapezoid:



- a) 52,5 cm.
- b) 38,5 cm.
- c) 35 cm.
- d) 31 cm.

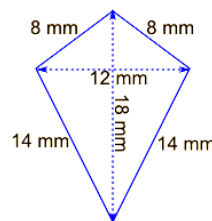
3. The diagonals of an isosceles trapezoid:

- a) Are equal in length, but do not bisect each other.
- b) Are equal in length and bisect each other.
- c) Are of different lengths and bisect each other.
- d) Are of different lengths, and do not bisect each other.

4. For a kite that is not also a rhombus, which of the following is true?

- a) Opposite sides are parallel, but not equal in length.
- b) Opposite sides are parallel and equal in length.
- c) Opposite sides are equal in length, but not parallel.
- d) Opposite sides are neither parallel nor equal in length.

5. Calculate the perimeter of this kite:



- a) 44 mm.
- b) 56 mm.
- c) 74 mm.
- d) 108 mm.

6. Calculate the perimeter of this kite:

- a) 71,5 ft.
- b) 59 ft.
- c) 48 ft.
- d) 35 ft.

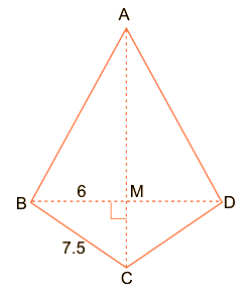
7. The length of the shorter diagonal of kite ABCD is 16.

Calculate the length of the longer diagonal.

- a) 18.
- b) 21.
- c) 25.
- d) 27.

8. The length of the shorter diagonal of kite ABCD is 12 and the length of the longer diagonal is 14,5. Calculate the length of AB.

- a) 10,82.
- b) 11,66.
- c) 12,41.
- d) 12,53.

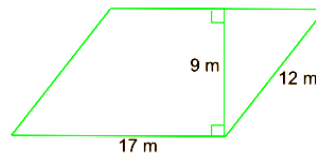


9. For a kite that is not a square or a rhombus, what is the maximum number of right angles it could have?

- a) 1.
- b) 2.
- c) 4.

10. Calculate the area of this parallelogram:

- a) 76,5 m².
- b) 153 m².
- c) 163 m².
- d) 204 m².



lelogram:

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) vertex	b) hexagon	c) rectangle	d) pentagon
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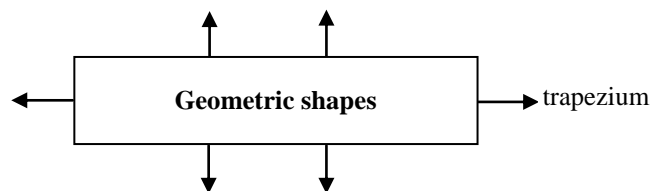
e) kite	f) square	g) median	h) rhombus
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1. For purposes of clarification: a ... is a polygon with six sides and six angles.
2. A ... is a flat shape that has four sides that are all of equal length.
3. A ... is a flat shape with straight sides. It has 2 pairs of equal adjacent sides.
4. A ... is the point that is opposite the base of a shape.
5. A ... is a shape with five sides and five angles.
6. A ... is a flat shape with four sides of equal length and four angles of 90.
7. A ... is a flat shape with four 90° angles and four sides, with opposite sides of equal length.
8. The ... of a trapezoid is a line joining the midpoints of the two legs.

Exercise 7. Read the text "Geometric shapes" and answer the following questions.

1. What geometric shapes do you know?
2. How many vertices does every square have?
3. What is the perimeter of a square?
4. What is the length of the square's each diagonal?
5. What geometric shape can you name as a diamond?
6. How can you calculate the area of a kite?
7. What is the usual way to calculate the area of a trapezium?
8. What is the difference between a cube and a prism?

Exercise 8. Make an information map to collect information about different geometric shapes. Create an annotation to this topic in Power Point. Use the recommendations below.



How to Annotate a Newspaper Article

Instructions

1. Read the article for which you want to create an annotation. Take notes of the "highlights" as you go. For example, identify principal themes of the work, the clarity of the organization and writing, and whether the author accomplishes the stated aims for the work.

2. Begin your annotation with a bibliographic citation. Include all relevant information, including author name, title and publisher.

3. Establish the credentials of the author by including academic degrees or experience related to the subject matter. Explain the principal themes presented in the work, as well as the intended audience for the work (young readers, university students, scholars).

4. Read the newspaper article carefully and with an analytical mind. Explain briefly the thesis of the work and outline associated themes.

5. Evaluate the target audience of the work.

6. Evaluate how well the author explained and articulated the thesis of the work. Include analysis of the foundations of the author's research and how well or poorly the author supports his or her conclusions. Notice the article's level of reading difficulty and whether it contains any jargon, scientific terminology or arcane language aimed at readers in a specific business or industry. Compare the article to other works you have read on similar topics. Ask yourself what the article adds to the existing body of knowledge on the subject.

7. Put the work in context. Compare it to other works on the same subject. How well or poorly does it accomplish its aims? How more or less informative is it when compared with similar works?

8. Itemize unique features of the work. Note any items that might be of particular interest to readers, such as maps, photographs or other illustrations, index or glossary. Explain the primary idea of the article and whether the author succeeded in conveying his message. Note any areas in which the article's author fell short of his goal and how those parts of the article could have been improved. Write a concise one-

paragraph annotation of the article, using the ideas you developed while reading and analyzing the piece. Begin your annotation by citing the author's name, the article's title, the name of the publication in which it appeared and the date it was published.

9. Sum up the author's conclusion. Include your own impressions about how well the author reached the conclusion and evaluate in a broader sense the importance of the work to its field of study. Keep your annotation short and remain on topic. Write at least three or four sentences in your annotation of a newspaper article, but do not exceed a length of approximately 150 words. Write your annotation in the third person, refraining from the use of "you" or "I."

From How to Make Annotations in a Research Paper | eHow [Электронный ресурс]. – Режим доступа : http://www.ehow.com/how_4911304_make-annotations-research. (Дата обращения: 12.03.2014).

Exercise 9. Read and translate the text with a dictionary. Choose sentences which help you to tell about different geometric shapes such as square, rectangle, rhombi, trapezium, kite, cube, prism, pyramid, sphere, etc.

Exercise 10. Creative task.

a) **Make up a presentation.**

b) **Enrich each passage using the information from the text and speak on the following topics:**

1. The mathematicians of Pythagoras's school and their scientific work.
2. Euclid's speculations about prime numbers in his "Book of the Elements".
3. Fermat's proof of the Fundamental Theorem of Arithmetic, his Little Theorem and other works.
4. Mersenne numbers.

Литература

 **Основная литература:**

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.
2. Пассов, Е.И. Урок иностранного языка. – Ростов н/Д : Феникс ; М. : Глосса-

Пресс, 2010. – 640 с.

3. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

 **Дополнительная литература:**

4. Dudley-Evans. Developments in English for Specific Purposes / Dudley-Evans, M. St John. – Cambridge University Press, 2009. – 317 p.
5. Fried-Booth, D. Project Work / D. Fried-Booth. – Oxford University Press, 2012. – 136 p.
6. Sheelagh, D. Reading Other Subjects through English / D. Sheelagh, Christine Price. – Oxford University Press, 2010. – 168 p.

 **Интернет ресурсы:**

7. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
8. How to Make Annotations in a Research Paper | eHow [Электронный ресурс]. – Режим доступа : http://www.ehow.com/how_4911304_make-annotations-research. (Дата обращения: 12.03.2014).
9. Geometric Shape Flashcards [Электронный ресурс]. – Режим доступа : <http://www.aplusmath.com>. (Дата обращения: 12.06.2014).

У.Э. 1.2.3. Triangles and their types

Цель У.Э. 1.2.3.: научиться систематизировать аутентичный материал для последующего предъявления в среде профессионального общения научиться аннотировать иностранную (аутентичную) литературу по профилю направления подготовки.

Учебные задачи У.Э. 1.2.3.:

1. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.

2. Научиться адаптировать и перефразировать текст по профилю направления подготовки.
3. Научиться составлять аннотированный список литературы по профилю направления подготовки с помощью базы англоязычных периодических изданий proquest.ru.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Правильно использовать основную терминологию по теме в рамках предложенных упражнений.
2. Адаптировать и перефразировать текст по профилю направления подготовки.
3. Составить аннотированный список литературы по профилю направления подготовки с помощью базы англоязычных периодических изданий proquest.ru.

План:

1. Основная терминология по теме в рамках предложенных упражнений (Ex. 1-6).
2. Перефразирование текста по профилю направления подготовки (Ex. 7-8, 10).
3. Аннотированный список литературы по профилю направления подготовки с помощью базы англоязычных периодических изданий proquest.ru (Ex. 9).

Text "Triangles and their types"

Before you read:

Can you give a definition of a triangle? What features of a humble triangle can you remind yourself of from your geometry classes? What types of triangles do you know? Try to give a definition of each type. Read the following text and find out whether you are right or not.

Everyone is familiar with the simplest mathematical objects, such as straight lines and circles and squares, and the counting numbers. To be a mathematician all you have to do is to learn to look at these objects with some insight and imagination, maybe do a few experiments too, and be able to draw reasonable conclusions.

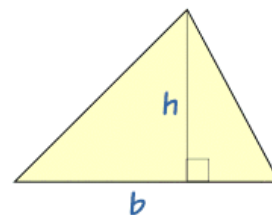
The result of these activities – which are also quite familiar to you from everyday life – is that you soon see the square as more than something with four equal

sides and four right angles; a circle as more than just a plain circle; and the number 8 as much more than merely the next number after 7. We are going to start this mathematical adventure by looking at another very simple and common mathematical object, the humble triangle.

What features does it have? The three sides could be any length at all – except that the two shorter sides together must be longer than the longest side, or the triangle would not close. You cannot make a triangle out of three strips of wood of length 3, 5 and 12 meters.

The three angles cannot be chosen as freely as the three sides. In fact, when we know the size of two of them, the other one can be calculated, because their sum is constant and is equal to 180° .

What other properties does the original triangle have? None, until we use our imagination and start asking some searching questions. As soon as we start to pose problems, and to solve them, we inevitably find ourselves discovering more of its many features. One natural question is: how big is this triangle? What is its area? The simplest and traditional way to find the area is to divide the triangle into two right-angled triangles, by drawing an altitude and then drawing a horizontal line which bisects the altitude at right angles. This dissects each right-angled triangle into a rectangle. The original triangle has been transformed into a rectangle of the same height, and half the width. This trick can be performed in three different ways, if all three angles of the triangle are less than a right angle, by starting with each of the three sides. This at once tells us something about the lengths of the altitudes and the sides: $BC \times AD = CA \times BE = AB \times CF$.

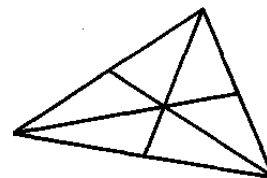


A triangle has three sides and three angles. The three angles always add to 180° . There are three special names given to triangles that tell how many sides (or angles) are equal: equilateral, isosceles and scalene. There can be 3, 2 or no equal sides/angles in equilateral triangle. Three equal angles are always 60° . Triangles can also have names that tell you what type of angle is inside: an acute triangle. All angles are less than 90° is a right triangle.

The area is half of the base times height. "b" is the distance along the base "h" is the height (measured at right angles to the base). $Area = \frac{1}{2} \times b \times h$. The formula works for all triangles.

Types of triangles

Equilateral triangle – a triangle with all three sides of the same length. *Isosceles triangle* – a triangle with two of the three sides of the same length. *Right-angled triangle* – a triangle with one angle equal to 90° . *Acute-angled triangle* – a triangle with all the angles less than 90° . *Obtuse-angled triangle* – a triangle with one of the angles greater than 90° .



Actually, if the triangle is divided into numerous narrow parallel strips, each strip will balance about its midpoint, and all these midpoints appear to lie on the straight line joining the vertex to the midpoint of the opposite side, called the median from that vertex. The centre of gravity of all the strips together will lie somewhere on the same straight line. Bearing in mind that we found area of the triangle in three different ways by starting with each side as base in turn, it is natural to do the same for the centre of gravity of the triangle. Three constructions can be made, each with a line of midpoints. If the centre of gravity lies on each of these lines, then there must be one point where all three lines meet. To find it, we'll join each vertex to the midpoint of the opposite side, and the three lines concur, at the centre of gravity. We have a bonus in this case, also. Because we are confident that the three medians do indeed concur. We do not even need to draw a diagram to check this fact, whereas we only discovered that the altitudes concurred with the aid of a drawing.

From Triangle [Электронный ресурс]. – Режим доступа : <http://www.mathsisfun.com/triangle.html>. (Дата обращения: 25.07.2014).

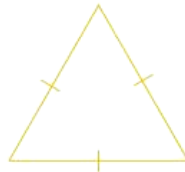
EXERCISES

Exercise 1. Put in the missing letters. Check yourself with a dictionary: -ri-n-

l-, a-g-e, -um-l-, -e-ta-g-e, - -u-la-e-al, -s- s-el-s, s-a-e-e, v-r-ex, -ra-i-y.

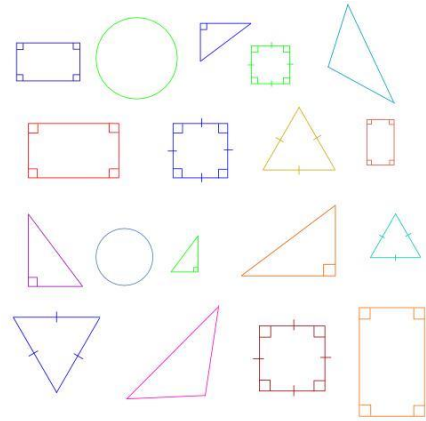
Exercise 2. Choose the correct

1. This shape is (*Don't guess the*



variant.

answer):



- a) A right angled triangle.
- b) A regular (equilateral) triangle.
- c) An irregular triangle.
- d) A rectangle.

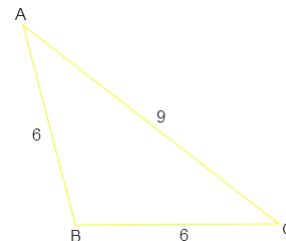
2. How many regular (equilateral) triangles are there in the diagram? (*This is your chance to practice your skills*).

- a) 2.
- b) 3.
- c) 4.
- d) 5.

3. Which of the following correctly describes this triangle?

(*This is your chance to practice your skills*).

- a) It is a right isosceles triangle.
- b) It is an acute isosceles triangle.
- c) It is an obtuse isosceles triangle.
- d) It is an obtuse scalene triangle.



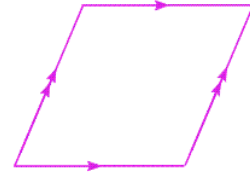
trian-

4. Which of the following is NOT possible? (*This is your chance to practice your skills*).

- a) An obtuse isosceles triangle.
- b) An acute isosceles triangle.
- c) An obtuse equilateral triangle.
- d) An acute equilateral triangle.

5. The diagram shows a rhombus. If the diagonals of the rhombus are drawn in, the four triangles that are formed are (*Practice makes perfect*):

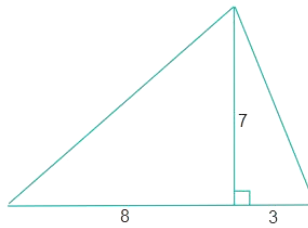
- a) Isosceles right angled triangles.
- b.) Scalene right angled triangles.
- c) Isosceles acute angled triangles.
- d) Scalene acute angled triangles.



6. What is the area of the triangle?

(Remember to learn from your mistakes).

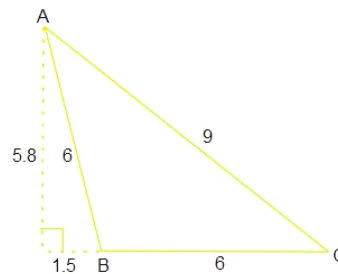
- a) 37,5.
- b) 38,5.
- c) 49.
- d) 84.



7. What is the area of triangle ABC?

(Only use a calculator if it is not

- a) 17,4 units².
- b) 18 units².
- c) 21,75 units².
- d) 27 units².

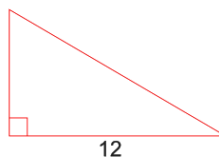


cheating!)

8. The area of the triangle is 42 units². What is the height of the triangle?

(Only use a calculator if it is not

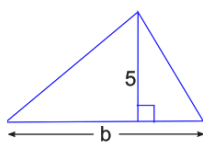
- a) 5.
- b) 6.
- c) 7.
- d) 9.



cheating!)

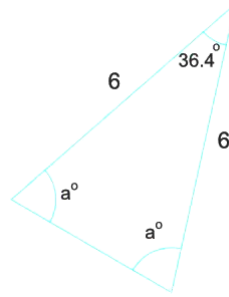
9. The area of the triangle is 22,5 units². What is the length of the base of the triangle?

- a) 5.
- b) 7.
- c) 8.
- d) 9.



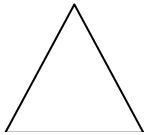
10. What is the size of the missing angle a° ?

- a) $53,6^\circ$.
- b) $71,8^\circ$.
- c) $72,7^\circ$.
- d) $143,6^\circ$.

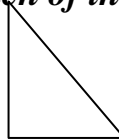


Exercise 3. Name the type of each of the following triangles:

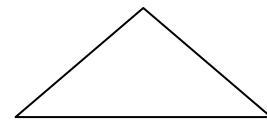
1.



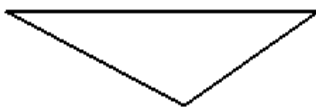
2.



3.



4.



5.



Exercise 4. Match the words with their definitions.

perimeter	) a round plane figure whose boundary (the circumference) consists of points equidistant from a fixed point (the centre)
triangle	) an expert in or a student of mathematics
circle	) a plane figure with four straight sides and four right angles, especially one with unequal adjacent sides, in contrast to a square
square	) a plane figure with four equal straight sides and four right angles
mathematician	) bend your elbows at 90-degree angles and keep them close to your body.
angle	the extent or measurement of a surface or piece of land
length	) the distance around the edge of the triangle: just add up the three sides
area	) the measurement or extent of something from side to side; the lesser _____ of _____ two or the least of three dimensions of a body

width	the measurement or extent of something from end to end; the greater of two or the greatest of three dimensions of an object
0. rectangle	a plane figure with three straight sides and three angles

Put your answers in this table. Model:

1. g	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. Confirm or deny the statements.

1. Two triangles are similar if only two of their sides are proportional. **2.** Two triangles are not similar if only two their corresponding angles are equal. **3.** Two right-angled triangles are similar if a leg and a hypotenuse of one triangle are proportional to a leg and a hypotenuse of another. **4.** There exist only three similarity criteria of right-angled triangles. **5.** If all corresponding angles of two triangles are equal they (triangles) are not similar. **6.** If the triangle were a real physical sheet, made of some uniform material, it would not only have an area, but also a centre of gravity. **7.** The median from a vertex is a straight line joining this vertex to the midpoint of the opposite side. **8.** We can find area of the triangle in three different ways by starting with each side as base in turn. **9.** Three medians of a triangle never concur. **10.** Two triangles are similar, if all their sides are proportional. **11.** Two right-angled triangles are similar, if all their corresponding angles are equal. **12.** Two right-angled triangles are similar, if two sides of one triangle are proportional to two sides of another and the angles concluded between these sides are equal. **13.** Two triangles are similar, if their legs are proportional. **14.** Two triangles are similar, if a leg and a hypotenuse of one triangle are proportional to a leg and a hypotenuse of another. **15.** Two right-angled triangles are similar, if two angles of one triangle are equal to two angles of another.

Exercise 5. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) rectangles	b) squares	c) width	d) length
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e) triangles	f) mathematicians	g) area	h) circle
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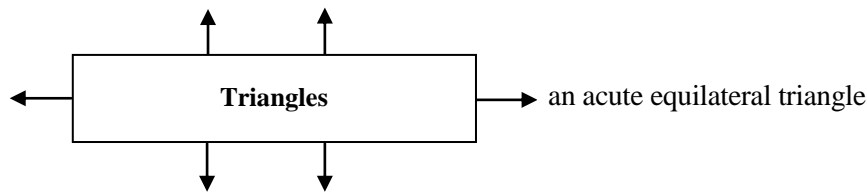
1. Cross-sections are in the shape of circles, ovals, squares, rectangles, equilateral ... or regular polygons.
2. In the normal geometry of flat space, the diameter of a ... is its circumference divided by pi.
3. The 2×0.5 m board was divided into four equal sections, with each section divided into 25 ... of equal size.
4. Indian ... and astronomers constructed sine table with great precision.
5. Being around three to four inches in ... they are also just the right size for tench fishing.
6. Typical blocks were fabricated to measurements of three feet in length and 1.5 feet in ... and height.
7. In particular books one and two set out basic properties of triangles, parallels, parallelograms, ... and squares.
8. The green is four feet square in ..., and cut on the side of a 75-degree slope.

Exercise 6. Read the text "Triangles, their types and similarity criteria" and answer the following questions.

1. What types of triangles can you name?
2. What is a humble triangle?
3. What main features of a humble triangle can you name?
4. What is the sum of all angles in a triangle equal to?
5. How can the area of a humble triangle be found?
6. What is the area of the triangle when h (height) = 12 cm and b (base) = 20 cm?
7. Where is the centre of gravity of a triangle?
8. What is a median of a triangle?
9. Do the three medians of a triangle necessarily concur?
10. What is the point where the medians concur called?

Exercise 7. *Read and translate the text with a dictionary. Choose sentences which help you to tell about triangles, their types and similarity criteria of them.*

Exercise 8. *Make an information map to collect information about triangles.*



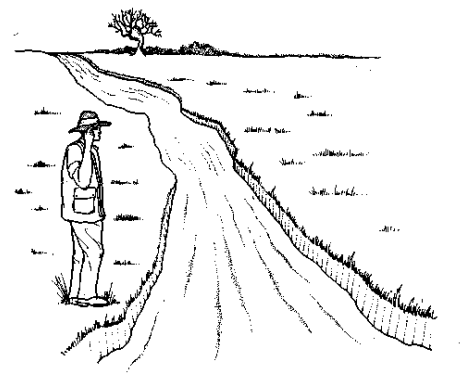
Exercise 9. *Make up a list of literature according to your specialty using English-speaking periodical publications www.proquest.ru.*

Exercise 10. *Creative task.*

Try to solve

Problem 1. Across the river.

Jake Hardy was standing on the river bank, looking across to the far side. "How wide do you reckon it is?" asked Harold. Jake adjusted the rim of his hat, and turned to look downstream. He paused and then walked with deliberate paces along the river bank, then turned and called out, "About thirty meters, give or take a few".



How did he estimate the width of the river?

Problem 2. Three men in the hotel.

Three men go to a hotel. They ask the clerk, "How much is a room?" and the clerk tells them it is \$30. They each pay the clerk \$10 and go to the room. The clerk knew that the room rate was really only \$25 and started to feel guilty about overcharging the men so he gave the bellboy a \$5 bill and told him to return the money to the men. The bellboy knew that \$5 didn't divide evenly among the three men, so he kept the \$5 bill and returned one dollar to each of the men, keeping the extra \$2 for himself. So each of the three men paid \$9 for the room (\$27 total) and the bellboy kept \$2. Where is the other dollar?

Литература

 **Основная литература:**

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.
2. Пассов, Е.И. Урок иностранного языка. – Ростов н/Д : Феникс ; М. : Глосса-Пресс, 2010. – 640 с.
3. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

📖 Дополнительная литература:

4. Dudley-Evans. Developments in English for Specific Purposes / Dudley-Evans, M. St John. – Cambridge University Press, 2009. – 317 p.
5. Sheelagh, D. Reading Other Subjects through English / D. Sheelagh, Christine Price. – Oxford University Press, 2010. – 168 p.
6. Todd Bermont. 10 Insider Secrets to a Winning Job Search. – Career Press, 2009. – 216 p.

🌐 Интернет ресурсы:

7. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
8. Triangle [Электронный ресурс]. – Режим доступа : <http://www.mathsisfun.com/triangle.html>. (Дата обращения: 25.07.2014).

У.Э. 1.2.4. Circumference and Area of Circles

Цель У.Э. 1.2.4.: научиться основным принципам перевода научных математических текстов на русский язык.

Учебные задачи У.Э. 1.2.4.:

1. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.
2. Научиться правильно использовать математические штампы.

3. Научиться правильно применять грамматические категории (вводные выражения и идиомы, конструкции с предлогами и др.).

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Применять основную терминологию по теме в рамках предложенных упражнений.
2. Правильно использовать математические штампы.
3. Правильно применять грамматические категории (вводные выражения и идиомы, конструкции с предлогами и др.).

План:

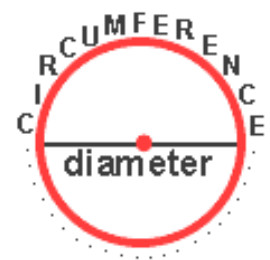
1. Основная терминология по теме в рамках предложенных упражнений (Ex. 1-7).
2. Математические штампы (Ex. 8-9).
3. Грамматические категории (вводные выражения и идиомы, конструкции с предлогами и др.) (Ex. 10).

Text "Circumference and Area of Circles"

Before you read:

What do you know about circumference, diameter, radius and chord from your school years? Can you find area of circle? What does the mean? Can you explain it? Give the examples. Read the following text and find out whether you are right or not.

A circle is a shape with all points the same distance from the center. It is named by the center. The circle to the left is called circle A since the center is at point A. If you measure the distance around a circle and divide it by the distance across the circle through the center, you will always come



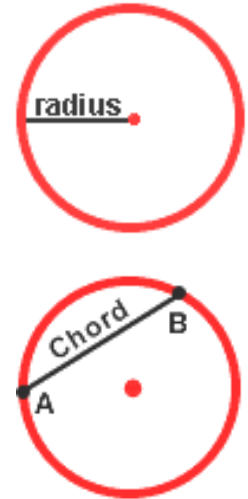
close to a particular value, depending upon the accuracy of your measurement. This value is approximately 3.14159265358979323846... We use the Greek letter π (pronounced Pi) to represent this value. The number π goes on forever. However, using computers, π has been calculated to over 1 trillion digits past the decimal point.

The distance around a circle is called the circumference. The distance across a circle through the center is called the diameter. π is



the ratio of the circumference of a circle to the diameter. Thus, for any circle, if you divide the circumference by the diameter, you get a value close to π . This relationship is expressed in the following formula: $C/d = \pi$ where [C] is circumference and [d] is diameter. Another way to write this formula is: $C = \pi \times d$ where [x] means multiply. This second formula is commonly used in problems where the diameter is given and the circumference is not known.

The radius of a circle is the distance from the center of a circle to any point on the circle. If you place two radii end-to-end in a circle, you would have the same length as one diameter. Thus, the diameter of a circle is twice as long as the radius. This relationship is expressed in the following formula: $d=2 \times r$, where [d] is the diameter and [r] is the radius. Circumference, diameter and radii are measured in linear units, such as inches and centimeters. A circle has many different radii and many different diameters, each passing through the center. A real-life example of a radius is the spoke of a bicycle wheel. A 9-inch pizza is an example of a diameter: when one makes the first cut to slice a round pizza pie in half, this cut is the diameter of the pizza. So a 9-inch pizza has a 9-inch diameter.



A chord is a line segment that joins two points on a curve. In geometry, a chord is often used to describe a line segment joining two endpoints that lie on a circle. The circle to the right contains chord AB. If this circle was a pizza pie, you could cut off a piece of pizza along chord AB. By cutting along chord AB, you are cutting off a segment of pizza that includes this chord. A circle has many different chords. Some chords pass through the center and some do not. A chord that passes through the center is called a diameter. It turns out that a diameter of a circle is the longest chord of that circle since it passes through the center. A diameter satisfies the definition of a chord, however, a chord is not necessarily a diameter. This is because every diameter passes through the center of a circle, but some chords do not pass through the center. Thus, it can be stated, every diameter is a chord, but not every chord is a diameter.

From Math Lessons [Электронный ресурс]. – Режим доступа : <http://>

EXERCISES

Exercise 1. Put in the missing letters. Check yourself with a dictionary: -i-me-er, -a-i-s, -ho-d, -i-c-e, s-g-e-t, -ir-u-fe-en-e, -o-m-la, -i-ta-ce, -e-s-re, -e-ti-e-er.

Exercise 2. Find the right pronunciation of these words in a dictionary, read them and explain their meaning: the accuracy of your measurement, the distance from the center of a circle to any point on the circle, to be measured in linear units, the longest chord of the circle.

Exercise 3. Match the words with their definitions.

circumference	a unit of linear measure equal to 12 inches
inch	the enclosing boundary of a curved geometric figure, especially a circle
foot (pl. feet)	a part of a figure cut off by a line or plane intersecting it
yard	a part of the circumference of a circle or other curve
diameter	a line or outline that gradually deviates from being straight for some or all of its length
chord	a unit of linear measure equal to 3 feet
arc	the outside limit of an object, area, or surface; a place or part farthest away from the center of something
curve	a straight line that reaches from one point on the edge of a round shape or object, through its centre, to a point on the opposite edge
edge	a unit of linear measure equal to one twelfth of a foot
segment	a straight line joining the ends of an arc

Put your answers in this table. Model:

1. b	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. "Problems with Areas". Study the table of square measures and do the exercise.

1 sq. ft = $12 \times 12 = 144$ sq. in.
1 sq. yd. = $3 \times 3 = 9$ sq. ft.
1 sq. rd. = $5\frac{1}{2} \times 5\frac{1}{2} = 30\frac{1}{4}$ sq. yd.
1 acre (A) = 160 sq. rd.
1 sq. mi. = 640 A.

- To change square inches to square feet, divide by _____ .
- 432 square inches equal _____ square feet.
- To change square feet to square inches, multiply by _____ .
- Ten square feet equal how many square inches?
- To change square feet to square yard, divide by _____ .
- 27 square feet equal how many square yards?
- To change square yards to square feet, multiply by _____ .
- Four square yards equal how many square feet?
- To change square yards to square rods, divide by _____ .
- 121 square yards equal how many square rods?
- A library floor has the dimensions of 70 ft. by 30 ft. How many square yards are there in the floor area?

Exercise 5. This is your opportunity to prove to yourself that you have mastered the skills of this unit. Do your best.

- If the diameter of a circle is 142,8 millimeters, then what is the radius?
- If the radius of a circle is 15,3 centimeters, then what is the diameter?
- Find the circumference of a circle with a diameter of 11 millimeters.
- Find the circumference of a circle with a diameter of 7,5 inches.
- Find the diameter of a circle with a circumference of 21,98 meters.
- Find the area of a circle with a radius of 4 inches.
- Find the area of a circle with a radius of 3,5 centimeters.
- Find the radius of a circle with an area of 200,96 square feet.
- If the radius of a circle is 1.5 inches, then what is the circumference?

10. If the diameter of a circle is 9 centimeters, then what is the area?

11. A dinner plate has a radius of 6 centimeters. What is the area?

12. The distance around the wheel of a truck is 9,42 feet. What is the diameter of the wheel?

13. A lawn sprinkler sprays water 5 feet in every direction as it rotates. What is the area of the sprinkled lawn?

14. What is the circumference of a 12 inch pizza?

15. A dog is tied to a wooden stake in a backyard. His leash is 3 meters long and he runs around in circles pulling the leash as far as it can go. How much area does the dog have to run around in?

16. The distance around a carousel is 21,98 yards. What is the radius?

17. A storm is expected to hit 7 miles in every direction from a small town. What is the area that the storm will affect?

18. An asteroid hit the earth and created a huge round crater. Scientists measured the distance around the crater as 78,5 miles. What is the diameter of the crater?

19. A semi-circle shaped rug has a diameter of 2 feet. What is the area of the rug?

20. A spinner has 6 sectors, half of which are red and half of which are black. If the radius of the spinner is 3 inches, what is the area of the red sectors?

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) yard	b) arcs	c) inches	d) circumference
e) chords	f) diameter	g) curve	h) segments

1 The ... measures twice the radius.

2. Twelve ... are equal to one foot.

3. One ... is equal to three feet or approximately 91,4 centimeters.

4. He found the length of an arc of the cycloid using an exhaustion proof based on dissections to reduce the problem to summing segments of ... of a circle which are in geometric progression.

5. His last work was on the cycloid, the curve traced by a point on the ... of a rolling circle.

6. He used ... of great circles instead of arcs of parallel circles on the sphere.

7. ... is a line that bends continuously and has no straight parts.

8. The main purpose of the work is to investigate the volume of ... of these three-dimensional figures.

Exercise 7. Read the text "Circumference and Area of Circles" and answer the following questions.

1. What were the first mathematical signs and symbols, to your mind?

2. What is the distinction between natural language and the language of maths?

What do they have in common?

3. Does maths deal only with numbers and geometrical forms and the concepts built upon these basic ideas?

4. What does the degree of abstraction of a mathematical notion depend on?

5. What is a mathematical postulate (axiom, theorem, proof, theory)?

6. What is the difference between a dictionary (encyclopedic) and a rigorous mathematical definition?

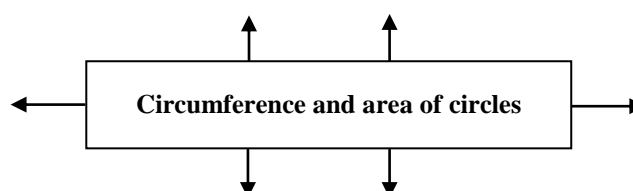
7. What is the role of **a)** experience, **b)** common sense, **c)** intuition, **d)** talent, **e)** genius, **f)** imagination, **g)** flashes of insight in maths?

8. Do the phrases "mathematical language", "mathematical notation", "mathematical symbolism" mean the same thing?

9. Is there any difference between the language of algebra and the language of the calculus?

10. Although maths is a science, it is usually distinguished from science by its relative independence from empirical considerations. How does pure maths manage to conceal its origin from the real world?

Exercise 8. Make an information map to collect information about circumference and area of circles.



Exercise 9. Read and learn the information about mathematical stamps. Make up sentences according to your specialty using these stamps. Retell this mathematical text in English. Use seven mathematical stamps and words suppose, then, such that, if, where:

Пусть $k: S^1 \rightarrow R^3$ – гладкий узел. Обозначим через φ отображение $S^1 \rightarrow G(1, 3)$, посылающее каждую точку $s \in k(S^1)$ в прямую, параллельную касательной к $k(S^1)$ в точке s . Рассмотрим элемент $\sigma \in \pi_1(G(1, 3))$, порождённый путём $\varphi(k(S^1))$. Пусть этот элемент не тривиален.

Математический штамп (*mathematical stamp*) – это заготовка для создания однотипных математических высказываний; заготовка состоит из текста с пробелами для переменных слов (или словосочетаний); заполняя эти пробелы словами надлежащего типа, вы можете превращать штамп в конкретные математические высказывания.

Предъявляя штамп, в кавычках указывается тип переменных слов (словосочетаний), которые можно вставить в каждый пробел. Например, один из самых ходовых штампов

1. THE "термин" IS "характеристика"

имеет два пробела: термин и характеристика, и порождает такие математические обороты как The function f is continuous. The manifold M is smooth. Различаются три типа переменных слов (словосочетаний): кроме двух названных бывают ещё и ссылки. Тип ссылка появляется, например, в таком популярном штампе:

2. "ссылка" FOLLOWS FROM "ссылка"

Он порождает, например, такие обороты: Theorem 2.1 follows from Poincare duality. The last statement follows from Lemma 3.2. Приведём ещё несколько часто встречающихся штампов, вместе с примерами их заполнения.

3. FOR ANY "термин" THERE EXISTS
A "термин"

For any natural number there exists a successor. For any projective space RP^n there exists a smooth embedding $RP^n \subset R^{2n}$.

Целую серию штампов можно получить на основе бинарных отношений, таких как is, has, gives, is contained in, is isomorphic to, coincides with, generates, contains, spans, etc.

Например,

4. THE "термин" CONTAINS A "термин"

The algebra $sl(n)$ contains a primitive subalgebra. The space X contains a dense ε -net.

В штампе может быть и более двух переменных слов, как, например, в популярном в алгебре штампе

5. THE SET OF ALL "термины" IS A
"термин"
WITH RESPECT TO THE "термин"

The set of all integers is a group with respect to the sum operation. The set of all square integrable functions is a Banach space with respect to the norm $\|f\| = (\int f^2 dx)^{1/2}$. В роли переменного слова могут выступать математические символы или формулы, например, For any $x \subset (0,1)$ there exists a $y > x$, $y \subset (0,1)$. (I) \rightarrow (II) follows from (2,7). Имеются штампы, в которых некоторые пустые места обязательно должны заполняться символами, например,

6. DENOTE BY "символ" ANY "термин"

Denote by x any element of X . Denote by r any positive number.

Приведём пример "хорошего" штампа:

7. ANY "термин" IS CALLED "характеристика"

Any element $x \subset K^+$ is called positive. Any map $f \subset C^\infty(R^n, R^m)$ is called smooth.

From Как написать математическую статью по-английски [Электронный ресурс]. – Режим доступа : [http:// www. alleng.ru/d/eng/eng150.htm](http://www.alleng.ru/d/eng/eng150.htm). (Дата обращения: 25.02.2015).

Exercise 10. Creative task. Learn the material "The Elements of Style" by William Strunk, Jr from the site <http://www.bartleby.com/141/>. Pay attention on such paragraphs as "Elementary rules of usage" and "Elementary principles of composition". It gives in brief space the principal requirements of plain English style and concentrates attention on the rules of usage and principles of composition most commonly violated. After that choose any scientific mathematical article (3.500 words) according to your interests from any Russian newspaper, magazine or site, try to translate it into English using these recommendations.

Литература

Основная литература:

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.
2. Пассов, Е.И. Урок иностранного языка. – Ростов н/Д : Феникс ; М. : Глосса-Пресс, 2010. – 640 с.
3. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

Дополнительная литература:

4. Fried-Booth, D. Project Work / D. Fried-Booth. – Oxford University Press, 2012. – 136 p.
5. Sheelagh, D. Reading Other Subjects through English / D. Sheelagh, Christine Price. – Oxford University Press, 2010. – 168 p.

Интернет ресурсы:

6. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
7. Math Lessons [Электронный ресурс]. – Режим доступа : <http://http://www.mathgoodies.com>. (Дата обращения: 14.09.2014).

8. Как написать математическую статью по-английски [Электронный ресурс]. – Режим доступа : <http://www.alleng.ru/d/engl/engl50.htm>. (Дата обращения: 25.02.2015).

**У.Э. 1.3. РУБЕЖНЫЙ КОНТРОЛЬ ПО МОДУЛЮ 1 "КОММУНИКАЦИЯ
В СФЕРЕ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ В РАМКАХ РАБОТЫ С
ТЕКСТАМИ ПО ПРОФИЛЮ НАПРАВЛЕНИЯ ПОДГОТОВКИ"
(письменная контрольная работа – 2 часа)**

При подготовке к рубежному контролю следует повторить все учебные элементы, рассмотренные в модуле.

Контрольная работа будет состоять из тестовых вопросов, а также практических заданий. Тестовые вопросы предполагают выбор одного варианта ответа. Практические задания направлены на проверку полученных умений. При подготовке к контрольной работе необходимо ориентироваться в информации, полученной в ходе практических занятий.

ПРИМЕРНЫЕ ВОПРОСЫ

ДЛЯ ИТОГОВОГО КОНТРОЛЯ ПО МОДУЛЮ

Exercise 1. Выберите правильный вариант ответа.

1. The product of π and the diameter d of a circle is the ... of the circle.
 - a) area.
 - b) circumference.
 - c) radius.
 - d) none of these.
2. What is the area of the circle with a circumference of 13 ft? [Use $\pi = 3,14$.]
 - a) 28,45 sq. ft.
 - b) 13,45 sq. ft.
 - c) 21,45 sq. ft.
 - d) 18,45 sq. ft.
3. Jackson ran around a circular track. Which of the following is required to find the distance covered by him?

- a) radius.
- b) area.
- c) circumference.
- d) diameter.

4. Estimate the diameter of a circle, if the circumference of the circle is 2,4 cm.

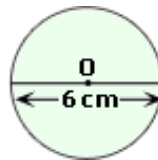
- a) 0,7 cm.
- b) 1,0 cm.
- c) 0,9 cm.
- d) 0,8 cm.

5. Estimate the length of a rope by which a cow must be tethered so that it can graze an area of 192 yd^2 .

- a) 16 yd.
- b) 8 yd.
- c) 9 yd.
- d) 17 yd.

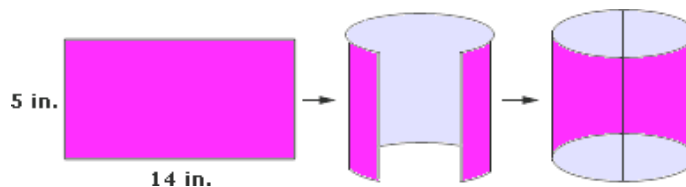
6. Find the area of the circle to the nearest whole number.

- a) 9 sq.cm.
- b) 28 sq.cm.
- c) 18 sq.cm.
- d) 108 sq.cm.



7. A rectangular tin sheet, 14 in. long and 5 in. wide, is rolled along its length to form a cylinder by making the opposite edges meet. What is the base radius of the cylinder formed?

- a) 14 in.
- b) 2,23 in.
- c) 11 in.
- d) 10,2 in.



8. Find the circumference of a circle whose radius is 33 cm. [Use $\pi = 3.14$]

- a) 103,62 cm.
- b) 414,48 cm.

- c) 217,24 cm.
- d) 207,24 cm.

9. Find the circumference of a basketball hoop if it has a diameter of 26 cm. [Use $\pi = 3.14$]

- a) 81,64 cm.
- b) 29,14 cm.
- c) 163,28 cm.
- d) 8,28 cm.

10. What is the circumference of a circle with diameter 49 inches? [Use $\pi = 3.14$]

- a) 160,86 inches.
- b) 163,86 inches.
- c) 153,86 inches.
- d) 307,72 inches.

11. The diameter of a small pizza is 8 inches. What is its area? [Use $\pi = 3,14$]

- a) 52,2 in².
- b) 48,2 in².
- c) 54,2 in².
- d) 50,2 in².

12. What is the area of a circular field of radius 1,9 miles? [Use $\pi = 3,14$]

- a) 13,33 miles².
- b) 9,33 miles².
- c) 11,33 miles².
- d) 14,73 miles².

13. The circumference of the bottom of a circular swimming pool is 55 ft. What is the area of the bottom of the pool? [Use $\pi = 3,14$.]

- a) 240,40 ft².
- b) 240,40 ft².
- c) 2374,62 ft².

d) $9498,50 \text{ ft}^2$.

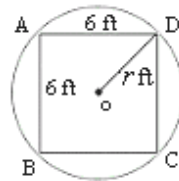
14. What is the radius of the circle with circumference 92 cm? [Use $\pi = 3,14$]

- a) 15,64 cm.
- b) 13,64 cm.
- c) 17,64 cm.
- d) 14,64 cm.

15. What is the diameter of the circle whose circumference is 196 inches?

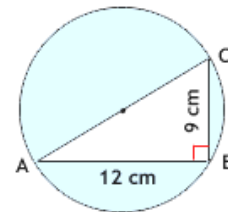
- a) 65,62 inches.
- b) 62,42 inches.
- c) 64,42 inches.
- d) 60,42 inches.

16. What is the radius of the circle in the figure?



- a) $25\sqrt{\text{ft}}$.
- b) $3\sqrt{\text{ft}}$.
- c) $32\sqrt{\text{ft}}$.
- d) $33\sqrt{\text{ft}}$.

17. What is the area of the shaded region in the figure?

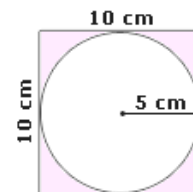


[Use π

$= 3,14$].

- a) $122,63 \text{ cm}^2$.
- b) $176,63 \text{ cm}^2$.
- c) 54 cm^2 .
- d) $117,63 \text{ cm}^2$.

18. What is the area of the shaded region in the figure?



[Use $\pi =$

3,14].

- a) 100 cm^2 .
- b) $78,5 \text{ cm}^2$.
- c) $21,5 \text{ cm}^2$.
- d) $31,5 \text{ cm}^2$.

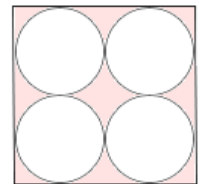
19. A goat is tied to a pole with a 4 m rope. The goat can graze to the full length of the rope and 360° around the pole. How much area does the goat have to graze? [Use $\pi = 3,14$].

- a) 16 m^2 .
- b) $25,12 \text{ m}^2$.
- c) $50,24 \text{ m}^2$.
- d) 1440 m^2 .

20. The diameter of a car wheel is 18 in. How far will the car go in 8 revolutions of the wheel?

- a) 144π .
- b) 114π .
- c) 8π .
- d) 18π .

21. Each side of the square in the figure shown is 16 in. What is the area of the shaded region if the four circles inscribed in the square are congruent? [Use $\pi = 3,14$].

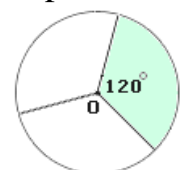


- a) $200,96 \text{ in}^2$.
- b) $55,04 \text{ in}^2$.
- c) $51,04 \text{ in}^2$.
- d) $59,04 \text{ in}^2$.

22. An aluminum tube, 50 in. long, is bent to make a circular hoop. Find the diameter of the hoop.

- a) 50π .
- b) 48π .
- c) $\pi 50$.
- d) 50π .

23. O is the center of the circle. The circle is divided into three equal parts and one of them is shaded. If the radius of the circle is 12 ft, then what is the area of the shaded sector?



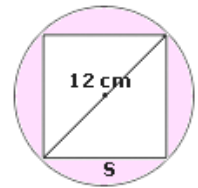
- a) $46\pi \text{ ft}^2$.

- b) $50\pi \text{ ft}^2$.
- c) $48\pi \text{ ft}^2$.
- d) $49\pi \text{ ft}^2$.

24. The central angle of a sector is 20° . If the area of the circle is 180 m^2 , then what is the area of the sector?

- a) 10 m^2 .
- b) 20 m^2 .
- c) 12 m^2 .
- d) 15 m^2 .

25. A square is inscribed in a circle whose diameter is 12 cm as shown in the figure. Find the area of the shaded portion in the figure.



- a) $41,04 \text{ cm}^2$.
- b) 40 cm^2 .
- c) 50 cm^2 .
- d) none of these.

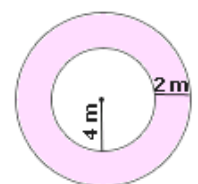
26. A wire 100 cm long is bent to form a circle. Find the area of the circle formed.

- a) $2500 (\pi \text{Unknown node type: sup}) \text{ cm}^2$.
- b) 2500 cm^2 .
- c) $2500\pi \text{ cm}$.
- d) $2500\pi \text{ cm}^2$.

27. The diameter of the wheel of a truck is 100 cm. How many revolutions will it take to travel 600 cm?

- a) $6/\pi$.
- b) 6π .
- c) $7/\pi$.
- d) $5/\pi$.

28. A circular ground of radius 4m has a path of width 2m around it as shown in the figure. What is the area of the path?



- a) $10\pi \text{ m}^2$.

b) $20\pi \text{ m}^2$.

c) $30\pi \text{ m}^2$.

d) none of these.

29. The circumference of two concentric circles is 130m. and 90m. What is the difference between their radii?

a) $20\pi \text{ m}$.

b) $20/\pi \text{ m}$.

c) $\pi/20 \text{ m}$.

d) $45/\pi \text{ m}$.

30. If the diameter of a circle is increased by 80%, by what percent will its circumference increase?

a) 85%.

b) 80%.

c) 70%.

d) 90%.

31. If the radius of the circle is decreased by 30%, by what percent will its circumference decrease?

a) 30%.

b) 65%.

c) 55%.

d) 60%.

32. If the radius of a circle is increased by 30%, by what percent will its area increase?

a) 64%.

b) 69%.

c) 30%.

d) 74%.

33. If the area of a circle is decreased by 70%, by about what percent will its radius decrease?

a) 41%.

b) 70%.

c) 46%.

d) 51%.

34. A circular cake is cut into equal pieces in such a way that each piece makes an angle of 45° at the center. Find the number of pieces.

a) 10.

b) 8.

c) 6.

d) 12.

Exercise 2. Составьте план реферируемого документа.

Exercise 3. Составьте аннотированный список литературы по профилю направления подготовки с помощью базы англоязычных периодических изданий *proquest.ru*.

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МОДУЛЬ 2.

КОММУНИКАЦИЯ В СФЕРЕ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ В РАМКАХ ВЫБОРА КАРЬЕРЫ И ТРУДОУСТРОЙСТВА

Цель модуля: сформировать коммуникативные умения и навыки на основе усвоенной профессиональной лексики в устной и письменной речи.

Задачи модуля:

1. Научиться выражать свои мысли на английском языке в ситуациях профессионального общения.
2. Научиться имитировать научный стиль изложения, как функционально-стилистическую разновидность речи, необходимый для работы с иноязычными текстами в процессе профессиональной деятельности.

Усвоив модуль, Вы сможете:

- строить монологическое высказывание с использованием аутентичного образца на ситуативной основе;
- оформлять собственные устные сообщения профессионального характера, в т.ч. как это общепринято в англоязычном математическом сообществе;
- оформлять собственное письменное высказывание профессионального характера.

Требования к знаниям и умениям по модулю:

- знать и правильно использовать основную терминологию своего профиля направления подготовки;

- знать алгоритм оформления собственного письменного высказывания профессионального характера;
- знать алгоритм оформления собственного устного высказывания профессионального характера;
- уметь заполнять анкету; составлять автобиографию/резюме;
- уметь писать официальные письма делового характера и ответы на них;
- уметь вести дискуссии на профессиональные темы посредством создания ситуации общения;
- владеть навыками написания научной математической статьи так, как это общепринято в англоязычном математическом сообществе.

Структура модуля: Модуль 2 состоит из 3 учебных элементов (УЭ), каждый из которых обозначен двумя цифрами. Первая цифра – номер модуля, вторая цифра -номер элемента. В учебных элементах У.Э. 2.1.; У.Э. 2.2. раскрываются отдельные темы. Завершает модуль итоговый контроль У.Э. 2.3.

Содержательный результат модуля: применение навыков профессионального общения (устной и письменной коммуникации) при выборе карьеры и трудоустройстве.

Текущий контроль модуля: в рамках модуля предполагаются практические занятия и самостоятельная работа в форме составления монологического высказывания по пословице (поговорке); заполнения анкеты, составления автобиографии/резюме с учетом лексических, морфологических и синтаксических особенностей официально-делового стиля; составления деловых писем: письмо-запрос, письмо-просьба, письмо-жалоба, письмо-подтверждение, письмо-корректировка, письмо-ответ, докладная записка.

Рубежный контроль модуля: итоговый контроль по модулю организуется в форме письменной контрольной работы, задания которой направлены на проверку всего объема изученного материала.

График контроля:

- 10 практических занятий, в рамках которых выполняются групповые и индивидуальные задания;

- ролевая игра;
- итоговая контрольная работа.

У.Э. 2.1. ОСНОВЫ УСТНОЙ (ПУБЛИЧНОЙ) РЕЧИ

Цель У.Э. 2.1.: научиться оформлять собственные устные сообщения профессионального характера и вести дискуссию на профессиональные темы.

Учебные задачи У.Э. 2.1.:

1. Научиться строить монологическое высказывание на базе текста.
2. Научиться строить монологическое высказывание с использованием аутентичного образца на ситуативной основе.
3. Научиться оформлять собственные устные сообщения профессионального характера, в т.ч. как это общепринято в англоязычном математическом сообществе.
4. Научиться строить аргументированное высказывание с использованием диалога-образца.
5. Научиться вести дискуссию на профессиональные темы посредством создания ситуации общения.

Усвоив У.Э. 2.1., Вы сможете:

- строить монологическое высказывание с использованием аутентичного образца на ситуативной основе;
- оформлять собственные устные сообщения профессионального характера, в т.ч. как это общепринято в англоязычном математическом сообществе;
- строить аргументированное высказывание с использованием диалога-образца;
- вести дискуссию на профессиональные темы посредством создания ситуации общения.

Требования к знаниям и умениям по У.Э. 2.1.:

- знать основную терминологию в сфере выбора карьеры и трудоустройства;

- уметь оформлять собственные устные сообщения профессионального характера;
- уметь вести дискуссию на профессиональные темы.

Содержательный результат У.Э. 2.1.: умение составлять монологическое высказывания с целью дальнейшей профессиональной дискуссии.

Структура У.Э. 2.1.:

У.Э. 2.1.1. Choosing an Occupation.

У.Э. 2.1.2. Applying for a job.

У.Э. 2.1.3. Statement of Duties.

У.Э. 2.1.4. Going through an Interview. How to prepare for a job interview.

У.Э. 2.2.5. How to behave during the interview.

У.Э. 2.1.1. Choosing an Occupation

Цель У.Э. 2.1.1.: научиться строить монологическое высказывание на базе текста.

Учебные задачи У.Э. 2.1.1.:

1. Научиться определять характер (описание, повествование, репортаж, рассуждение и т.д.) и стиль (научный, научно-популярный, художественный, разговорный и т.д.) текста.
2. Научиться выбирать ключевые слова из текста для передачи его основного содержания.
3. Научиться пересказывать текст в сжатой форме по заранее составленному плану.
4. Научиться составлять развернутое монологическое высказывание с использованием текстовых материалов для предложенной ситуации общения.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Определить характер и стиль текста.
2. Передавать основное содержание текста используя ключевые слова.
3. Пересказать текст в сжатой форме по заранее составленному плану.

4. Составить развернутое монологическое высказывание с использованием текстовых материалов для предложенной ситуации общения.

План:

1. Характер и стиль текста (Ex. 1-4).
2. Основное содержание текста с использованием ключевых слов (Ex. 5-7).
3. Пересказ текста в сжатой форме по заранее составленному плану (Ex. 8).
4. Развернутое монологическое высказывание с использованием текстовых материалов для предложенной ситуации общения (Ex. 9-10).

Text "Choosing an Occupation"

Before you read:

You've decided you need a new job. Where do you start to look? What kinds of resources are available? Who are the best people to talk to? Have you applied for any jobs recently? Do you read a contract carefully before you sign it? What would you wear if you were called for an interview?

In your opinion, which factors below are important for getting a job? Choose the five most important. Is there anything missing from the list?

appearance	blood group	sickness record	hobbies	personality	astrological sign
intelligence	experience	handwriting	age	contracts and connections	
references	marital status	qualifications	sex	family background	

Times flies and one day each person will have to look for the job. One of the most difficult problems for a young person graduating from a university or any other educational establishment is to make a decision about future occupation, to study the market of the offered vacancies, to present a resume and many other things. There are several traditional ways of looking for a job. A civilized and active means of looking for a job is studying the market of the offered vacancies to get an idea of necessary demands and size up your own chances. The best way of doing this is to use the help of employment agencies or to independently study the ads of job opportunities being published. Announcements of job opportunities can be read in different printed publi-

cations. But which of them is worth reacting to? Don't put much trust in ads in the yellow press. Solid companies place ads in prestigious expensive publications with a firm reputation. The structure of job opportunities ads is usually the same: the name of the vacant position, the list of the candidate's professional duties, the demands made of the candidate, and the system of compensations and benefits. Ads are often published by employment agencies on behalf of their clients. The address of the office is usually not given –it is suggested that the resume should be sent to a P.O. box (Post Office Box number) or else faxed.

So our aim is to help you solve these problems. One of the most difficult problems a young person faces is deciding what about a career. There are individuals, of course, who from the time they are six years old "know" that they want to be doctors or pilots or fire fighters, but the majority of us do not get around to making a decision about an occupation or career until somebody or something forces us to face the problem. Choosing an occupation takes time, and there are a lot of things you have to think about as you try to decide what you would like to do. You may find that you will have to take special courses to qualify for a particular kind of work, or may find out that you will need to get some actual work experience to gain enough knowledge to qualify for a particular job. Fortunately, there are a lot of people you can turn to for advice and help in making your decision. At most schools, there are teachers who are professionally qualified to consult you and to give detailed information about job qualifications. And you can talk over your ideas with family members and friends who are always ready to listen and to offer suggestions. But even if you get other people involved in helping you make a decision, self-evaluation is an important part of the decision-making process.

From Choosing an Occupation [Электронный ресурс]. – Режим доступа : <http://advite.com/ChoosingOccupation.htm>. (Дата обращения: 26.09.2014).

EXERCISES

Exercise 1. *Give Russian equivalents of the following phrases:* to make a decision about future occupation; to look for the job; to study the market of the offered vacancies; to face the problem; the decision-making process; an employment agency.

Exercise 2. What are the normal steps we go through when finding a job? In this exercise you will learn the vocabulary to describe the whole process. Put the following actions into the correct order:

- a) accept the job.
- b) find an interesting post.
- c) apply for the job.
- d) sign a contract.
- e) be called for an interview.
- f) look through job adverts.
- g) fill in the application form.
- h) be offered the job.
- i) attend the interview.
- j) send off for an application form.

Exercise 3. Match the words with their definitions.

occupation	to write your name, usually on a written or printed document, to show that you agree with its contents or have written or created it yourself
to sign	a helpful or good effect, or something intended to help
vacancy	a judgment made by an employee about their own work, abilities, etc., or the process of doing this
demand	the process of getting knowledge or skill from doing, seeing, or feeling things
benefit	the business of trying to persuade people to buy products or services
announcement	a job that no one is doing and is therefore available for someone new to do
experience	a person's job
self-evaluation	the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more

	money
advertising	something that someone says officially, giving information about something
0. career	to ask for something forcefully, in a way that shows that you do not expect to be refused

Put your answers in this table. **Model:**

1. g	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. Match the beginning of the sentences (1-9) with their endings (a-i).

1. If you are interested in the job, could you fill out this application ...
 2. We have your contract ...
 3. I have held similar positions as you can see from my employment ...
 4. As you can see from my CV, I have all the relevant ...
 5. I don't think that my job ...
 6. We hope to make a formal job ...
 7. The holiday ... is only 20 days a year but ...
 8. I have to give one month's notice so can we put back the starting ...
 9. They let him go at the end of the probation ...
- a) history
 - b) entitlement ...not including public holiday.
 - c) details so we will be in touch soon.
 - d) experience you require.
 - e) period.
 - f) form, please?
 - g) description includes all the tasks I am currently doing.
 - h) offer as soon as we have had replies from your referees.
 - i) date?

Exercise 5. Complete the sentences with words below.

a) history	b) proba-	c) date	d) starting	e) application	f) description
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	tion				
g) details	h) job	i) job	j) offer	k) employment	l) entitlement
m) relevant	n) contact	o) form	q) period	r) experience	s) holiday

1. I don't have all you are asking for but I am very willing to learn. 2. The includes responsibilities that are actually part of my manager's job. 3. He has a very chequered He has worked in many different sectors. 4. The is March 1st. 5. I filled out an but have never heard anything. 6. Nobody is ever happy with their They always want more time off. 7. At the end of the, we will ask you to sign a three-year contract. 8. If you leave me your CV and, we'll be in touch if a vacancy opens up. 9. The terms of the were much better than I had anticipated.

a) relevant	b) experienc e	c) job	d) descriptio n	e) employme nt	f) history
g) starting	h) date	i) applicatio n	j) form	k) holiday	l) entitleme nt
m) probatio n	n) period	o) contact	q) details	r) job	s) offer

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) signed	b) benefit	c) demanded	d) vacancy
e) experience	f) career	g) self-evaluation	h) announcement

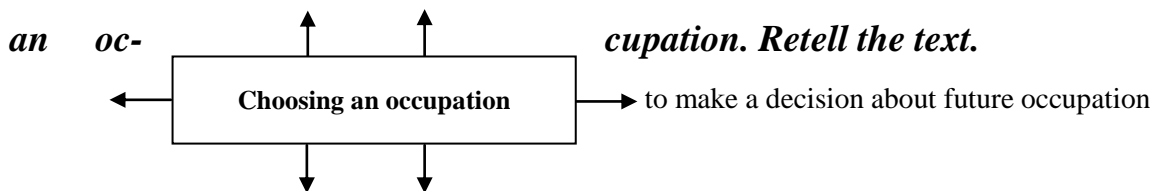
1. He's had the ... of an expensive education and yet he continues to work as a waiter.
2. There is a ... for a shop assistant on Saturdays.
3. The president made an unexpected ... this morning.
4. Do you have any ... of working with kids?
5. She said the painting was by Picasso, but it wasn't
6. This is a highly valuable tool for ... and professional development.
7. When he retires he will be able to look back over a brilliant
8. He has always ... the highest standards of behaviour from his children.

Exercise 7. Complete the gap in each sentence with one of the following words in the correct form:

a) accept	b) attend	c) sign	d) send	e) apply	f) fill	g) offer	h) call
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1. Nearly 200 people ... for the job that was advertised in the local newspaper.
2. Before you ... the contract make sure you have read it through carefully.
3. You should always ... in the application form as honestly as possible.
4. Do you know that job I applied for? Well, I've been ... for an interview.
5. I've ... 5 interviews so far and still haven't been ... a job.
6. In the end I decided to ... the job and started last week.
7. This job looks interesting. I think I'll ... off for more information.

Exercise 8. Make an information map to collect information about choosing an occupation. Retell the text.



Exercise 9. Read and translate the text with a dictionary. Using these word-combinations (to look for the job, to make a decision about future occupation, to study the market of the vacancies, to go to employment agencies, to take special courses, to give detailed information about job qualifications) try to tell about making a decision about future occupation.

Exercise 10. Creative task. Discussion. Work in pairs. Look at this list and decide together which points are important when you're starting a new job: be punctual; wear your smartest clothes (not trousers if you're a woman); go to the hairdresser's the day before; smile at everybody you meet; find out what the canteen food is like; offer to pay for your own coffee; make a note of everything anyone tells you; ask if you can start work as soon as possible; show your new colleagues pictures of your family; if you're a smoker, don't smoke in an office you share with someone; if you're a non-smoker, say you don't mind if the person you share the office with wants to smoke; wait until you have been introduced before you speak to anyone else; apply to go on a special training course; inquire about the company pension scheme; ask who is the trade union representative.

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У.Э. 2.1.2. Applying for a job

Цель У.Э. 2.1.2.: научитьсястроить монологическое высказывание с использованием аутентичного образца на ситуативной основе.

Учебные задачи У.Э. 2.1.2.:

1. Научиться составлять ситуацию по цепочке путем добавления нескольких предложений.
2. Научиться составлять монологическое высказывание по пословице (поговорке).

3. Научиться составлять выступление по теме к "круглому столу".

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Составить ситуацию на предложенную тему по цепочке путем добавления нескольких предложений.
2. Составить монологическое высказывание по пословице (поговорке).
3. Составить выступление по теме к "круглому столу".

План:

1. Ситуация на предложенную тему по цепочке путем добавления нескольких предложений (Ex. 1-7).
2. Монологическое высказывание по пословице (поговорке) (Ex. 8-9).
3. Выступление по теме к "круглому столу" (Ex. 10).

Text "Applying for a job"

Before you read:

Have you ever thought of your career ladder? Have you or has a family member ever quit a job? Have you ever thought of your career? Why? What are well-paid jobs in your country? Is any member of your family satisfied with his job?

Sometimes when you are applying for a job, some jobs ask you to state the reasons why you are applying for that job. This question might sound very easy to answer, but it is more complex than you think. The employers want you to answer this so they can see if you are passionate about the job that you are applying to. There are some tips that you should always keep in mind when writing down your reasons for applying for a job. You should first list the interests and skills you have and how those can be shown in the job that you are applying for. You can say that the interests and skills that you have matches what the company is looking for.

However, in order to make this statement, you should study about the company too. Having company knowledge will let the employer know that you are devoted to work for that job and you are very passionate about the position. With this being said, you can emphasize on your skills and tell the employers how your skills can contri-

bute to the company. Expressing your passion will let the employers know that you really want that job rather than just looking for any company to hire you. Always sell yourself and tell the employer that you can do a lot to contribute to the company's growth.

The Golden Rule of Job Applications: the most important thing to remember when applying for a job is that your application needs to stand out for the right reasons. This means: No spelling mistakes. No grammatical errors. No lying. If you have to hand-write an application form, which is rare, keep your writing neat, and don't write entirely in block capitals unless that is specified.

Some employers ask you to complete an application form as well as submitting your CV as part of the job recruitment process. Employers often use application forms to help choose people for a job. The employer can tell quite a lot about you from the way you fill out the form and what you say. If you fill out a form, usually you still also need a covering letter and CV.

Tips: Read everything first. Make sure you read all the questions before you start. While it's best to answer all the questions, if there are ones you prefer to answer at the interview, say this. This could be done for questions about wages, health or why you left a job. Answer questions accurately and honestly. Make sure your answers match what you say in your CV. If it's a paper application form, make a rough copy first (take a photocopy, use blank paper, or use a pencil). Always print neatly or check the accuracy of your typing. If there's not enough room on the form to put all your skills, don't cram it up. Instead, attach a sheet of paper with your answers on it. Be professional. For example if you're posting it rather than emailing or applying online, use a large envelope so you don't have to fold your documents. Make a copy of everything you send.

12 things you should never do when applying for a job.

1. Don't put your name and contact info on the side, bottom or back of your resume – they should always be at the top.
2. Don't assume everyone knows your company if it's not well-known.

3. Don't include an objective – especially if you're applying for a job that's different than your listed objective.

4. Education should never be listed above experience – unless you have five higher education degrees.

5. Don't be arrogant.

6. Don't include any time gaps without an explanation.

7. Don't break the one-page rule unless you have more than 8 years of experience.

8. Don't include short, worthless descriptions. Back up your credibility with some impressive numbers.

9. Don't include skills that aren't applicable to your job description.

10. Don't confuse your potential employers with statements like "references will be furnished for your comfort".

11. Whatever you do, don't be cute.

12. Don't miss: 11 things you should never put on your resume.

From 12 Things You Should Never Do When Applying For A Job – Business Insider <http://www.businessinsider.com/what-to-avoid-when-applying-for-a-job-2012-1>. [Электронный ресурс]. – Режим доступа : (Дата обращения: 03.01.2015).

EXERCISES

Exercise 1. Give Russian equivalents to these phrases about making a job application.

1. I saw your advert in the paper. 2. Could I have an application form? 3. Could you send me an application form? 4. I'm interested in this position. 5. I'd like to apply for this job.

Exercise 2. Give Russian equivalents to these phrases about asking for the job.

1. Is this a temporary or permanent position? (это временная или постоянная должность?) 2. What are the hours of work? (какое рабочее время?) 3. Will I have to work on Saturdays? (должен ли я работать по субботам?) 4. Will I have to work shifts? (должен ли я буду работать посменно?) 5. How much does the job pay?

(какая заработная плата?) **6.** What's the salary? (какая заработная плата?) **7.** Will I be paid weekly or monthly? (мне будут платить еженедельно или ежемесячно?) **8.** Will I get travelling expenses? (будут ли покрываться транспортные расходы?) **9.** Will I get paid for overtime? (мне будут платить за сверхурочное время?) **10.** Is there a company car, a staff restaurant, a pension scheme, free medical insurance? (есть ли служебная машина, столовая для служащих, пенсионная схема, бесплатное медицинское страхование) **11.** How many weeks' holiday a year are there? (сколько недель составляет отпуск?) **12.** I'd like to take the job (я хотел бы приступить к работе) **13.** When do you want me to start? (когда я должен начать?)

Exercise 3. Give Russian equivalents to these phrases about things you might to hear.

1. We'd like to invite you for an interview. (мы хотели бы пригласить вас на собеседование) **2.** This is the job description. (это – описание работы) **3.** Have you got any experience? (у вас есть какой-нибудь опыт?) **4.** Have you got any qualifications? (вы обладаете какими-либо качествами?) **5.** We need someone with experience. (нам нужен кто-то с опытом) **6.** We need someone with qualifications. (нам нужен специалист) **7.** What qualifications have you got? (какими профессиональными качествами вы обладаете?) **8.** Have you got a current driving license? (у вас есть водительские права?) **9.** How much were you paid in your last job? (сколько вы зарабатывали на прежней работе?) **10.** Do you need a work permit? (вам нужно разрешение на работу?) **11.** We'd like to offer you the job. (мы бы хотели предложить вам работу) **12.** When can you start? (когда вы сможете начать?) **13.** How much notice do you have to give? (как долго вы должны еще оставаться на нынешней работе?) **14.** There's a three month trial period. (три месяца – испытательный срок) **15.** We'll need to take up references. (нам нужно получить рекомендации) **16.** This is your employment contract. (это ваш рабочий договор)

Exercise 4. Match the words with their definitions.

contract	an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.
reference	an official document that allows you to do something or go some-

	where
trial period	a meeting in which someone asks you questions to see if you are suitable for a job or course
permit	a letter that is written by someone who knows you, to describe you and say if you are suitable for a job, course, etc.
experience	time spent working after the usual time needed or expected in a job
interview	to request something, usually officially, especially in writing or by sending in a form
salary	a test, usually over a limited period of time, to discover how effective or suitable something or someone is
overtime	the process of getting knowledge or skill from doing, seeing, or feeling things
insurance	a legal document that states and explains a formal agreement between two different people or groups, or the agreement itself
to apply for	a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month

Put your answers in this table. **Model:**

1. i	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 5. Fill in all the gaps then listen to the speaker and check your answers.

actually	because	crisp	getting	most	of
online	print	put	skills	someone	specific

"Hi, my name is Pat Goodwin, with pat good win associates. com, and today, we're going to talk about how to apply for a job. When one is applying for a job, I think one of the 1. _____ important things to think about, is the type of work that you would like to do, so each person has a skill set, that they want to utilize, when applying for a job, and the 2. _____ important thing you want to do, is to gather

your paperwork and start building a resume, and have your information and your accomplishments, any recognition that you had in your career, in front 3. _____ you, so when you begin to apply for a job, you can be able to fill that out accurately. You would want to have the names and addresses of companies that you've worked for. The name of the manager, the phone number, the contact information, 4. _____ when applying for a job, oftentimes you fill out an application. That could be a handwritten application, or it could be an application 5. _____, so my encouragement would be, to get the documentation that you need, prior to applying for a job, so that you can have all that gathered up, and then you can be ready to 6. _____ apply. You want to remember, to think about the value that you bring to the organization that you're applying for, so jot down on a piece of paper, what you believe are the best 7. _____ that you have, for the particular job that you're applying for. I would write down things such as detail oriented, trustworthy, responsible, that you've been on time for work, that you have maybe, the 8. _____ technical skills that you're looking for, that you are diligent in your research. What is it that you bring to the table, that they would look at that application, and what separates you from 9. _____ else, as they review your application? How to apply for a job is important, from a standpoint of actually having accuracy in the spelling. Make sure you edit it for commas, misspellings, and clear, 10. _____ handwriting, that's understandable and readable. If you can write the documentation, or actually create the documentation online, that's going to end up being more professionally presented, so if you have to handwrite the application, 11. _____. If you find that your handwriting is not as legible, and/or put it online, so if moving forward and applying for a job, I would certainly encourage you to be honest, in what you 12. _____ down. Make sure that it's accurate, the information is accurate. The people that they call will speak well of you, and the work that you've done, and go for it, and you'll enjoy hopefully, 13. _____ lots of interviews, and that's how you apply for a job".

1.	2.	3.	4.	5.	6.	
7.	8.	9.	10.	11.	12.	13.

1. most	2. most	3. of	4. be- cause	5. online	6. actually	
7. skills	8. specif- ic	9. some- one	10. crisp	11. print	12. put	13. getting

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) insurance	b) permit	c) reference	d) salary
e) experience	f) contract	g) applied for	h) trial period

1. I have ... a new job with the local newspaper.
2. I'll need to take out extra car ... for another driver.
3. He took a drop in ... when he changed jobs.
4. They could take legal action against you if you break the terms of the
5. My old headteacher said he would give me a glowing
6. They've employed her for a six-month
7. She has managed to obtain a temporary residence
8. I know from ... that Tony never keeps his promises.

Exercise 7. What is the difference between two words: permit and permission?

Choose these words to complete the sentences.

1. You need to have a work ... before you can work.
2. I have a parking ... which allows me to park on the street outside my house.
3. Could I have your ... to leave work early on Friday?
4. We applied for ... to build a house here but our application was refused.

Exercise 8. Read the proverbs about employment, give their Russian equivalents. Choose one of the proverbs about below and make up your own story according to it.

1. Unemployment does not guarantee leisure. (Darkovan Proverb).
2. He that does not bring up his son to some honest calling and employment, brings him up to be a thief. (Jewish Proverb).
3. Unemployment does not guarantee leisure. (Traditional Proverb).

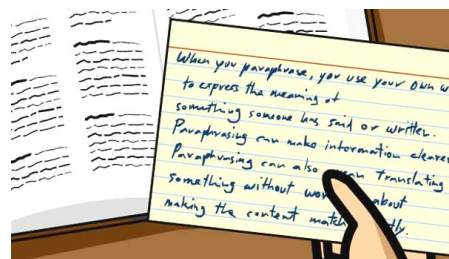
4. The safest antidote against sorrow is employment. (English Proverb).

Exercise 9. *Work in the group and make up a situation according to the topic "Applying for a job". One of the students begins to speak and others will continue one by one.*

Exercise 10. *Creative task. You must work with the other authors' articles in the correct form. That's why paraphrase the text "Applying for a job". The recommendations "How to paraphrase effectively" below will help you:*

1. *Use different vocabulary with the same meaning (synonyms).*

Example: The political and economic crisis in the country was overcome after the president took resolute steps.



False: The crisis in political and economic fields that swallowed the whole country was over passed due to the president's decisive activity.

True: The president managed a set of successful and crucial moves that essentially improved critical political and economic affairs.

2. *Change the order of words:* Writing essays can be a challenging task. ↔ Writing essays can be a task which is challenging.

3. *Use different Grammar (parts of speech, voices, etc):* To improve English, you should learn vocabulary on a daily basis. ↔ To improve English, new vocabulary should be learned on a daily basis.

From How to paraphrase effectively [Электронный ресурс]. – Режим доступа : http://www.slideshare.net/businesscollege_plmar/how-to-paraphrase-effectively. (Дата обращения: 09.03.2015).

Литература

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2. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

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3. David Cotton. Market Leader. Intermediate business English course book. – Longman, 2012. – 176 p.
4. Downes Colm, Day Jeremy. Cambridge English for Job-hunting. – Cambridge University Press, 2008. – 112 p.

 **Интернет ресурсы:**

5. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
6. How to paraphrase effectively [Электронный ресурс]. – Режим доступа : http://www.slideshare.net/businesscollege_plmar/how-to-paraphrase-effectively. (Дата обращения: 09.03.2015).
7. 12 Things You Should Never Do When Applying For A Job – Business Insider <http://www.businessinsider.com/what-to-avoid-when-applying-for-a-job-2012-1>. (Дата обращения: 03.01.2015).

У.Э. 2.1.3. Statement of Duties

Цель У.Э. 2.1.3.: научиться оформлять собственные устные сообщения профессионального характера, в т.ч. как это общепринято в англоязычном математическом сообществе.

Учебные задачи У.Э. 2.1.3.:

1. Научиться сообщать информацию на основе прочитанного текста в форме подготовленного монологического высказывания соблюдая правила речевого этикета в ситуациях профессионального общения.
2. Научиться описывать ситуации, связанные с профессиональной сферой общения в рамках предложенной темы.

3. Научиться вести беседу по прочитанному или прослушанному тексту, высказываться по поводу отношения автора к действующим лицам, реалиям и событиям.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Сообщать информацию на основе прочитанного текста в форме подготовленного монологического высказывания соблюдая правила речевого этикета в ситуациях профессионального общения.
2. Описывать ситуации, связанные с профессиональной сферой общения в рамках предложенной темы.
3. Вести беседу по прочитанному или прослушанному тексту, высказываться по поводу отношения автора к действующим лицам, реалиям и событиям.

План:

1. Информация на основе прочитанного текста в форме подготовленного монологического высказывания соблюдая правила речевого этикета в ситуациях профессионального общения (Ex. 1-3).
2. Ситуации, связанные с профессиональной сферой общения в рамках предложенной темы (Ex. 4-8).
3. Беседа по прочитанному или прослушанному тексту, отношение автора к действующим лицам, реалиям и событиям (Ex. 9-10).

Text "Statement of Duties"

Before you read:

Read the following job description and choose the job you want to have. Describe the main duties of the chosen job. Make up a list of necessary skills for the chosen job. Prove that the chosen job is the best one. Point out the skills the person should have while work as an office manager, a secretary, a bookkeeper, etc.

Office manager. The Office Manager contractor provides administrative and clerical support to the office of the Country Representative, the program staff and the administrative staff. Duties and responsibilities under this contract include but are not limited to the following: gathers, receives, sorts and routes mail, messages, faxes, hard

copies of E-Mail, etc. Within the entire office complex; maintains staff time and attendance records accurately and on a timely basis. Tallies and submits them for payroll processing. Prepares any related reports as required. Maintains the central file system for the office. Keeps the check-out log of files to prevent missing and lost files. Assures that the secure file cabinet is locked at close of business and open at the opening of business. Files any items to be kept in the central file system. Performs other related tasks as assigned. Receives supervision from the APCD/Administration and from the Country Representative. Takes direction from the program staff on matters in their areas of responsibility. Assists with clerical and receptionist duties in the Office of the Country Representative. Assists with administrative duties for the APCD/Admin. as required. A high level of fluency in English is required for this contract, both oral and written.

Secretary. The Secretary is responsible for the management of communications in the central office. The contractor shall report directly to the Country Representative. *Specific duties:* answering telephones and channeling all calls to the appropriate individual. If person(s) is not available, then messages shall be taken and transmitted to the appropriate individual(s). Preparing memos, letters and other official communications, per instructions from the Country Representative. Receiving officials, and other visitors, to the front office. Secretary shall advise Country Representative as to arrival of visitors. Copying documents for Country Representative, Associate Program Country Directors, Administrative Officer. Mailing documents via postal system and/or courier services. Sorting incoming mail for Country Representative and placing it in the appropriate location. Providing translation services for the Country Representative during meetings with officials and other visitors. Takes notes during meetings with officials and briefs Country Representative as to content of meetings. Other duties as assigned by Country Representative. *Schedule:* Monday through Friday 9:00 am to 5:30 pm.

Director, Government Liaison and Public Affairs. Under the broad direction of the CRS/Russia Country Representative the director GLPA will establish and maintain the relationships with all offices and levels of government where CRS/Russia is

accredited or require support/service. This function requires tact, clarity, excellent communication skill and strong representation skill. The ability to summarizing and analyzing issues, problems and complex relationships as they relate to the programs of CRS is paramount to the success of this position. Speed, accuracy and the ability to sort the "wheat from the chaff" in making concise recommendations and posing alternative solutions to problem is an essential requirement for the function. In the area of public affairs the function will represent CRS to broad public through media, targeted regular information mailings, reports to the public government, other agencies and the general business, service social/academic and international committee in the RFE. The broad objective is to promote the awareness of who and what CRS is and to enhance and clarify our image. Handling of general communicative/correspondence directed to CRS from the public and private sectors and visitors/callers seeking information about CRS are also specific tasks assigned to this function. *Specific tasks:* As outlined above and any other tasks that may be associated with or required in fulfillment of the position description. Any other duties that may be assigned by the country representative.

Logistics Assistant. The Logistics Assistant's principal duties are to assist the Program Coordinator in fulfilling all activities carried out by the department. These responsibilities are tracking, on a day-to-day basis, food commodities as they are exported from the United States, enter ports in Russia, are transported to individual Rations, are dispatched to Distribution Sites, and are distributed to beneficiaries. Principal skills and qualities to be demonstrated by the assistant include accuracy and attention to detail, ability to analyze numerical data, good computer knowledge, a good grounding in speaking and writing the English Language and excellent organizational abilities.

Job Responsibilities. Pre Program Activities.

1. Assist the Program Coordinator with program planning and preparation.
2. Assist with the development of forms that will be used by the Ration DSPs, Warehouses and Distribution Sites to track commodities and to report to CRS.

Primary Job Responsibilities.

1. Ensure that data used in tracking commodities through CRS' commodity pipeline is collected in a timely manner. Essential documentation in the logistics process includes: shipping documents; customs clearance documentation; survey documentation; warehouse receipt and dispatch documentation; allocation protocols; notification on container movement.

2. Assure input of all data into the food logistics program on a daily basis.

3. Assure that the Food Logistics computer data base is current and correct. In order to provide that, conduct systematic verification and reconcile computer data base with all the documents input.

4. On a daily basis monitor the flow of commodities into and out of the rayon warehouses. Report regularly and as required on the status of the commodity movement. Notify the Program Coordinator and the monitoring staff when and where potential problems may occur. Develop and maintain a system of posting and revising on a regular basis the precise status of the food distribution program.

5. Assist with input of all the data into the monitoring data base.

6. Assure that the logistics documentation is properly collected and filed. Revise the filing system when necessary and archive the old documentation.

7. Perform any other duties assigned by the Program Coordinator or senior CRS/Russia staff.

Main Accountant. The main accountant is responsible for all currency payments and receipts. Meticulous record keeping is essential to ensure proper cash management and therefore the main accountant should be highly organized and methodical in his/her work habits. As such the main accountant will make cash transactions and record these transactions on a daily basis.

Functions: Bookkeeping: reflection of all financial and payment operations in specified documents. To calculate and pay salaries to employees and to make payments/transfers to all necessary state and other organizations i.e. tax department, etc. Maintain in order all official documents concerning initial financial registration and all bookkeeping documents. Strict maintenance and control of financial and cash operations, safe keeping of financial documentation. To prepare all financial reports and

to file these documents with proper organizations within the prescribed time period. To keep management informed of current financial situation.

Accountant. The Accountant is responsible for the operation of the FAS system, managing all cash payment and receipts, and supervising the CRS Bookkeeper. Meticulous record keeping is essential to ensure proper cash management and therefore the accountant must be highly organized and methodical in his/her work habits. As such, the accountant will record all financial transactions on a daily basis. Because a large portion of the Accountant's job is related to the FAS system, the Accountant must be computer literate.

The accountant must be bilingual in Russian and English.

Functions: Review all bills, invoices, receipts, and other financial documents before authorizing the CRS bookkeeper to make payments. Supervise the bookkeeper's data-entry into the FAS system. This includes printing and reviewing daily validation reports and weekly cash reconciliation reports, and preparing the monthly financial reports for CRS/Baltimore. Perform cash reconciliation every week with the Deputy Director. This involves reconciling the cash in the cash box, in the safe, and any outstanding cash advances. Supervise salary disbursements to employees and ensure that payments/transfers are made to all necessary state agencies and other organizations, e.g., tax department, trade unions, etc. Monitor amount of cash dollars and rubles on hand and recommend to CRS senior personnel, when funds should be withdrawn from bank. Back up files located on floppy disks once per month.

Bookkeeper. The bookkeeper will be responsible for daily data-entry into the FAS system under the supervision of the accountant. The bookkeeper will be the cashier, and will receive and disburse cash. Accordingly, the bookkeeper must be very organized and detail-oriented. The bookkeeper will also gradually take on responsibility for Russian bookkeeping, and as such must either have or develop an in-depth understanding of Russian accounting. The bookkeeper will report directly to the CRS accountant.

Functions: Disburse and receive cash for accounts payable and receivable after receiving authorization from the CRS Accountant. The bookkeeper is expected to

make up any shortages from the cash reconciliation from personal funds. Prepare documents for and perform bank transactions on the instructions of the CRS Accountant. Maintain Journals in accordance with Russian accounting procedures under the direct supervision of the CRS Accountant. Prepare CRS vouchers for all financial transactions.

Office Manager. The Office Manager must demonstrate superior organizational skills, an ability to manage more than one task at a time, take an aggressive approach to problem solving, be able to initiate action and make decisions. His/her overall comportment should be at all times professional and of highest possible standard which would serve as an example for all office staff members. The Office Manager must have excellent command of both spoken and written English. The Office Manager shall strive to develop the widest possible understanding of all aspects of office operations in order to ensure the smooth administration of the CRS office. The Office Manager will report directly to the office Director.

From Applying for a Job.com [Электронный ресурс]. – Режим доступа : <http://abc.vvsu.ru/Books/appling/page0046.asp>. (Дата обращения: 06.01.2015).

EXERCISES

Exercise 1. *Give Russian equivalents of the following phrases:* to provide administrative and clerical support to the office, to be responsible for the management of communication, the ability to summarizing and analyzing issues, to have tact, clarity, excellent communication skill and strong representation skill, to be very organized and detail-oriented.

Exercise 2. *What's your position? Describe company structure.*

Managing Director	Someone who heads the department responsible for scientific research and the development of a new products
Executive Secretary	Someone who is responsible for selling the product to customers
Sales and Marketing	Someone who heads the department responsible for staff

Manager	matters, such as the hiring of employees
Sales Representative	Someone who keeps the accounts in the finance department
Production Manager	Someone who sits in the lobby, answers the phone and greets visitors
Personnel Manager	Someone who heads the department responsible for manufacturing the product
Research and Development Manager	Someone responsible for running the company's financial affairs
Finance Director	Someone who heads the department that advertises and sells the product
Accountant	Someone who does secretarial work for top management
0. Receptionist	Someone who heads a company and is responsible for its running

Exercise 3. Match the words with their definitions.

to assemble	a person who formally requests something, especially a job
to advertise	a list of people who have been judged the most suitable for a job or prize, made from a longer list of people originally considered, and from which one person will be chosen
to shortlist	the fact of someone being paid to work for a company or organization
to train	a period of time at the start of a new job when you are watched and tested to see if you are suitable for the job
probationary period	to do someone else's work for them because they cannot or will not do it themselves
psychometric test	designed to show someone's personality, mental ability, opinions, etc
applicant	the group of people who work for an organization

employment	to come together in a single place or bring parts together in a single group
to fill in	to prepare someone or yourself for a job, activity, or sport, by learning skills and/or by mental or physical exercise
0. staff	to make something known generally or in public, especially in order to sell it

Put your answers in this table. **Model:**

1. h	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. Test your knowledge of the language of jobs by choosing the correct noun to fill the gaps.

Most jobs are advertised as current position, application, vacancies. They appear in the local and national press, bodies, resource, trade contracts, journals, resource and specialist career publications. In addition, many professional bodies, contracts, agency offer an appointments service which can help job seekers find a suitable position, application, vacancies in a particular industry, ladder, schemes. Recruitment bodies, contracts, agencies hold details of a wide range of vacancies, and possibly local training industry, ladder, schemes. The Internet is a valuable press, journals, resource – not only for vacancies but to find background information on companies. Approximately one third of jobs are never advertised, but may be found by approaching a company directly. This is called a speculative position, application, vacancies, and is common among students starting at the bottom of the career industry, ladder, schemes. Finally, don't forget to use your personal bodies, contracts, agencies!

Exercise 5. International Job Seeker Test. Select the correct statement.

1. Which one of the following statements is true?
 - a) Hong Kong is not one of the eight economic centers of the world.

b) After you ate with chopsticks in Hong Kong, you should never cross them.

c) Americans also need residence visas even when they only stay for three months.

d) Living costs are low in Hong Kong.

2. The greatest demand for foreign workers in Australia is in the ... sector?

a) Information and Communication.

b) Mining Industry.

c) Teaching.

d) Transport.

3. Which one of the following statements is NOT true?

a) The Taiwanese regard informal greetings with the first contact as rude.

b) The Taiwanese have light handshakes and won't always make full eye contact.

c) It is custom to trade business cards at the end of meetings in Taiwan.

d) Meetings always commence with polite conversation in Taiwan.

4. Which two Latin American countries don't have English teaching jobs?

a) Brazil and Argentina.

b) Uruguay and Paraguay.

c) Peru and Chile.

d) Columbia and Venezuela.

5. You will need a working visa that entails a lot of paperwork, including police clearance, statements, copies of all your qualifications, and a permanent position to be allowed to work in a Latin American country.

a) True.

b) False.

6. Besides teaching jobs, what other types of jobs are also popular with international job seekers in Latin America?

a) Building and construction.

b) Farming.

- c) Entertainment.
- d) Telecommunications.

7. The graduate degree doesn't count in your favor when you look for an overseas job.

- a) True.
- b) False.

8. A well planned strategy for finding an overseas job is essential.

- a) True.
- b) False.

9. Which one of the following statements is true?

a) You need a different version of your resume for every country where you want to work.

b) It is not essential to be knowledgeable in work permit requirements since the recruitment agent normally assists you.

c) Networking is not important in finding a job in France.

d) Previous international work experience is irrelevant in finding overseas jobs.

10. Fluency in more than one language is preferred in most countries.

- a) True.
- b) False.

11. An understanding and appreciation of different cultures with several types of business etiquettes is not essential if you want to find work in the international market.

- a) True.
- b) False.

12. International recruiters place special emphasis on determining character of potential employees. There is often a greater emphasis placed on character assessment than technical knowledge.

- a) True.
- b) False.

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) shortlist	b) applicants	c) assembled	d) period
e) fill in	f) trained	g) employment	h) advertise

1. How long have you been looking for ... ?
2. How many ... did you have for the job?
3. We ... in the meeting room after lunch.
4. There's no harm in applying for other jobs, but if I were you, I wouldn't ... the act at work.
5. We've drawn up a ... for the job.
6. She ... hard for the race, sometimes running as much as 60 miles a week.
7. She will ... for him while he's at the conference.
8. Unemployment in the first half of the year was 2.5 percent lower than in the same ... the year before.

Exercise 7. General quiz about looking for employment. Select the correct statement.

1. You apply for a job that you know for sure you are best qualified for. However, the job goes to a person who is half your age and less experienced than you. Where did you miss out?

- a) Nowhere – the company is obviously a cheapskate wanting to get people who are less experienced because they would be paid less.
- b) You know that the catch-point must have been the salary and you are disappointed.
- c) You should have made it more obvious to the recruiter that you add value to the position offered through your experience and qualifications and hence, a higher salary would be well justified.
- d) You really do not know, but you think it is horribly unfair.

2. You have appeared for an interview and you find that one of the interviewers is not positively inclined towards you; you find that he/she makes it a point to hassle you with rude comments and provocative questions. What do you do?

a) Ignore him/her as much as possible; concentrate and address your answers to the other members on the panel.

b) Be courteous and polite to him/her as you are with the others; make no differentiation at all.

c) Make it obvious through your answers and your body language that you do not like rude people and will not tolerate such behavior.

d) Ask him/her directly whether there is any problem for which you are attracting his/her antipathy.

3. Finding the right job is not as difficult as one may think. Freshers usually say that their life is miserable because they have no experience, and hence, they are often offered jobs which are low paid yet ask long hours of multitasking from them. The older lot thinks exactly the opposite – they are not getting jobs because they have too much experience and cannot work more for less (remuneration) as the younger generation

can afford to do. What is the truth?

a) Freshers do have it tough till they land their first job; after that, your career is as you make it.

b) The older generation have to continuously improve themselves or they will loose out to the younger lot who can be happy with low salary while working longer hours.

c) It all depends upon finding the right kind of job – one needs to search what fits them best.

d) Job search is a tough cookie both for young and older people; there are plus and minus points both ways.

4. Often, you can find exciting jobs through informal meetings. Can you choose which informal ways are the best for job search? You may choose one or more choices, if you find them suitable.

a) Informing all your relatives and friends that you are looking for a job and asking their help in achieving this goal.

b) Networking with fellow job seekers and exchanging experiences and leads.

c) Developing a continuous professional interaction through attending conferences, seminars, workshops that relate to your job/profession.

d) All of the above.

5. You found an excellent job through a classified, and are very excited about it. You will need to write a slightly tweaked CV in order to adjust your skill set to the requirements of the job. How can you be sure that you have done your best?

a) Use a professional CV writing service to get the best possible CV.

b) Put yourself in the shoes of your employer and write your CV in answer to what he/she would look for through the advertised job.

c) Write your CV carefully tailored to the requirements of the vacancy, and then check whether it really sounds good by asking close friends or peers to review it.

d) You can never know whether the employer would choose your CV – nonetheless you take your chances.

6. What are the best tools you can use during your quest to find a suitable job for yourself? Choose as many as you think relevant.

a) Use employment agency to gain as many leads as possible.

b) Use the Internet through which you can apply online to hundreds of companies at the click the mouse.

c) Use self-promotion of your skills through printing a two-sentence brief on your basic skills/occupation/specialization on the back of your visiting cards, on the letterheads, as signature in mail.

d) Use the services on online and offline career counseling centers to learn about your strengths and weaknesses to obtain a better focus in your search.

7. You are desperate to move away from your present job but do not know where and how to start looking for a job. Who can help you best?

a) Your friends and neighbors because they know you and hence, they will definitely know your strengths and weaknesses and hence, provide you the right leads.

- b) The staff members of the employment agency whom you hired to find the job for your in the first place.
- c) The best person is your boss/superior(s). If he or she would want to promote your career, they could recommend your case to another suitable place.
- d) Your colleagues from past and present.

8. You are desperate to move away from your present job to another (better job) in the same company. However, you are afraid to apply fearing that a rejection would compromise your relationship with your present boss. What can you do to get a feel about your chances before you commit to the move?

- a) Use the grapevine to send and receive the required information.
- b) Have a frank discussion with your boss asking him/her advice on whether he/she would feel that such a move would be acceptable and supported by him/her.
- c) Ask a colleague to suggest your name to the HR Department Head and gauge their reaction.
- d) Apply through regular channels and hope for the best.

9. You have friends who have stayed with one company and one job for more than 20 years. You cannot stay with a job for than 5-6 years before you need to move either upwards or outwards. Is this wrong?

- a) Job shifting is a major way to grow and promote your career.
- b) Yes, definitely this is wrong. If you have to search what you like and fit into and then settle there for life.
- c) Yes, it is unusual. You should not stay with a job for so long. About 2-3 years in one place should suffice.
- d) You should consider leaving your job only if there is something very seriously wrong with it.

10. You are aware that your CV is the best and the first tool that helps you in the search for your job. Why is it important to keep it as brief as possible?

- a) It is not important to keep it short; rather the reverse is true, i.e. the more details you offer the better are your chances for being called for interview/recruited.
- b) It is easier to catch the essence of your application.

- c) It is easier to send it across and costs less in terms of postage/courier.
- d) Recruiters hate to read long CVs.

11. The importance of the design of your CV and the success you have in your job search seem to be directly proportionate to each other. The better designed it is, the better are your chances to land the job. Why is the design important?

- a) The design of your CV facilitates easy reading and transfer of information to the reader (recruiter)
- b) The design makes the CV look more attractive.
- c) The design will usually guide you in what to write and what to omit and hence, it is very important you follow the prescribed design for the job you apply.
- d) It is really not important how you write your CV but what you write in your CV.

12. You have heard of stories of people becoming CEOs (from clerical positions or similar low-end entry positions) over the years, growing steadily within the company. Is it fair to expect such a meteoric growth in your career?

- a) Why not? Everybody needs to start somewhere. If you keep developing your skills and you have the right aptitude, you could be the CEO of your company someday.
- b) This happens only in movies, when the hero is usually a 'dark horse' who has to win the hearts of both the audience and his heroine.
- c) Yes, it happens – but it is not common and hence, it is not something that one can or should put as his/her career objective.
- d) Yes, it can happen – with the right breaks and the right recommendations.

13. Why is the hidden market flourishing? Is it not easier for recruiters to find a suitable candidate by advertising their requirements/vacancies?

- a) Recruiters are happier when they get recommended/referred candidates.
- b) Only those jobs which cannot be filled through informal searches end up in the advertisements; However, usually they get filled as soon as they fall vacant through recommendations.
- c) It is a matter about costs and proved competencies.

d) The hidden market is a myth.

Exercise 8. Work in pairs. Look at these rather extreme opinions. Discuss them.

- Smoking should be forbidden in offices.
- All offices should have flowers in them.
- All companies should offer their employees free lunches.
- Overtime should be obligatory if the day's work is not done.

Exercise 9. Describing ability. A Human Resources Manager has drawn up a shortlist of applicants he feels would be suitable for a vacancy in his company. Look at the descriptions of the candidateshe plans to invite for interview.

Hamed has a can-do attitude and is able to meet deadlines.

Tomoko is a self-starter who can work on her own initiative.

Ivan is able to multi-task and has a proven track record.

Li is an effective team player with a customer-focused approach.

Cristina is numerate and computer literate.

which candidate ...

is good with figures?

co-operates with colleagues?

is good at working on his/her own?

can finish a job on time?

has a good rapport with clients?

has a history of success?

has a positive approach?

has IT skills?

can cope with several jobs at the same time?

Exercise 10. Role play. I'd like that job.

Work in groups of four. You are members of a commercial company. You need to hire some new employees i.e. an office manager, a secretary, distributor, a book-keeper. You must write different job ads on separate cards. The rest of the students

choose a job ad and take it to the company to have an interview. See the example of a job ad (*Steven is looking for an office manager. Must have a background of an administrative work and good knowledge of computers, physiology. Contract Mr. Brown for interview*).

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У.Э. 2.1.4. Going through an Interview.

How to prepare for a job interview

Цель У.Э. 2.1.4.: научиться строить аргументированное высказывание с использованием диалога-образца.

Учебные задачи У.Э. 2.1.4.:

1. Научиться правильно использовать основную терминологию по теме.
2. Научиться заполнять пропуски в репликах диалога.
3. Научиться составлять тематический диалог из микродиалогов с добавлением связующих диалогических единств.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Применять основную терминологию по теме при выполнении предложенных упражнений.
2. Заполнить пропуски в репликах диалога.
3. Составить тематический диалог из микродиалогов с добавлением связующих диалогических единств с использованием текстовых материалов для предложенной ситуации общения.

План:

1. Основная терминология по теме при выполнении предложенных упражнений (Ex. 1-5).
2. Пропуски в репликах диалога (Ex. 6-9).
3. Тематический диалог из микродиалогов с добавлением связующих диалогических единств (Ex. 10).

Text "Going through an Interview"

Before you read:

What is an interview? How does a selection interview differ from a conversation, a chat about a job? What types of interview do you know? Read the following text and find out whether you are right or not.

An interviewing is a mutual exchange of information. It is an opportunity to give an applicant as much information about the job as possible so that they can decide whether or not they want to take it if it is offered. An interview can be described as a planned discussion with a specific purpose. A business manager needs to gather information that provides evidence about applicant's ability to do the job, and

to fit in with the work team. A company wants people who accept job to be motivated to work for the business. Treating them with respect is important. It is also important that all applicants see the process handled as legal, fair and just.

There are different types of job interviews you may participate in during the hiring process. Here are the major ones and tips on how to handle them.

Stress interviews are a deliberate attempt to see how you handle yourself. The interviewer may be sarcastic or argumentative, or may keep you waiting. Expect this to happen and, when it does, don't take it personally. Calmly answer each question as it comes. Ask for clarification if you need it and never rush into an answer. The interviewer may also lapse into silence at some point during the questioning. Sit silently until the interviewer resumes the questions. If a minute goes by, ask if he or she needs clarification of your last comments.

One-On-One Interview. In a one-on-one interview, it has been established that you have the skills and education necessary for the position. The interviewer wants to see if you will fit in with the company, and how your skills will complement the rest of the department. Your goal in a one-on-one interview is to establish rapport with the interviewer and show him or her that your qualifications will benefit the company.

Screening Interview. A screening interview is meant to weed out unqualified candidates. Providing facts about your skills is more important than establishing rapport. Interviewers will work from an outline of points they want to cover, looking for inconsistencies in your resume and challenging your qualifications. Provide answers

to their questions, and never volunteer any additional information. That information could work against you. One type of screening interview is the telephone interview.

Lunch Interview. The same rules apply in lunch interviews as in those held at the office. The setting may be more casual, but remember it is a business lunch and you are being watched carefully. Use the lunch interview to develop common ground with your interviewer. Follow his or her lead in both selection of food and in etiquette.

Committee Interview. Committee interviews are a common practice. You will face several members of the company who have a say in whether you are hired. When answering questions from several people, speak directly to the person asking the question; it is not necessary to answer to the group. In some committee interviews, you may be asked to demonstrate your problem-solving skills. The committee will outline

a situation and ask you to formulate a plan that deals with the problem. You don't have to come up with the ultimate solution. The interviewers are looking for how you apply your knowledge and skills to a real-life situation.

Group Interview. A group interview is usually designed to uncover the leadership potential of prospective managers and employees who will be dealing with the public. The front-runner candidates are gathered together in an informal, discussion-type interview. A subject is introduced and the interviewer will start off the discussion. The goal of the group interview is to see how you interact with others and how you use your knowledge and reasoning powers to win others over. If you do well in the group interview, you can expect to be asked back for a more extensive interview.

Telephone Interview. Telephone interviews are merely screening interviews meant to eliminate poorly qualified candidates so that only a few are left for personal interviews. You might be called out of the blue, or a telephone call to check on your resume might turn into an interview. Your mission is to be invited for a personal face-to-face interview.

Interviewing is a very inexact procedure. Different interviewers given exactly the same information will form very different opinions of the same candidate. Differ-

ent managers will select different candidates for a job and set out elaborate arguments to justify their decisions. Some interesting conclusions are as follows:

– Interviewer's first impressions derive from the application form, and from their first sight of the interviewee. Evidence shows that they rarely change their opinion.

– Interviewers make their decision about a candidate in first few minutes of the interview and they spend the rest of the interview gathering evidence to support their early decision.

– Most interviewers look for reasons why candidates are not suitable more than they look for evidence that they are suitable.

– If an interviewer has made an early decision, this is communicated to the candidate's body language, and the interviewee must respond accordingly. Despite this, interviewing is still the most common selection technique used by business today.

From General interview questions – Interview questions and answers [Электронный ресурс]. – Режим доступа : [http:// jobinterviewquestions.org](http://jobinterviewquestions.org). (Дата обращения: 10.01.2015).

EXERCISES

Exercise 1. *Give Russian equivalents of the following phrases:* to look for a job, to qualify, to apply (to a firm; for a position), to be interviewed, to hire/employ, to dismiss/fire/sack, to earn/make (money), to be promoted, to resign work, employment, applicant, advertisement, employment agency, salary, wages, fee, abilities, trade, craft, profession, full-time, part-time, temporary, available, qualified, skilled.

Exercise 2. *Match the verbs 1 to 6 to the nouns a) to f) to make word partnerships.*

to train	a vacancy/post
to shortlist	an interview panel
to advertise	the candidates
to assemble	references
to make	new staff
to check	a job offer

Exercise 3. Match the words with their definitions.

interview	do work needing strength or physical skill/describes a job that is traditionally done by a woman/relating to people who work in offices
human resources (HR)	an ability, characteristic or experience that makes you suitable for a particular job or activity
job for life	to employ someone or pay someone to do a particular job
blue-collar/pink-collar/ white-collar	the idea that once you had a job with a company, you could keep it until you retired
reference	a system permitting flexibility of working hours at the beginning or end of the day
qualification	a meeting in which someone asks you questions to see if you are suitable for a job or course
nine-to-five	the period of conventional business hours and the work period of the typical office worker
to hire	the department of an organization that deals with finding new employees, keeping records about all the organization's employees, and helping them with any problems
shortlist	a letter written by smb who knows you, giving information about your character and abilities, especially to a new employer
0. flexitime	a list of people who have been judged the most suitable for a job and from which one person will be chosen

Put your answers in this table. Model:

1. f	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. What should you do to find a job? Find the logical sequence of the steps you should take:

- a) get an invitation for an interview.

- b) make an appointment with an employment agency counselor.
- c) read the classified ads.
- d) think what kind of job you want.
- e) analyse your skills, personality traits and accomplishments.
- f) get ready for the interview.
- g) find out what employment agency you can use.
- h) find out as much as you can about the company.

Exercise 5. Complete the text using words or phrases from the box.

curriculum vitae (CV)/resume	application form	interview
probationary period	psychometric test	covering letter

These days many applicants submit their 1. ... speculatively to companies they would like to work for. In other words, they do not apply for an advertised job but hope the employer will be interested enough to keep their CV on file and contact them when they have a vacancy. When replying to an advertisement, candidates often fill in a/an 2. ... and write a/an 3.The employer will then invite the best candidates to attend a/an 4. Sometimes candidates will take a/an 5. ... before the interview to assess their mental ability and reasoning skills. These days it is normal for successful candidates to have to work a/an 6. ... in a company. This is usually three or six months\$ after that they are offered a permanent post.

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) interview	b) interview	c) vacancy	d) job for life
e) blue-collar	f) qualification	g) shortlist	h) flexitime

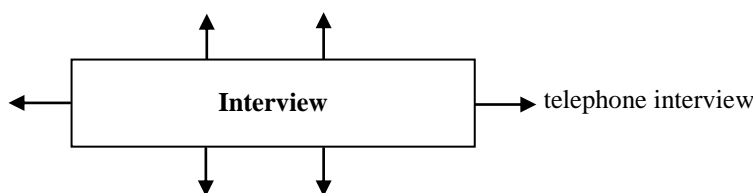
1. There is a ... for a shop assistant on Saturdays.
2. She's on the ... for a first novel prize.
3. Some nursing experience is a necessary ... for this job.
4. 25% of the employees work
5. I had an ... for a job with a publisher.

6. I had an ... for a job with a publisher.
7. ... workers do work needing strength or physical skill rather than office work.
8. No one expects a ... anymore.

Exercise 7. Check the reason that an interviewer would like better. Why?

1. The pay was too low. 2. I wanted to work indoors. 3. I didn't like the hours. 4. There were family problems, but they are straightened out. 5. I was fired for missing work. 6. They wouldn't give me a raise. 7. I got hurt at the job. 8. I spend too much time getting to my office. 9. I wish more prestigious job. 10. I want to be a leader. 11. I wanted to improve my skills. 12. I needed more hours. 13. I had a car problem but now I have a new car. 14. I was ready for more responsibility.

Exercise 8. Make an information map to collect information about interview.



Exercise 9. Discuss the following topics.

1. What are people seeking for when taking a job? (Security, appreciation, money, power, prestige or something else).
2. What hiring criteria are important and why? (Education, experience, intelligence, appearance, being a leader/a team player, marital status, modest payment expectations or something else).
3. What do you think advantages and disadvantages of working from home are? (Feeling isolated, less commuting, not being supervised or something else).
4. What can be the reasons for dismissal? (Personal reasons, being passive, being too initiative, being late or something else).

Exercise 10. Creative task. Look at the dialogue below and express your attitude to the job of a teacher and a journalist. Which do you think is more interesting, being a teacher or being a journalist? Why?

A: So you're a journalist. That must be an exciting job.

B: It is, at times. It's certainly better than being a teacher!

A: Oh, really?

B: Yeah. I used to be a teacher, but I hated it! The worst thing about teaching is correcting homework. That's why I quit.

A: I guess you travel a lot now and meet lots of interesting people.

B: Yes, that's one of the best things about my job.

A: Sounds great. I wish I had a job like that.

B: Where do you work?

A: In an office. It's kind of boring. I'm stuck inside all day, and I have to work long hours.

B: Oh? What do you do?

A: I'm a vice president.

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Text "How to prepare for a job interview"

Before you read:

Can you guess about common job interview questions? Should you prepare any questions and answers before the interview at home? What interview materials must you take before you leave? What are the best clothes for an interview in your opinion?

Make a good impression at your interview by doing a little homework beforehand. The more you know about the company and the job you are applying for, the better you will appear in the interview. An interviewer will be impressed by your interest and motivation, and you will be able to explain what you can do for the company. Find out as much key information as you can about the company, its products and its customers. If possible, talk to people who work at the company. Search for the following: office locations, products and services, customers, competitors, recent news, financial info, including salary and stock.

Practice your answers to common questions before the interview at home. Likewise, prepare a list of questions to ask the employer. Most interviews follow this pat-

tern: first, you answer questions about your experience and qualifications and then you ask questions about the job. By rehearsing interview questions, you'll become more familiar with your own qualifications and will be well prepared to demonstrate how you can benefit an employer. Here you can see some common job interview questions:

1. *Tell me about yourself.* This is certainly one of the most common questions in any interview. The interviewer usually make this question "to break the ice" and enter in confidence with the candidate. To answer this question, remember to have something prepared and act as natural as possible. Talk about your education, previous jobs, hobbies, family and work-related experiences. Then, briefly describe your qualifications for the job and the contributions you could make to the organization.

2. *Why did you leave your last job?* By this question, the interviewer wants to know if the reasons why you left your previous job are positive or negative. If you did not have any problems, simply give a reason, such as: relocated away from job; company went out of business; laid off; temporary job; no possibility of advancement; wanted a job better suited to your skills. If you did have problems, be honest. Show that you can accept responsibility and learn from your mistakes. Demonstrate that it was a learning experience that will not affect your future work.

3. *What experience do you have in this field?* To answer this question it is advisable to be as honest as possible. If you do not have much experience, try to remember experiences related to work, but if you have experience, make a summary of the places in which you have worked as well as the greatest achievement in these jobs would be excellent.

4. *Do you consider yourself successful?* The aim of this question is to see if you have ambitions desire to continue getting ahead. It is always advisable to say "yes" and briefly explain why. Usually, the answers are related to personal development and fulfill objectives in the life.

5. *What do co-workers say about you?* The main aim of this question is to see the interpersonal relationship that you may have at work. To answer this question, it is advisable to have at least two good references of your friends that describe your

personality and your skills to work in a team.

6. *What do you know about this organization?* By this question, the interviewer wants to know if you have done some research about the company. This question can also determine if you really want to work in the company or just want to make money. In order to answer this question, it is advisable to know at least the basic information about the company such as: the name of the manager and the achievements of the company. Share what you learned about the job, the company and the industry through your own research. Talk about how your professional skills will benefit the company.

7. *Why do you want to work for this organization?* The aim of this question is to see the real reasons why you want to work in the company. Remember that sincerity is very important here because a lie will be easily detected. It is advisable to relate your personal objectives with the company and say that the company offers great opportunities to success. Show the interviewer your interest in the company.

8. *Why should we hire you?* Try to answer this question describing your best skills and how these can be useful for the company. It is also advisable to say what were your best achievements and what did you do to get them.

9. *What are your best skills?* If you have sufficiently researched the organization, you should be able to imagine what skills the company values. List them and then give examples where you have demonstrated these skills. *What is your major weakness?* Be positive; turn a weakness into strength. For example, you might say: "I often worry too much over my work. Sometimes I work late to make sure the job is done well".

10. *What is more important to you: the money or the work?* Remember always to give preference to the job. An example of a good answer might be: Money is always important, but I think that work is more important.

11. *Are you willing to work overtime? Nights? Weekends?* This is another question you can leverage in your favor because not all people are willing to work on night and weekends. An example of a good answer might be: I have many responsibilities at nights and weekends, but if the company needs my help there is no problem.

12. *What salary are you expecting?* You probably don't want to answer this one directly. Instead, deflect the question back to the interviewer by saying something like: "I don't know. What are you planning on paying the best candidate?" Let the employer make the first offer. However, it is still important to know what the current salary range is for the profession. Find salary surveys at the library or on the Internet, and check the classifieds to see what comparable jobs in your area are paying.

13. *Are you willing to put the interests of the organization ahead of your own?* This is the typical loyalty question. Just say "yes".

14. *What kind of person would you refuse to work with?* The main aim of this question is to see if you are a tolerant person. To answer this question is say that you are a flexible person and you are able to accommodate to different behaviors and ways of thinking.

15. *What are your future plans?* The interviewer wants to know if your plans and the company's goals are compatible. Let him know that you are ambitious enough to plan ahead. Talk about your desire to learn more and improve your performance, and be specific as possible about how you will meet the goals you have set for yourself.

16. *What have I forgotten to ask?* Use this as a chance to summarize your good characteristics and attributes and how they may be used to benefit the organization. Convince the interviewer that you understand the job requirements and that you can succeed.

Rehearse your interview with a friend. You should be able to convey all pertinent information about yourself in 15 minutes. Tape yourself to check your diction, speed, and body language. Prepare your interview materials before you leave. Bring several copies of your resume, a list of references, and, if appropriate, any work samples. Make sure they are all up-to-date. Dress professionally and comfortably. You will be judged in some respects by what you wear. When in doubt, dress conservatively. A straightforward business suit is the best for women. Women should wear sensible pumps, be moderate with make-up and perfume, wear simple jewelry, hair and fingernails should be well-groomed. If you are a man a clean, ironed shirt and

conservative tie are the best for you. A simple jacket or business suit is a good idea as well, shoes should be polished, face should be clean-shaven; facial hair should be neatly trimmed, hair and fingernails should be well groomed, use cologne or after-shave sparingly. You ought to bring a pen and a notepad to jot down any information you may need to remember (but don't take notes during the interview).

Be on time. Being on time or early is usually interpreted by the interviewer as evidence of your commitment, dependability and professionalism. Be positive and try to make others feel comfortable. Show openness by leaning into a greeting with a firm handshake and smile. Don't make negative comments about current or former employers. Relax. Think of the interview as a conversation, not an interrogation. And remember, the interviewer is just as nervous about making a good impression on you.

At most interviews, you will be invited to ask questions of your interviewer. This is an important opportunity for you to learn more about the employer, and for the interviewer to further evaluate you as a job candidate. A person who enters an interview always has questions, and an interviewer should respond to the questions with no doubt, that is why the interviewer should be prepared in advance in order to avoid uncomfortable moments, some of the questions are: How flexible are the hours? Do you schedule people for primarily the same hours every week, or do they vary greatly? How many hours per week/day are offered with this position? Are there extra hours available during the holidays? Does this company have a policy of promoting from within? Can I ask you about your career in the company? What are the chances of growth in this company? Does the company provide constant training courses for employees?

From Recruitment process [Электронный ресурс]. – Режим доступа : <http://www.humanresources.hrvinet.com>. (Дата обращения: 21.01.2015).

EXERCISES

Exercise 1. *Give Russian equivalents of the following phrases:* to lapse into silence, to seek (a job), be qualified, to fill out an application, to interview, to be employed, to make redundant, to be responsible for, to be transferred, to quit, job, posi-

tion, resume, application, wanted ad, duties, responsibilities, skills, references, immediately, hardworking, dependable, responsible, experienced.

Exercise 2. Match the definitions 1 to 12 to the words and phrases a) to l).

the person in charge of the meeting	) action points
the people at the meeting	) chairperson
to go to a meeting	) propose
a list of topics to be discussed	) attend
one topic on the list	) to send your apologies
the last topic on the list	) item
to make a suggestion formally	) vote
to support a formal suggestion	) any other business (AOB)
a method of making decision	) participants
0. an official record of what was said and/or decided	) second
1. to say that you can't go to a meeting	) minutes
2. what needs to be done after the meeting and by whom	) agenda

Exercise 3. Match the words with their definitions

employer	) to start speaking or behaving in a less active or acceptable way
employee	) the group of people who work for an organization
staff	) an explanation or more details that makes something clear or easier to understand
interviewer	) a period of time worked by a group of workers who start work as another group finishes
to lapse into smth	) the process of asking someone a lot of questions for a long time in order to get information, sometimes using threats or violence
clarification	) someone who is paid to work for someone else
front-runner	) time away from work because of illness

interrogation	the person that is most likely to win something
shift	a person or organization that employs people
0. sick leave	a person who asks the questions during an interview

Put your answers in this table. **Model:**

1. i	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. International Job Seeker Test. Select the correct statement.

1. Government placements are regularly conducted through the use of structured interviews and the three basic areas candidates are judged on are:

- a) knowledge, compatibility and personality.
- b) knowledge, ability and personal suitability.
- c) experience, friendliness and neatness.
- d) productivity, foreign language abilities and writing skills.

2. International placement interviews generally have three people, select the person that is not normally present at these interviews:

- a) HR manager.
- b) A senior staff member.
- c) Interpreter.
- d) Liaison officer.

3. True or False: Quite often, what seems acceptable in one country is totally forbidden in another, e.g. regular pain-killers containing opiates are perfectly acceptable in the UK but totally, illegal in Greece.

- a) True.
- b) False.

4. International jobs in the developing countries vary widely. Which one is not an example of the jobs for foreigners in developing countries?

- a) Asia: Agricultural Scientist.
- b) Middle East: Watershed Management Specialist.
- c) Bolivia: Development Finance Specialist.
- d) Kenya: Aerodynamic Engineer.

5. What question should you NOT ask when enquiring about a possible job opening?

- a) Will the selection decision be made by month-end?
- b) What is the salary range for someone with my experience?
- c) Are you accepting resumes currently?
- d) When will I hear from you?

6. In what sector will you find the most jobs in Italy?

- a) Education.
- b) Information Technology and Computers.
- c) Engineering.
- d) Building and Construction.

7. At present the largest high paying market for English teachers are in:

- a) Hungary, Poland and Czechoslovakia.
- b) North African countries.
- c) Korea, Taiwan, Hong Kong, Thailand, China and Japan.
- c) Vietnam.

8. In which sector/s is a severe shortage of jobs in the northern parts of Italy?

- a) Product designers.
- b) Electrical engineers.
- c) Mechanical engineers.
- d) All of the above.

9. The best time to start your search on the Internet for seasonal ski jobs on the Alps is:

- a) From July to October.
- b) From December to January.
- c) From July to November.
- d) From November to December.

10. True or False: It is difficult to find Au Pair work in France:

- a) True.

b) False.

11. You will be able to find work in France during the summer holidays as:

- a) Receptionist, cleaner or chef.
- b) Ski instructor.
- c) Snowboard Instructor.
- d) Lift operator.

Exercise 5. Match interview questions and answers.

1. Are you willing to work overtime?
2. What experience do you have in this field?
3. Do you consider yourself successful?
4. What have you done to improve your knowledge in the last year?
5. Describe your work ethic?
6. Are you a team player?
7. Have you ever had to fire anyone?
8. If you had enough money to retire right now, would you?
9. Why do you think you would do well at this job?
10. What irritates you about co-workers?
11. What is more important to you: the money or the work?

a) I think these two factors are not independent of the others. Each cannot exist without the other. You may earn your living but it's meaningless if you don't have a good time working and enjoy your life. Therefore, if to select one, I dare say that Work is more important to me. I'm passionate about my duties and urges for more self-fulfillment and such cannot be achieved by money solely.

b) I improve myself by learning from people at the position I am longing for. I ask for their guide, learn their methods and techniques and try practicing. Some of them are good for me, but some are not, however, the most important thing is that I learn to improve myself from my own experience.

c) I am such a very lucky person to be able to work with very helpful and supportive colleagues. I must thank them for their timely and useful advices. However, there is none but one thing that I don't like it very much. My group leader often

makes decision to change the schedule for the tasks which makes it very difficult for me to catch up with. Though, she is such a flexible and very supportive person that I can discuss the problem with her and come to an agreement for my schedule.

d) Being strong. I believe that keeping your head cool, being responsible and performing all the assignments are what you need to be a good employee. I am hard working, and I will prove it at work.

e) I believe I will do this job very well. I have adequate experience and skills for this responsibility. Besides, I'm enthusiastic and very dynamic which shall devote all my effort and mind to perform my duties.

f) Money is not the requirement for me to retire. I have never thought of retiring after earning enough money. When that time comes, I shall participate in a Voluntary Organization and keep myself useful.

g) I have working in this field for 2 years and currently been half way through my education on engineering. I also participated in several training courses about AutoCAD design and rather got familiar with this. I am confident that I can manage these duties very well.

h) I have been assigned with many projects in which I took the main charge, and such responsibilities became the incentive to my highest performance. With the support of other employees whom I get on with very well, my efficiency is improved very much and it ensures the schedule of my project. I think I have enough experience working independently and in a team to be considered as a good team player.

i) Firing someone is one of the most difficult tasks that a manager has to decide. I think this problem should be handled in a reasonable and professional manner so that each party feels relieved and satisfied with the decision.

j) I shall not mind working overnight for a couple of days or even weeks in times of tight deadline. However, I hope the projects are scheduled properly so that working overnight is not too common.

k) Yes, I'm a success person as you can say from my education background and working history. I manage myself well in my career path. As a job-oriented person, I

always try my best to do my job whatever it is while committing to the highest performance as possible.

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) interviewer	b) employees	c) silence	d) staff
e) fits in with	f) clarification	g) employer	h) interrogation

1. The number of ... in the company has trebled over the past decade.
2. There is a good relationship between ... and pupils at the school.
3. If one activity or event ... another, they exist or happen together in a way that is convenient
4. ... is a person who asks the questions during an interview.
5. One by one they were taken for
6. We need a reference from your former
7. Some further ... of your position is needed.
8. No one could think of anything more to say, and the meeting lapsed into

Exercise 7. Choose the best words to complete the dialogue between the Interviewer and Dan Brooks. Make up your own dialogue between an employer and an employee. Act it.

Interviewer: Good afternoon, Mr. Brooks. Have a seat, please.

Dan Brooks:

Interviewer: I received your resume a few weeks ago and I must say that I was rather impressed.

Dan Brooks:

Interviewer: As you know we are a small but fast growing financial company, mostly trading stocks and bonds. May I ask you why you're interested in working for us?

Dan Brooks: Yes, of course. I know that your company has an excellent reputation. That's why I'd like to work for it. Besides, I have always wanted to work with a smaller company, which consequently develops.

Interviewer:

Dan Brooks: I'm a broker at a large international company at the moment. I mostly deal with clients and I handle all aspects of their accounts.

Interviewer:

Dan Brooks: Yes, of course. I have worked for two full years at my current position. Before that, I participated at an internship program at the same company.

Interviewer: How long did the internship last?

Dan Brooks:

Interviewer: So, you have a three-year job experience, is that right?

Dan Brooks: Absolutely. However, I would like to continue my career development in this field.

Interviewer:

Dan Brooks: Yes, with pleasure. I have graduated from the University of Kent and I have a degree in Accountancy and Finance.

Interviewer: Do you have any additional certificates?

Dan Brooks:

Interviewer: That's good to know, Mr. Brooks. I would like to ask you one more question about your interest in our company. Why do you think that you are the right candidate for the position of head broker?

Dan Brooks: I think that I have enough experience in the stock market to handle this job. Also, I quite like my current duties and don't mind expanding the range of my responsibilities in this field.

Interviewer:

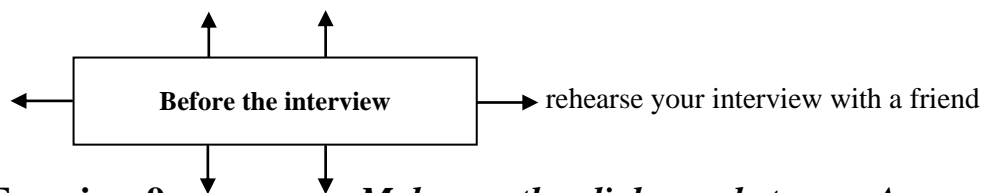
Dan Brooks: Yes, I have one question. If I were hired, how many accounts would I be handling?

Interviewer: You'd be handling about a third of our clients, as you'd be working with two other head brokers. Is there anything else you'd like to ask?

Dan Brooks:

Interviewer: Ok, then. We will send our employment contract for your review this week, Mr. Brooks. And we hope to see you soon among our staff.

Exercise 8. *Make an information map to collect information about the behavior during the interview.*



Exercise 9. *Make up the dialogue between Ann and Nick from micro dialogues (1-6) about their new jobs. What do they like or dislike about them? Read the dialogue and describe Nick's job and Ann's job. Reproduce the dialogue between Nick and Ann.*

1. **N:** Oh, that's great!

A: However, I have to tell you it's very long hours, and I have to work week-ends sometimes. How about you? What are you doing?

N: Oh, well, I'm still at the restaurant, but I was promoted. I'm a manager now.

A: Wonderful!

N: I know.

A: And...

2. **N:** Oh, it was great to see you! Good luck with everything!

A: Thank you.

N: OK.

A: Bye-bye!

N: Bye!

3. **N:** Now I have more responsibility... it's just a lot better. But one thing I really don't like is I have to wear a suit and tie every day.

A: Oh, no!

N: So, but, you know, it's a small price to pay for being a manager.

A: Oh, that sounds terrific!

N: So I'm having a great time.

A: Great! Well, it was great seeing you again.

4. **N:** It's been a long time! What...

A: I know...

N: What are you doing now?

A: I got a new job. I'm a model.

N: That's wonderful!

A: Oh it is, it's terrific. There's lots of variety. I... I meet very interesting people. I get to travel. And the best thing is working with all these wonderful people. And I get a fabulous salary...

5. **N:** Ann!

A: Hi, Nick. It's so good to see you!

N: It's great to see you! How are you?

A: I'm terrific.

6. **N:** It's great!

A: And do you like it?

N: Oh, I like it, I like it. It's a lot more challenging in a lot of ways. The salary is much better... I'm much better paid... it's a lot more interesting. You know, the worst thing about being a waiter was that, you know, I wasn't getting any tips. The salary was not as good.

A: Mmm...

Exercise 10. *Discuss the following topics giving pro and contra arguments and examples.*

1. Do you use a credit card or do you prefer to pay with cash? 2. When was the last time you asked for a refund for something? 3. Do you carry much change around with you? 4. What does your local cafe charge for a coffee? 5. How often do you write cheques? 6. Have you left a deposit for anything recently?

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У.Э. 2.1.5. How to behave during the interview

Цель У.Э. 2.1.5.: научиться вести дискуссии на профессиональные темы посредством создания ситуации общения.

Учебные задачи У.Э. 2.1.5.:

1. Научиться составлять диалог к серии предложенных картинок, используя ключевые слова.

2. Научиться вести беседу соблюдая основные клише и правила речевого этикета при устройстве на работу.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Составить диалог к серии предложенных картинок, используя ключевые слова.
2. Участвовать в собеседовании при трудоустройстве соблюдая основные клише и правила речевого этикета.

План:

1. Диалог к серии предложенных картинок с использованием ключевых слов (Ех. 5-6).
2. Собеседование при трудоустройстве с соблюдением основных клише и правил речевого этикета (Ех. 1-4, 7-10).

Text "How to behave during the interview"

Before you read:

In what way should you begin the interview? Is consistent eye-contact important during the interview? Must you call the interviewer by his or her first name? In what way should you end the interview? Have you ever heard about common job interview mistakes?

During the interview it is important to listen and be sensitive to the interviewer's style. This can make communication easier and the whole interview more comfortable. Listen closely to the interviewer for cues on how you should act. Is he being formal or informal? How loudly is he speaking? What sort of information is he trying to solicit: general, professional or personal? Once you've determined where the interviewer is 'coming from,' you can follow his or her lead. Try to speak with the same rhythm and tone of voice. Make some friendly observations about your surroundings. If the interview is conversational, make small talk about your interests, hobbies, or what you did last weekend. Be positive and upbeat. All of these will help both of you relax and establish a connection. It's important to appear open and friendly as well. Give the interviewer a firm handshake if he offers it and remember to



smile. Make sure you look attentive, with good posture and consistent eye-contact. You should know what not to do at the job interview. Learn from the mistakes of others.

Top 14 common mistakes in job interview

1. *Arriving late.* First impression is a crucial element in business environment and in an interview for a job, it is much more important. Everyone knows that, and everyone also knows that a negative first impression can decide your failure in the job interview. Being late at your interview suggests not only that you have poor time management skills but also that you have no or little respect for the company and the position you are applying for. So, make sure you must go early to get to the interview location soon. Consider your time and the path to the location carefully so that you can foresee any sudden problem on the way and have enough time to deal with them to be able to get to the interview on time.

2. *Poorly dressing.* It is crucially important that you must look professional and polished for an interview meeting. Make sure your attire and outfit are suitable to the positions you are applying for. You should wear a casual outfit for a non-professional job and formal suit for a professional position. No matter how big the company you are targeting is, your appearance must be well manner and good looking.

3. *No preparation.* You are asked a question, e.g. "What do you know about this company", and you are unable to answer it. That is a sure way to end your chance of getting the job. Company information that you should research about includes its history, location, divisions, mission and vision. If there is a company website, you can find such information in "About Us" section. That is an easy way to get info but essential for the interview.

4. *Poor communication skills.* If you don't know how to communicate appropriately with the person in front of you, that is a crucial weakness. You must know how to positively and actively communicate with the interviewer. You must know how to properly shake hand, make eye contact, demonstrate your confidence and engage in speech with them. Good communication skills will make you an excellent candidate for this position even if you haven't started the interview yet. A recent can-

didate for a position fails to get the job for his phone rang during the interview and he answered it. That is a poor behavior at an interview, so you should leave the phone behind or turn it off during your interview. Also you shouldn't bring other belongings coffee, food, etc. other than the CV, application form, and all job-related documents only.

5. Know about the company but cannot answer about personal background.

Most job seekers pay too much attention to know about the background of the company to be able to answer interview questions that they forget about their own details. Personal knowledge, qualification, education, experience, and background are things you must clearly know more than anyone. It is also useful to prepare a list of achievements so that you can easily refer to answer questions on your past experience. Make notes of your experience and skills that may be useful for your interview.

6. Have no question to ask. The last part of any interview is when the candidate is required to ask questions if they may have. If you have no question to ask, it may be the evidence of your poor preparation. This is when you score more points with the questions you ask the interviewers, and they like to answer them, too. So, make sure to prepare a list of 5 questions, for example "Can you tell me about your career?" According to Mr. Kent Kirch, the director of global employment at Deloitte, everyone loves to talk about themselves, so it is wise to ask such a question.

7. Over talkative. Interviewers will not like someone who talks too much. It will cost their time and distract them from main points. So a talkative candidate may easily fail.

8. Little word. You may be a bit shy to talk in an interview, but that is a negative behavior that you should avoid. Interviewers don't like talkative ones, but shy and little-word guys even make them feel more terrible. I remember my friend who is a HR manager that he had to warn and get the word out of a candidate. And he said it was a terrible experience.

9. Make weaknesses positive. "What are your weaknesses" is a common question during an interview. Someone may give you an advice that you should answer "I am a perfectionist" or "I have no weakness", but that advice fails you for sure. Interview-

ers may have heard such answers thousands of times, and it is like a formal answer that an amateur may try to use. The best tactic here is to highlight your weaknesses, no use to hide or avoid it, and highlight the measures and actions you have taken to resolve such weaknesses. That is the true motive of the interviewers to ask this question.

10. Give a wrong answer. During an interview you have to make sure that you are attentive enough to listen to correct questions and think twice before answering. Giving a wrong answer is a fatal mistake. Here is an example: the interviewer explained the tasks of a sales and marketing position to the candidate. And she focused on the point that experience, skills and qualifications in relevant fields were required

for this position. And you gave her an answer that you didn't possess any related skill or had never done similar job in the past, or that you didn't like doing things such as "calling customers"; such an answer will fail you for sure.

11. Talking bad behind your old boss. If you say that your previous boss is a bad one or your previous colleagues treat you poorly, it is sure that your chance of getting the job is gone. Don't say bad things about a boss in front of a potential "boss". Perhaps they don't like it, or perhaps they, companies, may have relationships that you don't know about. And talking bad like that will surely lose you the job. The world may

be smaller than you think and you may not know who the interviewer might know. You say other is an idiot but that other person may be a familiar person of the interviewer in front of you. So bad-mouthing is never a good behavior of candidates.

12. Slouch in your seat.

13. Call the interviewer by his or her first name, or use the wrong name.

14. No follow-up. Your interview doesn't go as well as you expected or you know that you have made a poor impression or made a wrong answer. All those things will not cost you the whole opportunity to get the job but the fact that you don't carry out follow up after the interview is. A thank-you letter is always a good stuff to do after the interview as it shows that you are still interested in the Company.

Don't be so depressed if the interview doesn't go as you expected. After working with this material you know what not to do at the job interview. We think that your first job interview will be successful.

From Recruitment process [Электронный ресурс]. – Режим доступа : <http://www.humanresources.hrvinet.com>. (Дата обращения: 21.01.2015).

EXERCISES

Exercise 1. Give Russian equivalents of the following phrases: consistent eye-contact during the interview, to speak with the same rhythm and tone of voice, to give smb a firm handshake, job-related documents, to have poor communication skills.

Exercise 2. You are interviewing someone for a job. How would you politely find out the following information?

1. Their age. 2. Their current salary. 3. Their reasons for leaving their last job. 4. Their weaknesses.

Exercise 3. Match the words with their definitions.

apply	) to remove someone from their job
applicant	) done for the whole of a working week
appoint	) employed/unemployed
fill in/out an application form	) to make a formal request, usually written, for something such as a job, a place in a university, or permission to do something
fire	) to write the necessary information on an official document
full-time job	quit a job
headhunt	) someone who has formally asked, usually in writing, for a job, university place, etc
in work/out of work	) the practice of changing jobs very often
job hopping	to choose someone officially for a job or responsibility
to leave a job	to persuade someone to leave their job by offering them another job with more pay and a higher position

Put your answers in this table. Model:

1. d	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. General quiz about looking for employment. Select the correct statement.

1. You can completely rely on the capacity of a career development centre or career guide or employment organization you are registered with to land you with a job. Your quest ends the moment you sign yourself in with such an establishment(s).

a) False – your quest for job search ends only when you land a job. You need to keep at it with all that you got, or you will be totally lost.

b) Correct – work only with the best – and once you register, forget about it. They will do all the necessary work for you.

c) False – no organization really works for you; you need to keep prodding them every day, or they will forget about you.

d) It is true – but you might be required to follow up with them every now and then.

2. Job search skills are usually something you are born with. If you do not have it within you, then it is very difficult for you to land a job.

a) True – you either have them or you do not – this is not something that anyone can teach you.

b) False – job searching is a task, the skills for which can be developed with the help of various tools and mediums.

c) There is no way you can learn how to search for a job – it has to be done instinctively. This is a talent you are born with.

d) Given the right amount of time, a human being can learn anything – job searching too.

3. The job search is such an uphill task because only 5-10% is advertised. The rest is filled up through recommendations. Is this true?

a) The job search is difficult because recruiting processes are tough and cumbersome.

b) The 5-10% is more than enough to take care of job searching; there is no difficulty there.

c) This is not true – most of the jobs falling vacant are advertised; how else can they fill them.

d) Yes, it is difficult. However, the right efforts will always bear fruit. You can be part of both the advertised and non-advertised world with the right efforts.

4. You need not research a company just because you are applying for a job with them. That should be left for the time when you receive a call for interview.

a) False – you need to know where the company is going and what is its focus so you can write your CV accordingly

b) True – too much effort will be used and wasted – what if you are not selected for an interview

c) True – sending a CV does not need in depth knowledge about the company; you will need to know only whom it should be addressed to

d) Researching about companies is a good habit; you gain a lot of knowledge by doing so – however, it is not relevant to the CV writing

5. How often you should change a job to be considered successful in your career?

a) Once or twice in your life time.

b) As and when you find a better opportunity to grow professionally; there is no fixed or pre-determined criteria here.

c) Once in about 5 years you have to move or you will stagnate.

d) Never – you should join the job only after serious consideration of all factors and it should be for life.

6. What are the two most popular ways to search for a job?

a) Through advertisement and networking.

b) Through networking and networking.

c) Placement agencies and career development workshops.

d) Grapevine and informal recommendations.

7. What do you need to be successful in your job search quest?

- a) Work, work, work – nothing like hard work to achieve your goals in life.
- b) You need to work smart – concentrate your efforts in learning the right techniques and acquiring the right skills and nothing will be difficult in life to achieve.
- c) A lot of luck.
- d) The backing of an excellent employment agency/agent.

8. How many hours per week you should usually invest in job searching to be successful?

- a) 25-30 hours per week should be more than sufficient.
- b) There is no such time limit; you need to search, search, search until you get what you want.
- c) 40 or more hours per week – all your efforts should be focused in getting that job; when you are not directly searching you should try to sharpen your skills by attending workshops, seminars, etc.
- d) 7-10 hours per week is more than enough; use the services of a good placement agency and leave it to them – all you need is to follow up with them from time to time.

9. Is attending job fairs a good idea for searching and finding the right job?

- a) Job fairs are gimmicks that market and publicize the companies which participate - you get nothing out of them.
- b) Most often you get some wonderful leads from there – but do not expect interview calls from job fairs only; you will need to follow up closely if you found something that interested you.
- c) Oh yes – where else you can get hundreds of companies offering you jobs on a platter.
- d) This one of the major highways for landing a job.

10. When you make a cold call, whom should you address your application to?

- a) The CEO of the company; after he/she is the one who takes all the decisions.
- b) The HR Head – he/she is the one who orchestrates the hiring and firing in an organization.
- c) The Recruiting Head – he/she is the right person to contact at this stage.

d) You just send/give the envelope marked with 'application for a suitable position' to the company; the reception will hand it to the right person in most cases.

11. Should you follow up with a call or an email after you have sent a cold-call application to a company?

a) By all means – you will need to keep at it, until they say Yes or NO.

b) You could place a call or send an email enquiring whether they received your application and whether there are any chances that they would consider it.

c) No, if they need you they will contact you.

d) No, if they have not called you, it means they do not have any vacancy at present.

12. What should you do if your cold call application gained you an interview call for a position that you do not really care for – though you would love to be part of the company?

a) Attend the job interview anyway – something is always better than nothing.

b) Decline with a polite letter, expressing your regret that this is not a position that you could consider.

c) Attend the interview and make it clear that this is not the job opening you are looking for and hope they offer you something better.

d) Request to be considered for a particular position(s) as and when the opportunity arises; do not attend the interview just because you were called for it.

Exercise 5. Match interview questions and answers.

1. Tell me about yourself? **2.** What are your greatest strengths? **3.** What are your greatest weakness? **4.** Why do you want to work here? **5.** What do co-workers say about you? **6.** What do you know about us? **7.** What kind of salary are you looking for? **8.** How long would you expect to work for us if hired? **9.** Do you know anyone who works for us? **10.** Why should we hire you?

a) Working in your company is not only offering me the opportunity to work in a highly professional environment, but also giving me the opportunity to work for one of the most successful and reputable firms. I wish to have such opportu-

nity to help with the company goals and sharing my broad experience with your experts as a team.

b) I think your company is the best in IT industry. It provides a perfect working environment for employees, thanks to which, it may maintain a very good service in IT industry.

c) My name is Peter Ho and I am a project coordinator for ABC at present. I have had 6 years of working with LAMP Technology. For the past 6 years, I have worked full-time for 2 companies. In addition, I have also got 3 part-time jobs as a technical consultant and storyboard writer. I am looking for challenges which can improve my abilities and opportunities which may help other clients with their projects. Attention is the best description of my strength.

d) I am an enthusiastic and hard-working person. In addition, as I'm used to handling many responsibilities at the same time, I can deal with high pressure very well. And I think, being helpful is one of the most important requirements for working in a team, and I'm absolutely very helpful.

e) You can believe that I'm a loyal employee. Unless there is no room for me in the company or no opportunity of developing my career, there is no reason for me to leave my company.

f) As a team leader, I can deal with challenges and great pressure very well. To me, being fair and righteous in my decision is crucial to the overall performance of the team. Only being a fair and hard-working leader can make your team members work hard and reach a high performance.

g) I look up to salary not to make ends meet, but to enjoy my life. I'm afraid I am not the one who only concerns about paying bills but not others. Therefore, when I look for a job, I expect a high consideration which suits my ability and goals.

h) As far as I know, there is no relative or friend of mine working in your company. I've known that certain familiar relationship with a colleague or a customer sometimes affects negatively on the performance of a company. Certain companies have their policy of preventing such effect from happening. However, part of any employee's duties is establishing relations with other colleagues and more important-

ly, with potential customers. And such relationships may lead to some businesses with the company as well. You can count on me that my relationship shall be only for the benefit of the organization only and none shall be for personal interest. It is essential to have a wide relationship, and I shall utilize such for the interest of the company.

i) I think my colleagues and friends think I'm reliable, as a fact that they always call me and ask for advice. Whenever they get a problem, they call me, and I give them advice, I talk with them, be there to help them with their situations.

j) I can be described as a perfectionist; however, that could be my weakness. I focus too much on details and this often gives much pressure on my subordinates; however, I am trying to resolve this weakness. I am not very good at communicating directly with customers; as a result, I'd like to sit at back office. But don't misunderstand. Working with paperwork is really frustrating to me. I always have difficulties dealing with this. I think it will be easier for me to do all my paperwork at a certain time rather than complete each of them at different times. That's too hard to keep up with.

Exercise 6. Make up the dialogues "How to Apply for a Job" using these pictures and key phrases.

Dialogue 1. "Getting Your Foot in the Door"



Decide what kind of job you want.

Do your research.

Write a resume.



4.

Contact the employer to ask the second opinion. about the application process.



5.

Write a cover letter.



6.

Get



7.

Locate references.



8.

Apply.



9.

Fol-

low up.

Dialogue 2. "Getting the Job Offer"



1.

Make sure your online presence is squeaky clean. Be prompt.



2.

When you do finally get an interview,



3.

be sure to dress for the job you want.



4.



5.



6.

Show interest and enthusiasm

Refer to your notes.

Em-

ploy proper etiquette.

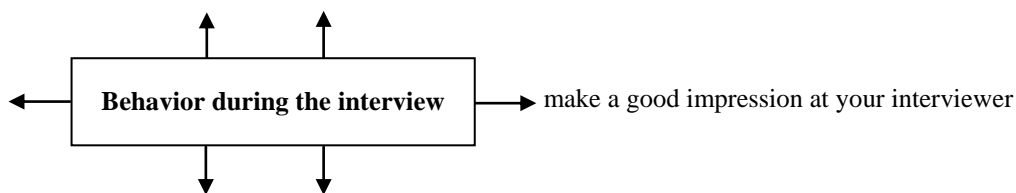
at your job interview.

Exercise 7. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) salary	b) behavior	c) responsibility	d) colleagues
e) experience	f) full-time job	g) perfectionist	h) headhunted

1. ... is a person who wants everything to be perfect and demands the highest standards possible.
2. He took a drop in ... when he changed jobs.
3. She was ... by a rival firm.
4. It's very difficult trying to bring up two children while doing a
5. It's her ... to ensure the project finishes on time.
6. His ... became suspicious when he did not appear at work, since he was always punctual.
7. Her ... is often appalling.
8. I don't think she has the ... for this job.

Exercise 8. Make an information map to collect information about the behavior during the interview.



Exercise 9. Complete the dialogue between Philip Rickett and John Brown. Put the sentences in the correct order. Reproduce the dialogue between Philip Rickett and John Brown.

Philip Rickett: But are you a manager?

Philip Rickett: Are you saying you were directly involved in sales?

Philip Rickett: Do your present employers know where you are?

Philip Rickett: Can you be a bit more specific, please?

Philip Ricket: Good. Now, this is just a preliminary interview to check out some details. If you're successful, you'll go on to a more in-depth interview this afternoon. Is that all right?

Philip Ricket: Right, shall we make a start? My name is Philip Rickett. I work in the Human Resources Department and I'm responsible for recruitment.

Philip Ricket: I see. So, what sort of work did the job involve?

Philip Ricket: Did you find us all right?

Philip Ricket: Could you tell me about your degree course ... in Spanish?

Philip Ricket: It says in your CV that in your previous position, you were "an SPC professional". What exactly does that mean? Is Sales Productivity Centre basically a sales department?

Philip Ricket: Yes, your English is obviously excellent, and you speak Spanish. Is your Spanish as good as your English?

Philip Ricket: What don't you like about your current position?

Philip Ricket: You know this job is a managerial position. How much managerial experience do you have? It's not very clear from your CV.

Philip Ricket: Yes. Does that mean you're the leader of the team?

Philip Ricket: Oh, I see. Are you a kind of personal assistant?

John Brown: Not exactly. I assist the General Manager in running the department.

John Brown: No, I think it's a bit more than that ...

John Brown: I suppose not.

John Brown: Yes, we provided backup for 20 salesmen from different sectors of the company.

John Brown: No, it was more about providing support to help drive sales and increase productivity.

John Brown: I'd say it was a position that required a lot of time-management skills and prioritising of tasks. It gave me a lot of insight into the sales process.

John Brown: Well, to be honest, some of the work was secretarial, but I am applying for your post because I'm capable of doing far more. I'd like more responsibil-

ity and to be able to use my studies and my languages.

John Brown: Right, pleased to meet you. My name is John Brown.

John Brown: Well, in my present job, I'm a Management Team Co-ordinator.

John Brown: No. I asked for a day's unpaid leave for personal reasons. I didn't say why.

John Brown: Yes, it's not bad.

John Brown: I'm sorry? Oh, I beg your pardon ... Well, I need a little time to think ... Let's see ...

John Brown: Actually, there are a lot of things I do like about it, but no job is perfect. I think I am ready for more responsibility and when I saw your advert, I thought I should apply.

John Brown: Yes, I don't have to be back at work until tomorrow morning, so as long as I have time to drive back this evening, that's fine.

John Brown: Yes, the map you sent me was very clear.

Exercise 10. Discuss the following topics giving pro and contra arguments and examples.

1. Do you think the saying "Appearances can be deceiving" makes sense for the employer?

2. Can you agree with the opinion that we live in a man's world and it's harder to get a job for a woman than for a man. Do employers favor men over women?

3. Is it a good chance for university graduates to get a worthy position in a well-known company in Russia or abroad?

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У.Э. 2.2. ОСНОВЫ ПИСЬМЕННОЙ КОММУНИКАЦИИ

Цель У.Э. 2.2.: научиться оформлять собственные письменные сообщения профессионального характера и официальные письма делового характера.

Учебные задачи У.Э. 2.2.:

1. Научиться оформлять собственные письменные высказывания профессионального характера.
2. Научиться заполнять анкету; составлять автобиографию/резюме.
3. Научиться писать официальные письма делового характера и ответы на них.
4. Научиться писать научную математическую статью так, как это общепринято в англоязычном математическом сообществе.

Усвоив У.Э. 2.2., Вы сможете:

- составить сопроводительное письмо к резюме;
- заполнить анкету с учетом лексических, морфологических и синтаксических особенностей официально-делового стиля;
- составить автобиографию/резюме с учетом лексических, морфологических и синтаксических особенностей официально-делового стиля;
- составить деловые письма: письмо-запрос, письмо-просьбу, письмо-жалобу, письмо-подтверждение, письмо-корректировку, письмо-ответ, докладную записку;
- написать научную математическую статью в т.ч. как это общепринято в англоязычном математическом сообществе.

Требования к знаниям и умениям по У.Э. 2.2.:

- знать основные лексические, морфологические и синтаксические особенности официально-делового стиля;
- уметь заполнять анкету; составлять сопроводительное письмо к резюме, автобиографию/резюме;
- уметь составлять официальные письма делового характера.

Содержательный результат У.Э. 2.2.: умение оформлять собственные письменные сообщения профессионального характера и официальные письма делового характера.

Структура У.Э. 2.2.:

У.Э. 2.2.1. How to write a Covering Letter (UK)/Cover Letter (US).

У.Э. 2.2.2. How to write a Curriculum Vitae (UK)/Resume (US).

У.Э. 2.2.3. English business letters.

У.Э. 2.2.4. How to write a mathematical article in English.

У.Э. 2.2.1. How to write a Covering Letter (UK) / Cover Letter(US)

Цель У.Э. 2.2.1.: научиться оформлять собственные письменные высказывания профессионального характера.

Учебные задачи У.Э. 2.2.1.:

1. Научиться составлять сопроводительное письмо к резюме в целях трудоустройства.
2. Научиться правильно использовать основную терминологию по теме при выполнении предложенных упражнений.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Составить сопроводительное письмо к резюме.
2. Применять основную терминологию по теме при выполнении предложенных упражнений.

План:

1. Сопроводительное письмо к резюме (Ex. 4, 8-10).
2. Основная терминология по теме при выполнении предложенных упражнений (Ex. 1-3, 5-7).

Text "How to write a Covering Letter (UK)/Cover Letter(US)"

Before you read:

Be the hiring manager for a moment, and think about skimming over lots of job applications. Which resumes would you read? Would you read the ones with cover letters or resumes with no cover letters?

When you use a resume to apply for a job, you also need a short cover letter. The cover letter is one of the most important parts of a resume. It allows you to speak to the employer, showcase specific skills for the job, tell your story of value and impact, get the employer excited to meet you. The cover letter should not simply repeat information given in the resume; instead, it should begin by identifying the job for which you are applying and telling how you heard about it. You can then add any other information not included in the resume which might be important for this particular job. Finally, request an interview; include your phone number, and when you can be reached. Address the letter, to a specific individual whenever possible. Develop a bridge between yourself and employer at the very beginning -tell how you learned of the vacancy. Give a brief statement, emphasizing your qualifications for this position. Use words directly from the job ad to describe what you can do. Emphasize what you can do for an employer rather than what he can do for you. Show enthusiasm throughout your letter.

A cover letter is sent with your CV. It can make the difference between being successful in your job search or not. Cover letters are generally not read during the first candidate selection, but usually they will be read when the candidates have been short listed. Do not waste such an opportunity. Always include a cover letter even if the job ad does not specify that one is needed. Occasionally, job ads also specify a hand written cover letter. Your cover letter should not be a copy of your CV. Specify some of your cover letter achievements and be sure you know how to handle cover letter weakness. A cover letter is a way of showing your writing and reporting skills. Your cover letter should be customized per employer. However, if you are sending a lot of CVs, this task could prove impossible. Try instead to have a cover letter per industry or per area. Do not mention salary in your cover letter. If the job ad requests your expected salary then mention a range rather than a specific amount.

How to Write a Cover Letter for a Job Application that works: the cover letter may include (some or all) of the following details and actually speaks to the employer. The letter should be short and succinct. It may possibly contain four or five paragraphs which could be structured as below:

Here is the structure/template:

Opening paragraph: The opening paragraph is an introduction. It will state which job you are applying for and possibly where you saw any job advertisement. It may also state that the CV is enclosed.

- *Your details*

- *The job details:* Job title and number + where you saw the job opening.

Second paragraph: This section of the job application cover letter can be used to explain why you are applying detailing what particular experience skills or reasons you have that would make you suitable for the job.

Third paragraph: This paragraph can be used to explain why you would be of particular value to the company, and give them a reason for taking your application further.

- *Who you are and why you want the job* – What type of professional you are. How do you match the job requirement?

- *Tell the employer about your work status* – What you are doing now etc.

- *You may include information about* – Why you want to switch jobs and apply for the said job. You can also mention your key skills.

- *Be yourself* – As opposed to the resume, in the cover letter you can add your personal touch. It is the best opportunity for you to express your personality. Therefore, tell the reader why you are interested in this particular job and why you like to join the company in question.

Closing paragraph: This section can be used to state when you would be available to be contacted and interviewed, detailing any times when you may not be available. Final statement will motivate the reader to read the resume. Keep in mind that your objective when writing the cover letter is to get the employer to read your resume, appealing to him selects YOU for the job interviewing stage.

You must avoid these phrases writing a cover letter: to whom it may concern; too long; sentences beginning with "I"; I feel that...; call me at...; I want a positive response; I am looking for an interesting job; Yours lovingly.

Example of Cover Letter

Arnold Smith
42 Cartwright Crescent,
St George,
Bedford BD12 7GM
(123)-456-7890
Date: 1st March, 2015

John Brennan
91 Douthways Road,
Hills Barton,
Surrey SR14 40C
(101)-201-3456

Dear Mr. Arnold,

I am writing this letter because i want to apply for a post of journalist at your City magazine. I am affectionate about the article writing and would like to add my skills of journalism to your practice.

My name is Harrison Rip. I am 25 years old high-school graduate in my home country. I have been working as a journalist in the best business magazines for two years. I have a wide experience in various business topics writing.

I saw that you do not have any reporters from our city yet. This is one of the reasons why I wouldbe glad if I could bring you some new ideas and view from my city. Journalism is my biggest passion, which go along with me since I learnt to write.

I enclose my resume and would be grateful if I could be considered for any such position you may have. I am looking forward to hear from you.

Yours sincerely,

[Signature]

/John Brennan

From Job Application Cover Letter – CVTips. com [Электронный ресурс]. – Режим доступа : [http:// cvtips. com\cover-letter/job-application-cover](http://cvtips.com/cover-letter/job-application-cover). Дата обращения: 06.01.2015.

EXERCISES

Exercise 1. *Give Russian equivalents of the following phrases:* to write a cover letter, to showcase specific skills for the job, to speak to the employer, to learn about the vacancy, writing and reporting skills.

Exercise 2. *Decide whether the following tips for writing covering letters are true or false. Explain why?*

1. The letter should be as friendly and informal as possible.
2. You should avoid slang & idiomatic language.
3. Your sentences should be long and complex.
4. It is fine to use contracted forms (e.g. I'm, it's).
5. Emotive words (wonderful, great, terrible) should be avoided.

Exercise 3. *Match the words with their definitions.*

to include	an accompanying letter sent as an explanation, introduction, or record
to enclose	the quality of being honest
cover letter	the quality of being clear and easy to understand
skill	autograph
impact	to contain something as a part of something else, or to make something part of something else
sincerity	a person or organization that employs people
clarity	to have an influence on something
brevity	to send something in the same envelope or parcel as something else
signature	an ability to do an activity or job well, especially because you have practiced it
em-	using only a few words or lasting only a short time

ployer	
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Put your answers in this table. **Model:**

1. e	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. Select the correct words so that this covering letter is in good English.

Dear Mr Saleh,

I am writing to 1. ask, apply, request for the position of Editorial Assistant which was 2. shown, advertised, presented in the latest edition of Gulf News.

I am currently 3. worked, employed, used by a Market Research company as a research assistant, but am keen to 4. want, pursue, take a career in publishing, because I enjoy reading and write my own poetry.

As you will notice on the 5. included, mentioned, attached CV, I graduated in European Literature. At University I gained considerable 6. experiment, expression, experience working on the student magazine, so I am 7. familiarized, familier, familiar with editing techniques. I work well under 8. anxiety, demands, pressure and enjoy working in a team. In addition, I speak English 9. excellently, fluently, strongly.

I would be 10. available, around, accessible for interview from next week. Meanwhile, please do not 11. hesitate, wait, stop to contact me if you require further information.

I look forward to hearing from you.

Yours sincerely,

Margaret Roan

Exercise 5. Select the correct statement:

1. What will you gain through a high-quality cover letter?
 - a) The opportunity to meet new people.
 - b) Employment.
 - c) Interview.
 - d) Admiration.

2. When should you include a cover letter?
 - a) Only when it is specifically requested.
 - b) Always include a cover letter.
 - c) When you want to negotiate benefits.
 - d) When you want to highlight special skills.
3. What should you NOT include in your opening statement of the cover letter?
 - a) Salary expectations.
 - b) Show the employer that you have researched his company.
 - c) Indicate why you are the best person for the job.
 - d) Try to stand out from the rest of the applicants.
4. To whom or how should the cover letter be addressed?
 - a) Dear Sirs,
 - b) To whom it may concern.
 - c) The Recruitment Officer.
 - d) Specific person by his/her title and surname.
5. What should you NOT include in the last paragraph of the cover letter?
 - a) A request to consider your application because you need the money.
 - b) Indication that you are available for interviews during the coming week.
 - c) Indication that you await the employer's reply.
 - d) Thanking the employer for considering the application.
6. Yes or No: You should always include your contact details in the cover letter?
 - a) Yes.
 - b) No.
7. The Letter of Enquiry is used when:
 - a) You enquire about possible openings that fit your experience and job skills.
 - b) You react on a job advertisement.
 - c) When someone referred you.
 - d) You need a job urgently.
8. Yes or No: You should only send handwritten cover letters to potential employers:

- a) Yes.
- b) No.

9. Yes or No: The job application cover letter must indicate how your skills and experience match the advertised job:

- a) Yes.
- b) No.

10. What should be included in the first paragraph of the cover letter?

- a) List of references.
- b) Salary expectations.
- c) Purpose of writing.
- d) Detailed description of all your skills and qualifications.

11. Yes or No: The Letter of Enquiry must always be accompanied by a resume:

- a) Yes.
- b) No.

12. What is NOT a rule for cover letter writing?

- a) Always check your spelling and grammar before sending the letter.
- b) The letter can be as long as needed (correct).
- c) Only send a handwritten letter if requested.
- d) The cover letter should be written in a formal manner.

13. Yes or No: The Thank You Letter is used to thank the employer for reviewing your application:

- a) Yes.
- b) No.

14. When should you NOT send the Thank You Letter?

- a) When a decision has been made about hiring a candidate.
- b) After the employment interview.
- c) To thank the person who referred you for a specific position.
- d) When you emailed your application and want to use the Thank You Letter as follow-up.

15. Yes or No: You should keep your paragraphs short and to the point in the cover letter:

- a) Yes.
- b) No.

16. Before sending the Letter of Acceptance you should make sure that you:

- a) Acknowledge the job offer.
- b) Understand in which job category you will start.
- c) Express your appreciation.
- d) All of the above.

17. The Letter of Declination should NOT include:

- a) Acknowledgement of the job offer.
- b) Reference to the job being offered.
- c) An apology for not accepting the offer.
- d) Thank you note for the job offer.

18. Yes or No: Your cover letter should be a copy of your resume:

- a) Yes.
- b) No.

19. Yes or No: Your cover letter is a way of showing your reporting and writing skills:

- a) Yes.
- b) No.

20. What is the most effective way for getting the interview through your cover letter?

- a) By indicating that you know something about the recruiter that can damage his career.
- b) By indicating that your skills may be beneficial to the company.
- c) Through flattery.
- d) By indicating that you will return the favor if getting hired.

21. Yes or No: It is acceptable to use abbreviated terms in international addresses:

- a) Yes.

b) No.

22. Which of the following is NOT true for Follow-up Letters?

- a) You must indicate if you have accepted another position.
- b) Demand an answer because your time is valuable (correct).
- c) It is an excellent method for keeping your file open at the company.
- d) You can use the opportunity to send additional information about your skills.

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) clarity	b) includes	c) enclose	d) vacancy
e) signature	f) have impacted	g) cover letter	h) skills

1. Please send a ... with your application form.
2. The bill ... tax and service.
3. Ruth had possessed great writing
4. Falling export rates ... on the country's economy quite considerably.
5. There has been a call for greater ... in this area of the law.
6. Your name written by yourself, always in the same way, usually to show that something has been written or agreed by you is the
7. There is a ... for a shop assistant on Saturdays.
8. Please ... a curriculum vitae with your application.

Exercise 7. Select the correct statement.

1. You have found out that a certain company has a vacancy that interests you a lot. How do you plan to get it?
 - a) Use your personal networking to get an audition for the job.
 - b) Use your professional networking to get recommended for the job.
 - c) Approach directly, giving strong references to support your claim for the job.
 - d) Approach directly, but do not use your networking backup unless strictly necessary.
2. Your employment agency keeps offering/pushing you to take up jobs that are not exactly your cup of tea. Should you-
 - a) Quit using the services of the employment agency.

b) Give in the bullying and take up the recommended job to see how things work out.

c) Stay choosy and advice your employment agency to notify you only when job of your interest are available.

d) Threaten that you will complain to a consumer protection agency.

3. You have employed the services of an employment agency. What should you expect from hem?

a) Regular interview calls even if they are not exactly matching your skills-set after all the more you attend – the better are your chances to land a job.

b) Interview calls that pertain only to your area and skills-set.

c) Placement at any cost, even if it means that you are not exactly matched to the job you are taking up

d) Counseling and training on how to be successful in an interview.

4. You have sent your CV and you have not heard from the said company in about 10 days. You want to know whether you are short-listed or rejected. What is the best way to find out?

a) Call the reception and find out whether the interview call letters have been dispatched yet; if yes, whether your name was on the list; if not, when it is scheduled to be despatched.

b) Call up the HR person whom your letter was addressed and find out from the source directly.

c) Visit the company in person and ask for an audition with the HR person in charge of the recruitment

d) Send an email to the HR person in charge requesting an update.

5. Networking is a great way to land good jobs. How can you develop a large and beneficial network?

a) Always make it a point to keep in touch with your peers in the field, past and present.

b) Contact and keep in touch with people that need/use your skills.

c) Have a business card ready for any eventual professional acquaintance whereby you can develop a contact.

d) Have a CV ready for distribution and distribute it freely to those who may seem interested.

6. You find that there is a job in the classifieds that you might find suitable for yourself. What do you do:

a) Take a print-out of your CV and send it to the company immediately.

b) Take time to find out exactly how your skills match to the requirement and then apply with a tailor made CV.

c) Use your standard CV but write a tailor made CV explaining why you think you are suitable for the job.

d) Ensure that both the CV and the cover letter is specifically focused on what the job requires.

7. The best way to find leads for jobs is:

a) Newspapers.

b) Employment agencies.

c) Personal networking.

d) Internet.

8. You have acquired new skills and want to move upwards in your company. How do you go about it?

a) Use the direct approach – inform your boss and the head of HR that you are now qualified to handle a higher position and request to be considered for it.

b) Subtly find out whether you are suitable for the position through the grapevine/personal networking and only after you are convinced that you are, apply for it.

c) Request your boss to recommend the change.

d) Apply for the new job through regular channels without discussing it with anyone (your boss or the HR Head).

9. You find that the job market is slow and you decide to use the Internet. How best you could harness this tool to your job search needs?

- a) Check out the websites of the companies for vacancies .
- b) Apply through online placement agencies.
- c) Send your CV through emails to prospective companies.
- d) Set up an excellent professional website to market yourself.

10. How else you can use the computer and Internet to promote your chances to get a job?

- a) Get an online degree.
- b) Use online placement agencies services.
- c) Leave your CV on the websites of your `dream-companies` for further reference.
- d) Send short emails to the HR Heads of the companies you want to join with brief news about yourself.

11. When you are out there hunting for a job, what is your best tool, which will help you grab the job you want?

- a) A CV which matches all the requirements of the job vacancy.
- b) A very strong reference from a high level contact.
- c) An exceptional academic record and qualifications.
- d) An outstanding reference by your employer.

12. You find that the company you have always dreamt about has advertised for a job you could deliver very well. However, it pays lower than your present job. Do you:

- a) Apply for the job anyway; you need to get your foot in the door in the first place.
- b) You apply for the job and negotiate for a higher pay package in view of your present take-home remuneration.
- c) You sadly forgo this opportunity since you feel this will harm your career.
- d) You apply for the job mentioning clearly what salary you expect.

13. You have appeared a number of interviews and you find yourself in a position where you have two or more very good offers. How do you choose which one to accept?

- a) You will choose the job that will give the most satisfaction.
- b) You will choose the job which offers the highest remuneration package.
- c) You will choose the job which provides you the best career and professional growth.
- d) You will choose the job which is offered by the largest/most reputed company of all.

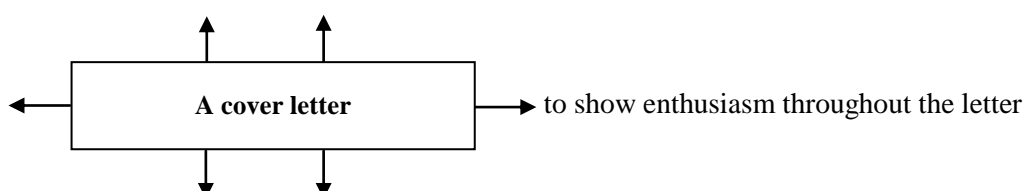
14. You accept what you thought a wonderful offer, but find later on (say, within 2-3 months from joining) that it is not what it was made out to be. What do you do?

- a) Meet your boss/the recruitment head and clarify the matter.
- b) Start searching for jobs again.
- c) Accept only the work you were hired to do and reject all other responsibility.
- d) Accept all the work but complain to all and sundry about the miserable deal you got and feel miserable all the time.

15. You have heard that networking is a powerful and potent tool for job search. How do you make a network in the first place?

- a) You make friends easily and remember them on official and religious occasions.
- b) You maintain regular contact with your peers and help them when they need.
- c) You attend conferences and are highly active professionally.
- d) You cultivate professional relationships with people above and under you.

Exercise 8. Make an information map to collect information about choosing an occupation.



Exercise 9. Read and translate the text with a dictionary. Choose sentences which help you to tell about writing a cover letter.

Exercise 10. Creative task. You'll graduated from the University very soon and one day you'll start to find a job. Write your own effective cover letter.

Литература

Основная литература:

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.
2. Пассов, Е.И. Урок иностранного языка. – Ростов н/Д : Феникс ; М. : Глосса-Пресс, 2010. – 640 с.
3. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

Дополнительная литература:

4. Шевелева, С.А., Стогов, В.Е. Основы экономики и бизнеса : учеб. пособие для учащихся профессиональных учебных заведений. – 4-е изд., перераб. и доп. – М. : ЮНИТИ-ДАНА, 2012. – 431 с.
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7. Fried-Booth, D. Project Work / D. Fried-Booth. – Oxford University Press, 2012. – 136 p.

Интернет ресурсы:

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9. Job Application Cover Letter – CVTips. com [Электронный ресурс]. – Режим доступа : <http://cvtips.com/cover-letter/job-application-cover>. (Дата обращения: 06.01.2015).

У.Э. 2.2.2. How to write a Curriculum Vitae (UK) / Resume (US)

Цель У.Э. 2.2.2.: научиться оформлять деловые бумаги с учетом официально-делового стиля языка.

Учебные задачи У.Э. 2.2.2.:

1. Научиться заполнять анкету.
2. Научиться составлять автобиографию/резюме в целях трудоустройства.
3. Научиться правильно использовать основную терминологию по теме при выполнении предложенных упражнений.



В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Заполнить анкету с учетом лексических, морфологических и синтаксических особенностей официально-делового стиля.
2. Составить автобиографию/резюме с учетом лексических, морфологических и синтаксических особенностей официально-делового стиля.
3. Применять основную терминологию по теме при выполнении предложенных упражнений.

План:

1. Анкета с учетом лексических, морфологических и синтаксических особенностей официально-делового стиля (Ex. 7).
2. Автобиография/резюме с учетом лексических, морфологических и синтаксических особенностей официально-делового стиля (Ex. 5, 8-10).
3. Основная терминология по теме при выполнении предложенных упражнений (Ex. 1-4, 6).

Text "How to write a Curriculum Vitae (UK)/Resume (US)"

Before you read:

What is the difference between curriculum vitae and resume. Be the hiring manager for a moment, and think about skimming over lots of job applications. Which resumes would you read? Would you read the ones with cover letters or resumes with

no cover letters?

There are several differences between a curriculum vitae and a resume. A curriculum vitae is a longer (up to two or more pages), more detailed synopsis of your background and skills. A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. As with a resume, you may need different versions of a CV for different types of positions. Like a resume, a curriculum vitae should include your name, contact information, education, skills and experience. In addition to the basics, a CV includes research and teaching experience, publications, grants and fellowships, professional associations and licenses, awards and other information relevant to the position you are applying for. Start by making a list of all your background information, then organize it into categories. Make sure you include dates on all the publications you include.

An excellent resume may help you get the job of your dreams and a poor resume may mean a lost opportunity. Since this is the first piece of information a company will receive about you, it is critically important that your resume, be well-written. It should be presented at the beginning of any interview that you have with a company. Ideally, resume should not be longer than one page. The contents of a resume can be roughly categorized as:

- 1) PERSONAL INFORMATION (address and telephone number);
- 2) JOB OBJECTIVE;
- 3) EDUCATION;
- 4) EXPERIENCE;
- 5) SKILLS;
- 6) EXTRACURRICULAR ACTIVITIES;
- 7) REFERENCES.

The resume begins with PERSONAL INFORMATION, name, address, telephone number centered at the top page. After your address, a statement of intent or JOB OBJECTIVE should be written. This objective should be well thought out from the very beginning since it will influence how you will write the rest of the resume.

After the statement of intent, describe your EDUCATION. List the universities, institutes and colleges you have attended in reverse chronological order. Any studying you have done abroad should be included and courses that you have taken that are relevant. Your working EXPERIENCE is the next section. List your experience starting with your most recent place of employment and work backwards. Spell out the exact dates of employment, your position, and the name of the company you worked for. Following experience, you should list your special ADDITIONAL SKILLS. These include your language skills, computer abilities, and any other talent that relates to your statement of intent. When describing your language abilities, it is best to be honest about assessing your level, "Fluent English", "native Russian", "intermediate German", "beginning French" are all ways to describe your language abilities. EXTRACURRICULAR ACTIVITIES should be included in the next section. Student or professional organizations you belong to, travel, sports and hobbies should be listed here. The last section of your resume is the REFERENCE section. List at least two people, not related to you, who can describe your qualification for the job. Their names, titles, places of work, and telephone numbers should be included.

The style and format of a resume are extremely important. Your resume must be typed, preferably on a computer in order to format it most effectively. A neat and well-written resume with no spelling mistakes will give an employer the impression that you are accurate and take care of details. A resume will not get you a job. An interview with a company will get you a job. In order to have the opportunity of interviewing with a company you should send your resume with a cover letter.

Some advise how to write a resume

Резюме начинается с описания и рекомендаций.

1. Сначала нужно указать имя, затем фамилию. Отчество не указывается: *John Smith, James Bond, Emily Potter.*

Перед именем можно указать соответствующее обращение:

Mr – для мужчин;

Mrs – для замужних женщин;

Ms – для незамужних женщин;

Mz – нейтральное обращение для женщин, не указывающее на семейное положение.

Примечание: После Mr, Ms, Mrs, Mz в британском английском не ставится точка.

2. Контактные данные. Не забудьте указать:

✓ номер телефона. При подаче заявлений за границу укажите номер вместе с кодом страны: +7-(номер телефона без 8 в начале). Наличие автоответчика желательно, но не обязательно.

✓ адрес электронной почты. Избегайте неформальных адресов электронной почты, если только вы не подаете заявление на исключительно креативную работу. Лучше, если адрес будет простым, содержащим ваше имя или фамилию, а не прозвища: *John.Smith@mail.com, J.Smith@gmail.com, Smith85@mail.ru*.

По желанию, можно указать и почтовый адрес. Помните, что он будет писаться "задом наперед": квартира, дом, улица, город, страна + почтовый код:

Apt.1, 11, Arbat st.,

Moscow, Russia.

111111

Пример американского адреса:

345 Seashell Street

Philadelphia PA 20145

Пример британского адреса:

35 Lily Lane

Bristol BS8 9DF

3. Образование.

✓ Перечислите оконченные учебные заведения в обратном хронологическом порядке: годы обучения; название университета/училища; факультет; степень; направление подготовки; основные предметы, если требуется. Стоит отметить, если диплом с отличием (distinction). Также можете указать основные изученные дисциплины и/или тему дипломной работы.

Уточните, как пишутся названия факультета, университета и т.д. на английском языке (легче всего это сделать на официальном сайте университета).

2009-2013 National Research University Higher School of Economics

Faculty of Economics

BSc Economics

Microeconomics, Macroeconomics, Mathematics, Statistics, Sociology

4. Опыт работы.

Опыт работы нужно также указывать в обратном хронологическом порядке: когда начали и закончили работать; название компании; должность и должностные обязанности/достижения.

2008-2014	PO Publishing, Design Department, Graphic Designer – development of design briefs – working with media – meeting clients – proofreading
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Постарайтесь использовать "сильные слова" и завершённые действия и при описании своих действий, и при описании результатов. Вот несколько примеров:

achieve – достигать, advise – советовать, analyse – проводить анализ/анализировать, create – создавать, increase/decrease – увеличивать(ся)/уменьшать(ся), develop – разрабатывать, establish – устанавливать, основать, handle problems – справляться с проблемами, implement – воплощать, осуществлять, improve – совершенствовать, улучшать, maintain – поддерживать; сохранять, meet deadlines – успеть закончить работу к установленному сроку, minimise/maximise – минимизировать/максимизировать, plan – планировать, prepare – подготавливать, present – представлять, проводить презентацию, recommend – делать рекомендации, serve as a liaison – быть посредником

Top 10 Resume Mistakes

1. Misspellings and grammatical errors are killers. Spell check then proofread by placing a finger on each word and then have your document reviewed by a career coach or a friend or family member. It's hard to catch your own mistakes, so having someone else read your resume for you will help. Reading it out loud is another option for catching mistakes.

2. Not including keywords that match the job posting. Your resume should include the same keywords that appear in the job listing. If your resume doesn't have the right keywords, it most likely won't get noticed because you won't appear to be a fit for the job.

3. An outdated resume will make you look obsolete. Your resume should be updated for every job you apply for. Be sure to update your skills section as well as your work history. Check to be sure that the computer, and the other, skills you list are current.

4. Including too much information. Don't tell your readers everything about each job. Focus on the highlights. Use formatting techniques like bullets and short paragraphs to enhance readability. Limit your resume to the last 10-15 years of work experience. You don't need to include everything you ever did.

5. Writing a resume objective which doesn't match the job. Avoid using an objective statement which doesn't correspond well with the focus of the target job. Many job seekers now leave an objective off their resume or use a profile instead. If you include either, make sure it underscores your interest in the type of work for which you are applying.

6. Including a career summary that doesn't match the job requirements. Don't use a mismatched summary of qualifications at the top of your resume. Your key assets in the summary should match many of the key job requirements or else leave it off.

7. Writing position descriptions that don't show what you accomplished. Avoid job descriptions which simply list your duties or responsibilities. Instead write active statements which showcase relevant skills and accomplishments. Make sure the employer can easily see how you added value in your role.

8. *Leading your paragraphs with mundane or irrelevant duties.* Start with the hardest hitting statement which shows that you have key skills related to the job at hand. Otherwise your reader might just skim by that description.

9. *Not quantifying accomplishments.* Avoid empty self-congratulatory phrases by quantifying accomplishments or providing other concrete evidence to support your assertions.

10. *Being too modest.* Share any awards or recognition you have received in a matter-of-fact manner i.e. "Promoted to associate director after increasing annual donations by 25%".

Example of Resume

Personal Information	<p>Anna Smirnova 98, Chaikovskogo Street, apt. 85 St Petersburg, 191194, Russia Phone: +7 812 272 08 95</p>
Job Objective	<p>Obtain employment in the field of public relations that will allow me to use my ability to work with people and take advantage of my knowledge of English.</p>
Education	<p>St. Petersburg State University 2009-2014 Diploma in English and French. Qualified as English interpreter.</p>
Experience	<p>April 2014 – Duties: schedules of meetings, appointments and till now recording of the personnel, interpreting and translation of documents.</p> <p>January – Personal assistant and secretary to Mr. Ron Black at the March office of Operation Carelift.</p> <p>Mr. Black, a former member 2010 of the Pennsylvania House of Representatives supervised the activities of this NGO in distributing humanitarian</p>

	<p>assistance in St. Petersburg.</p> <p>Duties: interviewing and screening Russian organization which applied for humanitarian assistance, arranging and supervising of deliveries of children's shoes and boots in St.Petersburg, scheduling of the drivers and Russian personnel.</p>
Skills	<p>ENGLISH Fluent reading, writing and speaking ability. Qualified as interpreter and translator.</p> <p>FRENCH Good reading and translating ability.</p> <p>GERMAN Rudimentary conversation German acquired during several visits to Germany.</p> <p>COMPUTER Microsoft Word and Excel. Typing, Fax, Xerox.</p>
Extracurricular Activities	Theatre, music, tourism, sports.
References	<p>Mrs. Elena Petrova, Associate professor St. Petersburg, State University 11, Universitetskaya Nab. St. Petersburg Phone: +7 812 218 95 65</p> <p>Mr. Peter Bright, Manager Anglo-American School US Consulat General St.Petersburg Phone:+7 812 325 62 47</p>

From Applying for a job in English [Электронный ресурс]. – Режим доступа : [http:// english-at-home.com](http://english-at-home.com)». (Дата обращения: 06.01.2015).

EXERCISES

Exercise 1. *Give Russian equivalents of the following phrases:* personal information, job objective, to have experience, additional skills, extracurricular activities, references.

Exercise 2. *Complete the sentences with these words: maintained, liaison, met, analysed, handled.*

1. Constructively ... difficult situations. 2. Accurately ... park cash operations during working shifts. 3. Successfully ... production deadlines on a daily basis. 4. Served as a ... between team employees and management. 5. Thoroughly ... conditions and reached independent decisions.

Exercise 3. *Match the words with their definitions.*

to improve	to perform or carry out with success
to achieve	a person who knows you and who is willing to describe your character and abilities in order to support you when you are trying to get a job, etc.
resume	to make something ready for a specific purpose
profile	the process of teaching and learning, or the organizations such as schools where this process happens
experience	a short description of someone's life, work, character, etc.
curriculum vitae (CV)	knowledge that you get from doing a job, or from doing, seeing, or feeling something
referee	a short written description of your education, qualifications, previous jobs and sometimes also your personal interests, which you send to an employer when you are trying to get a job (UK)
to create	to become better
education	to produce through artistic or imaginative effort
0. to prepare	a short written description of your education, qualifications,

	previous jobs, and sometimes also your personal interests, that you send to an employer when you are trying to get a job (US)
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Put your answers in this table. Model:

1. h	2.	3.	4.	5.
6.	7.	8.	9.	10.

Exercise 4. Choose the correct variant:

1. What is the best structure for resume?

- a) Name & contact details, work experience, education, skills, extracurricular.
- b) Name & contact details, skills, education, work experience, extracurricular.
- c) Name & contact details, extracurricular, skills, education, work experience.

2. What information should Anna include in her resume?

- a) Anna Ivanova, date of birth: 27/09/1985, e-mail: Anna. Ivanova @example.com, tel. +74951234567
- b) Miss Anna Ivanova, tel. +74951234567, e-mail: Anna. Ivanova @example.com
- c) Anna Ivanova, sex: female, marital status: single, e-mail: A. Ivanova @example.com, tel. +74951234567

3. What is the most suitable e – mail for Anna’s resume?

- Prof.Ann.Ivanova.1985@example.com*
- SweetAnnuta@ example.com*
- Annyshka.I@example.com*

4. What information don’t you use in resume?

- 2005-2009 Moscow State University, Faculty of Physics BSc Physics, av. grade 4,3 Physics, Mathematics, Cybernetics, Statistics
- a) Average grade.

- b) Main subjects.
 - c) Faculty.
5. What is the best phrase to describe job duties?
- a) Decreased time needed to find relevant document in company's archive.
 - b) Improved document archive maintenance.
 - c) Was working on and restructuring document archive.
6. Put in the correct order:
- a) Lukoil.
 - b) Leading specialist.
 - c) Second largest Russian oil company.
 - d) Financial Department.

Exercise 5. *Here is Carmen's Resume. Read through it closely and then try to answer the following questions about Carmen and her experience. Decide whether the following sentences are true or false based on Carmen's Resume.*

1. She is married.
2. She started working full-time when she left school.
3. She was not very successful at Hotel Primavera.
4. She worked during her vacations.
5. She had financial responsibility when she worked for Eurostudy.
6. She isn't interested in politics.
7. She has never committed a driving offence.
8. She speaks French better than English.

Carmen Lopez Duran

Profile

I am keen to follow a career in Tourism or Hotel Management. I am well-organized, highly motivated and have excellent communication skills. In addition I am reliable, flexible, and quick to learn.

Personal details

Address Avenida de la Plata 47
 Grenada 18 752 Spain

Tel 123 456 789
Email Carmello@ etc.com
Date of birth 25 Nov 1980
Marital status Single

Education

1998-2000 Universidad de Granada Diploma in Business Studies with
Tourism
1990-1998 Instituto Cervantes, Granada Bachillerato (A Level equivalent)
Grade B

Professional Experience

2000 – present Hotel Xyz, Notown
Assistant to Conference Manager
Responsible for providing administrative support, answering
enquiries,
taking bookings, arranging catering.
Employee of the Year, 2001.
Summer 2000 Company Xyz. Notown
Social/Sports Officer
In charge of escorting groups of foreign students,
Arranging schedules, planning social events,
Organising sports activities, managing a budget.

Interests

Yoga, swimming, skiing, classical music, theatre, current affairs

Additional Skills

Fluent English – IELTS score 6.5
Working knowledge of French
Clean driving license
Computer literate (Word, Excel, PowerPoint)

Referees

Antonio Palma Plazas, Conference Manager, Primavera Hotels

Mercedes Garrido Vazquez, Regional Director, Eurostudy Ltd

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) resume	b) to improve	c) referees	d) prepared
e) create	f) education	g) experience	h) achieved

1. He did a lot ... conditions for factory workers.
2. I've been working all day, but I feel as if I've ... nothing.
3. Before I apply for the job, I must update my ... and print it out again.
4. Do you have any ... of working with documents?
5. Applications in the form of a CV should include the names of two
6. Investment in ... is crucial to ensure that the workforce is equipped for the information economy.
7. Have you ... for your interview?
8. The new development will ... hundreds of jobs in the area.

Exercise 7. Fill this Job Application out and keep it handy because most job applications ask for this information.

Example of a Job Application

PERSONAL INFORMATION:

Name (First, Middle, Last): _____

Address: _____

City: _____ Region: _____ Zip Code: _____

Phone: _____

Email Address: _____

Have you been convicted of a crime within the last five years? Yes _____ No _____

POSITION / AVAILABILITY:

Position Applied For: _____ Full Time: _____ Part Time _____ Seasonal _____

When can you start: _____

Desired Salary: _____

Days/Hours Available (Please check below the days and times you can work):

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<i>Mornings</i>							
<i>Afternoons</i>							
<i>Evenings</i>							

EDUCATION HISTORY:

<i>Education Institution Name and Type</i>	<i>City</i>	<i>Years Attended</i>	<i>Completed (Yes or No)</i>

EMPLOYMENT HISTORY: (Put your most recent job first- if you've never had a formal job, you should include any paid experience for example, babysitting, yard work or volunteering)

1. Employer: _____ Job Title: _____

City: _____ Dates Worked: from _____ to _____

Supervisor: _____

Phone: _____

Email _____

Responsibilities: _____

Salary: _____

Reason for Leaving: _____

May We Contact Your Employer? Yes _____ No _____

EMPLOYMENT HISTORY: (Put your most recent job first- if you've never had a formal job, you should include any paid experience for example, babysitting, yard work or volunteering)

2. Employer: _____ Job Title: _____

City: _____ Dates Worked: from _____ to _____

Supervisor: _____

Phone: _____ Email _____

Responsibilities: _____

Salary: _____

Reason for Leaving: _____

May We Contact Your Employer? Yes _____ No _

PERSONAL REFERENCES: (Should be: a family member. Could be: clergy, volunteer supervisor, coaches, previous employers, teachers, etc If you can, provide information for 3 different references)

<i>Name</i>	<i>Title/Relationship</i>	<i>Phone Number</i>	<i>E-mail</i>

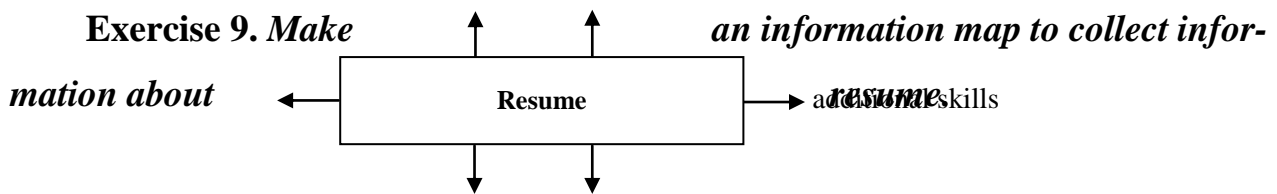
Exercise 8. *Although there are different views on how to organise a resume, most prospective employers would expect to see the following headings.*

Education	Referees	Personal Details	Profile
Additional Skills	Interests	Professional Experience	

Jasper Bergfeld, a German graduate, is compiling his resume. He has collected the relevant details but now he must organise them. Look at the following points and decide which heading Jasper should put them under.

Example: *University of Stuttgart – degree in Business Information Management: answer Education*

1. Fluent in English:
2. Nationality – German:
3. Concept AG – Assistant Project Manager:
4. Excellent communication skills:
5. Full driving license:
6. Diploma in English with Business Studies:
7. Skiing and windsurfing:
8. Computer literate:
9. Able to work on own initiative and under pressure:
10. Responsible for customer service:
11. Dr H. Mayer, University of Bath:



Exercise 10. Resume writing for graduates. Select the correct statement:

1. On the fresher's CV the most important factor is:
 - a) The GPA and major achievements.
 - b) The match of skills to the job requirement.
 - c) The work history.
 - d) The way the information is presented on the CV.
2. What do you need to make an impressive CV?
 - a) The use of highly intellectual words.
 - b) A very crisp presentation in bullet points using job-specific keywords.
 - c) An in-depth narrative of the achievements and experience gathered.
 - d) A bright color paper to print your CV on.
3. A fresher's CV should always mention two references.
 - a) True.
 - b) False.
4. You should always mention what is the minimum salary you expect, lest you will be undercharged.
 - a) True.
 - b) False.
5. It is alright if you do not put down the date of birth in your CV.
 - a) True.
 - b) False.
6. You have no work experience. What other factor can this be replaced with to create a strong positive impact?
 - a) Academic performance.
 - b) Achievements in college extra-curricular activities.
 - c) Personal talents than can be translated into employable skills.
 - d) All the above.

7. One of the most critical factors in the writing of the CV is that it should have no spelling or grammatical mistakes.

- a) True.
- b) False.

8. A fresher`s CV should always mention the GPA in their CV.

- a) Only if the GPA is outstanding.
- b) Always.
- c) Never.
- d) Only for the major subject.

9. Your education information should always include:

- a) The date of graduation and college name, subject you majored.
- b) The subject you majored in and GPA.
- c) Complete list of major and minor subjects covered, college name.
- d) Date of graduation, college name and full address.

10. What is the best way to present your past experience in the CV?

- a) Present it in chronological descending order, in bullet points.
- b) Present it in descending chronological order, in the form of a paragraph.
- c) Do not mention it, unless it is relevant to the job.
- d) Present it in bullet points, but in ascending chronological order.

11. When you list your experience, what is the most important message that has to get to get across to the employer?

- a) Your skills and expertise.
- b) The designation and responsibilities you have taken up.
- c) The company/department you have worked for.
- d) Your achievement in each of the job/position.

12. Your hobbies should always reflect proper coordination with the job that you are applying for.

- a) True.
- b) False.

13. A fresh graduate has little, if any work experience. Which is the best way to

convince the employer that you do have the ability to handle the job?

- a) Project your soft skills as employable skills.
- b) Mention all the projects/ class work that you have completed during your college days.

lege days.

- c) List all the paid and unpaid work you have done (which is relevant to the job).
- d) All the above.

14. What is the most critical factor in the CV of a fresh graduate?

- a) Employable Skills.
- b) GPA.
- c) Relevant experience.
- d) Style of presenting all the above.

15. A professional CV (for a fresh graduate) should always be contained within one page.

- a) True.
- b) False.

16. You have received the coordinates of five top companies and you are excited about applying to all of them. In order to optimize your chances, you should:

- a) Immediately send your standard CV with a standard cover letter.
- b) Write a customized cover letter for each organization, highlighting the match between your skills and the job requirement in max two paragraphs.
- c) Send the CV without the cover letter – sometimes this distracts the employer.
- d) Send your standard CV and cover letter printed on a bright colored paper which will make your application stand out.

17. You are a fresh graduate and you want to apply for as many jobs as possible so you can start working at the earliest. You are aware that you need an impressive CV. What, in your opinion, makes the CV impressive at the first glance?

- a) A very crisp and focused objective.
- b) A humorous graphic which will ask the employer to stop and take notice.

- c) A professional summary which tells it all in five sentences tops.
- d) All the above.

18. The first CV screening is done in just 10 seconds time. In order to ensure that your CV passes the test, you will need to:

- a) List your skills that match the job exactly.
- b) List in descending chronological order your experience, tweaked to match the requirements of the job.

- c) Highlight your academic and personal achievements.
- d) All the above.

19. It is advisable to list your voluntary work as experience in the CV.

- a) True.
- b) False.

20. The best way to attract the attention of the employer is to print your CV on a bright colored paper.

- a) True.
- b) False.

Exercise 11. Creative task. You'll graduated from the University very soon and one day you'll start to find a job. Write your own effective resume.

Литература

Основная литература:

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.
2. Пассов, Е.И. Урок иностранного языка. – Ростов н/Д : Феникс ; М. : Глосса-Пресс, 2010. – 640 с.
3. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

Дополнительная литература:

4. Шевелева, С.А., Стогов, В.Е. Основы экономики и бизнеса : учеб. пособие для учащихся профессиональных учебных заведений. – 4-е изд., перераб. и доп. – М. : ЮНИТИ-ДАНА, 2012. – 431 с.
5. David Cotton. Market Leader. Intermediate business English course book. – Longman, 2012. – 176 p.
6. Downes Colm, Day Jeremy. Cambridge English for Job-hunting. – Cambridge University Press, 2008. – 112 p.

 **Интернет ресурсы:**

7. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
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У.Э. 2.2.3. English business letters

Цель У.Э. 2.2.3.: научиться писать официальные письма делового характера и ответы на них.

Учебные задачи У.Э. 2.2.3.:

1. Научиться правильно располагать элементы делового письма.
2. Научиться составлять следующие деловые письма: письмо-запрос, письмо-просьба, письмо-жалоба, письмо-подтверждение, письмо-корректировка, письмо-напоминание.
3. Научиться составлять письма-ответы делового характера.
4. Научиться правильно использовать основную терминологию по теме в рамках предложенных упражнений.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Расположить элементы делового письма в правильном порядке.
2. Составить деловые письма: письмо-запрос, письмо-просьба, письмо-жалоба, письмо-подтверждение, письмо-корректировка, письмо-ответ, докладная записка.

3. Составить письмо-ответ делового характера.
4. Применять основную терминологию по теме в рамках предложенных упражнений.

План:

1. Элементы делового письма (Ex. 4-5).
2. Деловые письма: письмо-запрос, письмо-просьба, письмо-жалоба, письмо-подтверждение, письмо-корректировка, письмо-ответ, докладная записка (Ex. 6-9).
3. Письмо-ответ делового характера (Ex. 10).
4. Основная терминология по теме в рамках предложенных упражнений (Ex. 1-3).

Text "English business letters"

Before you read:

Why do people write business letters? What business correspondence do you know? What are the reasons to write business letters or other correspondence?

Most people who have an occupation have to write business letters. Some write many letters each day and others only write a few letters over the course of a career. Business people also read letters on a daily basis. Business letters are formal paper communications between, to or from businesses and usually sent through the Post Office or sometimes by courier. Business letters are sometimes called "snail-mail" (in contrast to email which is faster). This lesson concentrates on business letters but also looks at other business correspondence. It includes: letter, memo, fax, email.

There are many reasons why you may need to write business letters or other correspondence: to persuade, to inform, to request, to express thanks, to remind, to recommend, to apologize, to congratulate, to reject a proposal or offer, to introduce a person or policy, to invite or welcome, to follow up, to formalize decisions.

Letter writing is an essential part of business communication. A cheque, a contract or any other business paper sent by mail should always be accompanied by a letter. The letter says what is being sent, so that the recipient should know exactly what you intended to send. It is a typical business letter called "routine". A well arranged letter will make a better impression on the reader, thus good letters make good

business partners. Nowadays more and more agreements are made in English, for English is a universal business language. Joint ventures, bank loans, and trademark licensee are frequently written in English. There are three stages of transactions involving business contracts: first – negotiation of terms, second – drafting documents reflecting these terms, and third – litigation (спор) to enforce or to avoid executing of these terms.

Business letters may be divided into official and semi-official. The first kind of letters is characteristic of those people working in business: an executive, a department manager, a salesman, a secretary or a specialist in business and technology. But also many people may want to buy something, to accept an invitation or to congratulate somebody – this is a kind of semi-official letters. The first kind of letters may in turn be subdivided into such groups as: inquiries, offers, orders, and so on.

Some advise how to write English business letter

1. Координаты отправителя письма. Если вы пишете на чистом листе бумаги, а не на бланке организации, то составление письма начинается с вашего обратного адреса (return address), который пишется в правом верхнем углу страницы. При этом соблюдается обратный по сравнению с русским порядок написания: отправитель, номер дома, улица, город, почтовый индекс, страна. В случае, когда письмо печатается на бланке организации, то адрес, как и другие реквизиты бывают уже указаны.

2. Дата составления письма. Под адресом, также справа, указывается дата (date) подготовки письма. Имеются различия в британском и в американском варианте написания даты, а именно: в британском варианте сначала указывается число, потом месяц и год, например, 7th January 2015, которое сокращается иногда до 7 Jan 15. Другие месяцы также могут иметь сокращенные формы, например, Feb Mar Apr May Jun July Aug Sept Oct Nov Dec. В цифрах это выглядит как 7/1/15. В американском варианте сначала указывается месяц, потом число и год, например, та же дата будет написана следующим образом – January 7, 2015, а в цифрах 1.7.15.

3. *Координаты получателя письма.* Далее в письме слева пишутся имя, должность получателя (addressee) и адрес компании или организации, в которую вы обращаетесь, адрес указывается также в обратном порядке.

4-5. *Ссылка на предыдущую переписку и тема письма.* Ниже следует указать и подчеркнуть ссылку (reference), если вы отвечаете на письмо, и предмет (subject), о котором пойдет речь в письме. Здесь указывается самая суть, чтобы читающий смог понять по нескольким словам главное, с чем к нему обращаются.

6. *Приветствие.* Приветствие (salutation) также содержит ряд тонкостей. Неправильное обращение может сыграть плохую шутку, а может невольно обидеть человека, поэтому лучше подумать, прежде чем написать так называемый "титул" (title). Здесь существуют следующие правила: человеку, то обращаетесь «Уважаемые господа» – Dear Sirs, если вы пишете человеку, который занимает определенную должность, но не знаете его фамилию, то обращаетесь "Уважаемый сэр/мадам" – Dear Sir/Madam, если вы знаете фамилию адресата, то обращаетесь "Уважаемый господин/госпожа Тетбери" – Dear Mr/Mrs. Tetbury. Обратите внимание, что фамилию нужно указывать обязательно. Нельзя написать Mr. Mrs. без фамилии. Кроме того, встречается обращение к незамужней женщине Miss или к женщине, чье семейное положение Вам неизвестно, Ms., но фамилия все равно должна быть указана. Если вы хорошо знакомы с человеком, находитесь с ним/ней в приятельских отношениях и при личной встрече обращаетесь друг к другу по имени, то такое же обращение допускается и в письме, например, Dear Elton. Только следует иметь в виду, что в деловом письме, затрагивающем принципиально служебные вопросы, лучше сохранять официальный стиль и писать Dear Mr. Simpson/Dear colleague. Если в визитной карточке партнёра рядом с фамилией написаны какие-нибудь научные или иные титулы, например, Dr/Professor, значит, они должны стоять перед фамилией.

7. *Основное содержание.* Суть проблемы (problem) или основное содержание письма находятся визуально в середине письма.

8. *Заключительная часть.* Заклучительная часть (closing) может содержать такие стандартные фразы как "Благодарю Вас за сотрудничество" Thank you for your cooperation, "Жду ответа от Вас" Looking forward to hearing from you.

9. *Конец письма.* Конец письма (ending) может включать фразы "Искренне Ваш/Ваша" Yours sincerely, если Вы знаете фамилию адресата и "С совершенным почтением" Yours faithfully, если фамилия адресата Вам неизвестна. Письмо можно также закончить фразой "С наилучшими пожеланиями" Best wishes.

10. *Подпись отправителя (signature).*

11. *Должность отправителя.*

12. *Приложения к письму (если есть) enclosure (Enc).*

From Business letter in English [Электронный ресурс]. – Режим доступа: http://pnu.edu.ru/media/filer_public/2013/03/19/06_business_letter. (Дата обращения: 06.01.2015).

EXERCISES

Exercise 1. Give Russian equivalents of the following words and make up sentences: to persuade, to inform, to request, to express thanks, to remind, to recommend, to apologize, to congratulate, to reject a proposal or offer, to introduce a person or policy, to invite or welcome, to follow up, to formalize decisions.

Exercise 2. Give Russian equivalents of these business letters: inquiry letter, answering letter, inquiry and order, advice of dispatch, letter of complaint, letter of adjustment, memo letter.

Exercise 3. Match the words with their definitions.

maternity/paternity leave	a job; a rank or level in a company
perk	a written message from one person to another, usually put in an envelope and sent by mail
permanent job	the feeling or quality of being grateful
redundant	a period in which a woman/man is legally allowed to be absent from work in the weeks before and after she gives

	birth
position	a slight change made to something to make it fit, work better, or be more suitable, or the act of making such a change
letter	having lost your job because your employer no longer needs you
gratitude	a written or spoken statement in which someone says that somebody has done something wrong or that something is not satisfactory
request	an advantage or extra thing, such as money or goods, which you are given because of your job
complaint	asking for something
adjustment	lasting for a long time or forever

Put your answers in this table. **Model:**

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				0.

Exercise 4. Read and translate these recommendations "A guide to a formal letter writing".

1. *Your address* in the upper corner. Include your post code.
2. One blank line in between. *The date*. Order: date/month/year (Br.E.) or month/date/year (Am.E.) It is better not to put month as a number, as this can be confusing: E.g.: Br.E. 12.2.15, Am.E. 2.12.15.
3. *The name and the address* of the person to whom you are writing. Include the postcode.
4. One blank line. *Salutation* most forms of salutation start with *Dear Sir, Dear Madam, Dear Sir/Madam* (if you do not know).
5. *Introduction* (reference to the advertisement) E.g. I am writing to reply to your advertisement. With reference to your advertisement in ... for ...

6. *Explain why you are writing.* In the letter of application the applicant is informing the editor how his qualifications match those required. They use some kind of formula to introduce the explanation. e.g. I wish to gain experience of Having already worked as ... for (time) I wish to extend my experience. I fee I could be useful to you as I feel that my qualification match your requirements.

7. *Give further details.* But you should not spend too much time on such details.

8. *Make some reference to hearing from the addressee.* E.g. I look forward to hearing from you. I should be glad to attend the interview I could come for an interview at any time which would suit you.

9. *The close. Yours faithfully* – where the salutation is Dear Sir/Madam. *Yours sincerely* is used with the salutation such as Dear Mr Brown/Dear Mrs Jones.

10. *Signature.* Sign in your usual "formal way" as on your identity card. It is advisable to print your name afterward as people's signatures are often illegible.

Exercise 5. Name the following business letters.

Letter 1.

Mr. C.B. Smith
Purchasing Manager
Jackson & Miles
118 Regent Street
London W1C 37D

Mr. Steal
Sales Manager
Brown & Sons Ltd
1304 Sherman Ave
Madison, Wisconsin

September 14, 2015

Dear Mr. Steal,

We are pleased to advise you that we are in the market for very substantial quantities of washing machines for the next two months. We are currently assessing our requirements and considering offers from various sources. Please submit offers of

your regular production qualities and advise the quantity available together with approximate delivery time. We on our part will do our best to place substantial business with you. We look forward to hearing from you at your earliest convenience.

Yours faithfully,

C.B. Smith

/C.B. Smith/

Purchasing Manager

Letter 2.

ACKSON & MILES

118 Regent Street

London W1C 3TD

UK

HOWARD ft PRATT

Ladies' Clothing

306, 3d Avenue

Chicago, Ill. 60602

28 Oct. 2015

Dear Sirs,

We are pleased to make you an offer regarding our products in the size you require. Nearly all the models are obtainable and could be delivered to you in March. All other models can be supplied by the middle of January 2016, subject to our receiving your form order by 15th of November. Our c.i.f. prices are understood to be for sea/land transport to Chicago. If you prefer the goods to be sent by air freight, this will be charged extra at cost.

Suits sizes 8-16 in white, yellow, red, green, navy blue, black. Sizes 12-14 also in pink per 100 \$2,650.00. Dresses sizes 8-16 in white, yellow, red, green, black per 100 \$1,845.00

You will be receiving price-list, cutting of our materials and a colour chart. These were airmailed to you this morning.

Yours faithfully

D.A. Leary /DA Leary/

Export Department

Letter 3.

JACKSON & MILES
118 Regent Street
London W1C 3TD
UK

HOWARD & PRATT

Ladies' Clothing

306, 3d Avenue

Chicago. III. 60602

20th November, 2015

Dear Sirs,

We have pleasure in notifying you that your credit was confirmed by our bank yesterday, 19th November. We have had the 1900 dresses collected today for transport by Delta Airlines to Chicago on 25th November.

Enclosed is our invoice for the goods in question plus the extra charges for air freight, packing list to facilitate customs clearance at your end, certificate of origin, air waybill and Insurance policy.

Hoping that this initial order will lead to further business, we are

Yours faithfully

D.A. Lory /D.A. Lory/

Export department

Letter 4.

HOWARD & PRATT
Ladies' Clothing
306, 3d Avenue
Chicago, 111. 60602

JACKSON & MILES

118 Regent Street

London W1C 37D

November 22, 2015

Gentlemen,

Thank you for your delivery of dresses which were ordered on November 4. However we wish to draw your attention to two matters. Of the red dresses supplied one lot of 100 (size 12) included clothes of a lighter red than the other sizes. We are returning two of these by separate mail, and would ask you to replace the whole lot by 100 dresses size 12 in the correct colour.

As far as your charges for air freight are concerned, we agree to pay the extra costs which you invoiced. However your costs for packing and insurance must have been lower for air cargo, and we request you to take this fact into consideration and to make an adjustment to the invoice amount. Would you please send us a rectified invoice, reduced accordingly.

We look forward to your dealing with these questions without delay.

Very truly yours

P. Pratt

/P.PRATT, Jr/

Letter 5.

JACKSON & MILES

118 Regent Street

London W1C 37D

UK

HOWARD & PRATT

Ladies' Clothing

306, 3d Avenue

Chicago. III. 60602

2nd December, 2015

Dear Sirs,

The colour of the dresses about which you complain is indeed lighter than it should be. Please accept our apologies. We are sending you a new lot by air this week,

and would ask you to return the faulty clothes at your convenience, carriage forward. Alternatively you may keep this lot for sale as seconds at a reduced price of \$ 1,120.

You are perfectly correct in saying that packing and insurance costs are normally less for cargo sent by air. May we remind you, however, in this case your request to send the goods by air was made at very short notice. It was not possible for us to use the lighter air freight packing materials, as most of the dresses were ready for shipment by sea freight (please see our letter of 9th November). Furthermore, our insurance is on an open policy at a flat rate, and depends on the value of the goods, not the method of transport. For these reasons our invoice No.14596 dated 15th November 2015 is still valid, and we look forward to receiving your remittance when due.

Yours faithfully

D.A. Leary /D.A. Leary/

Letter 6.

DATE: 9th June

TO: Vincent Mills, Human Resources Manager

FROM: Philip Groves, Managing Director

SUBJECT: Seminars on management

The seminars as we discussed are to be held on 15-17 June.

Could you contact the members of Seminars and inform me about the following:

- the topics that these Seminars cover
- short description of each topic
- whether you think we should use reports printed in advance

We haven't much time, so could you do this a.s.a.p. and also check the availability of the members who will be involved in these Seminars.

Philip Groves /Philip Groves/

Exercise 6. Choose the best word to complete the sentences. Check yourself with a dictionary.

a) position	b) letter	c) permanent	d) requested
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e) gratitude	f) maternity leave	g) redundant	h) perk
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1. She was made ... from the company after eight years.
2. The changes will affect any women on ... or taking a career break while they raise children.
3. The best ... is a gorgeous, palatial office inside London's most desirable office building.
4. 66% of last year's graduates found ... employment within six months of leaving university.
5. She will soon take up an important ... with a firm of lawyers.
6. I wrote to the company but they did not even acknowledge my
7. She sent them a present to express her
8. Here are the documents you

Exercise 7. Select the correct statement.

1. You have heard someone speaking about the hidden market. Do you know what it is?
 - a) Mafia jobs
 - b) Something to do with shady jobs
 - c) Jobs which are never advertised
 - d) Jobs that are created only for the insiders of a company
2. How can you ensure a foothold in the hidden market?
 - a) Develop a strong network inside and outside your office.
 - b) Develop close camaraderie with the gossips of the office so you can learn about any such opening at the earliest.
 - c) Offer your services free to local volunteer organizations.
 - d) Maintain exceptional professional repute.
3. The grape vine is usually associated with negative publicity. Some people say it is possible to use the grapevine service in their quest for a job. Is this possible? If so, how?
 - a) Yes, it can be used as a tool for job search. The grapevine can be fed constantly with positive feedback about your work.

b) No, the grapevine is usually gossip and nobody really pays too much attention to it when such serious matters arise.

c) Yes, definitely. The grapevine is the first and foremost source of such opportunities and if cultivated correctly, you will be able to learn about the new job at the earliest possible.

d) No. Avoid using the grapevine as only notorious news get forwarded through it. It will harm you more than help.

4. You have more than 10-15 years experience in your field, but when you apply for a job, the younger lot get the job. How can you compete in such a scenario?

a) Give up. Consider self-employment options. You cannot compete with the zest and stamina of the people half your age; neither can you work at the pittance they accept as their salary.

b) Research the market and upgrade your skills. Your experience will become your strength when presented along with up-to-date skill sets.

c) Accept the job at a lower pay than you would otherwise demand, in order to compete with the younger candidates who are accepting modest pay-packages.

d) Negotiate with the employer highlighting where and how you could be a better bet than the younger generation workers.

5. You are a fresh graduate. You want to try the cold call approach to search a suitable job for yourself. What is the best way to go about this?

a) Send thousands of emails left, right and centre wherever you can.

b) You make your cold calls in person and leave your CV only when you feel it is worthwhile, or it is asked of you.

c) Apply carefully only after you have contacted the Recruiting Head of the organization in person.

d) You make a list of all the companies/organization, which could use your services and send them your CV.

6. You are in your 50s and you are finding that your avenues have narrowed considerably based on your age, though you are convinced that you can add much more value than any fresher. How do you gain entry to an interview?

a) Change your CV to contain only achievements instead of year-to-year achievements; while doing so concentrate on those aspects that the prospective employee is seeking for his/her candidate.

b) List only your skill set and preference of position in your CV.

c) Avoid at all costs the chronological way of stating experience; instead draw the attention to your skills.

d) Give up. There is no way that at 50 you can compete with the younger work force.

7. You found a job that matches exactly with your skills but you have absolutely no experience. How can you draw the attention of the employee towards your suitability?

a) Highlight your academic performance, concentrating on those aspects which match to the job.

b) Highlight volunteer jobs/tasks that could prove your skills.

c) Forget it; this would be a totally useless attempt.

d) Translate your personal talents into employable skills that particularly match the present scenario.

8. What should you highlight in your CV best in order to be noticed fastest?

a) Your achievements.

b) Your academic qualification.

c) Your experience.

d) Your skills.

9. There is some information that you can legally omit from you CV so you avoid chances of discrimination. What are these? You can select more than one, if you feel so.

a) Your age

b) Your gender & Your marital status.

c) Your sexual preference.

d) All of the above.

10. What is the optimal size of a CV?

- a) One page.
- b) Two pages.
- c) As long as it covers all you have to say.
- d) One to three pages plus annexures that give details.

11. You are restless and cannot hold a job for more than 2-3 years. How can you use this as strength when you seek a job?

- a) It cannot be used as a strength; it shows extreme immaturity and flawed professionalism.
- b) Highlight the achievements in each organization and be ready to back it up with references.
- c) Highlight the number of companies you know and point at the variety of experience you gained thereby.
- d) Avoid mentioning starting and ending dates you worked in the company; concentrate on the overall experience (total years) while mentioning a few of the most famous organizations you gained such experience.

12. You want to follow up on the results over the phone. How best you can do it?

- a) Call the receptionist and ask her/him if he/she knew about the results.
- b) Call the recruiting (who may or may not be the same as the interviewer) head and find out from him/her directly.
- c) Call up the interviewer enquiring into the matter.
- d) You talk to the secretary of the recruiter to find out the details.

13. You find the information that a much-coveted job is falling vacant. You have a very high-level reference for this job. How do you best use it to ensure that you optimize your chances to land the job?

- a) Ask the reference to put in a good word for you as subtly as you can.
- b) Write the name of your reference in the CV and hope that it will bear sufficient weight.
- c) Wait to be short-listed and only then you ask your excellent referee to intervene on your behalf with a strong recommendation.

d) You do not use the reference since this might actually mar your chances to land the job.

14. There are many ways to build your network with special emphasis on jobs. Can you name the best way to cultivate a large network?

a) Make it a point to send a greeting card on your friend's/co-worker/boss birthday.

b) Ensure that you send a newsletter at regular intervals with the professional and personal developments are stated.

c) Give a call over the phone every now and then.

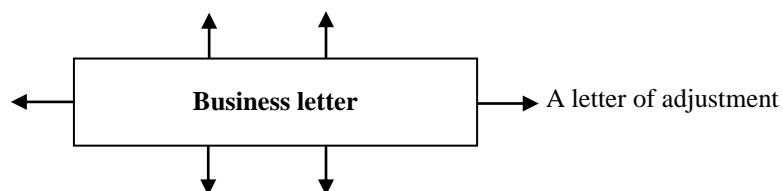
d) Keep in touch with surface mail.

15. While searching for your favorite job, you find that the salary is low. Should you or not take up the job?

a) Yes.

b) No.

Exercise 8. Make an information map to collect information about English business letters.



Exercise 9. Read the text and divide it into 5 parts: getting ahead, moving up, leaving the company, hard times, happier times. Give the title to the text.

By the time Andrew was 30, however, he decided he wanted a fresh challenge (= a new exciting situation). He was keen to work abroad, so he resigned from his company (= officially told the company he was leaving his job; you can also say `he quit the company`) and started looking for a new job with a bigger company. After a couple of months he managed to find a job with an international company which involved (= included) a lot of foreign travel. He was very excited about the new job and at first he really enjoyed the travelling, but...

To his surprise, Andrew loved the market. He made lots of friends and enjoyed working out to the open air. After two years, he took over (= took control of) the stall.

Two years later he opened a second stall, and after ten years he had fifteen stalls. Last years Andrew retired at the age of 55, a very rich man.

Andrew worked hard at the company and his prospects looked good. After his first year he got a good pay rise (= more money), and after two years he was promoted (= given a higher position with more money and responsibility). After six years he was in charge of (= responsible for/the boss of) the accounts department with five other employees (= workers in the company) under him (= under his responsibility/authority).

After about six months, Andrew started to dislike the constant moving around, and after a year he hated it; he hated living in hotels, and he never really made any friends in the new company. Unfortunately his work was not satisfactory either and finally he was sacked (= told to leave the company/dismissed/given the sack) a year later.

After that, Andrew found things much more difficult. He was unemployed (= out of work/ without a job) for over a year. He had to sell his car and move out of his new house. Things were looking bad and in the end Andrew had to accept a part-time job (= working only some of the day or some of the week) on a fruit and vegetable stall in a market.

When Andrew left school he applied for a job in the accounts department of a local engineering company. In the future he would like to become a bookkeeper. They gave him a job as a trainee, a very junior person in a company. He didn't earn very much but they gave him a lot of training and sent him on training courses.

Exercise 10. Creative task. Make up the following business letters, phrases below will help you: inquiry letter, inquiry and order, letter of complaint, advice of dispatch, letter of adjustment, answering letter, memo letter.

An inquiry letter

1. A friend has given you the address of Greenpeace, and you are interested in the possibility of joining. You have decided to write them a letter to find out more about the organization.

2. You are interested in a course at the English Centre. You have some information about this centre but you need more details. Write your letter to the English Centre asking for more information about the age of the students, their accommodation, the lessons of English and the price.

3. You would like to attend an international summer camp in Greece but only have the advertisement and so you need more information. Write a letter to the Skouras Camp asking for more information (price, type of accommodation, age and nationality of the students, English lessons)

4. You are interested in visiting The USA and you have seen the advertisement in a magazine. Write a letter to Oceanview Adventures asking for more information (the price, the dates of the holidays, the nationality of the students, the accommodation, the exact position of the place, social events and tours).

A letter of complaint

1. You and your friend have recently won the first prize in competition: a free week for both of you in London. However the trip was not very successful. Write a letter to complain to the organizers (nobody met you at the airport, the hotel was not a 5-Star Hotel as it was promised, only breakfast was free, the school was far from the hotel).

2. You attended a summer course at the Queen's School of English. But you have to complain because of some things: the groups of students were very mixed, we can play only table-tennis and darts, we were promised to have our own individual tutor but we saw her only once, the meal tasted awful-the same every day, we have to pay extra money for some social events.

3. You have just returned from a Thomsun's Holiday Camp which was very disappointing. You decide to write to the company to complain about the holiday and ask for some money back (you were given tents instead of living in bungalows, the meal was spaghetti and sandwiches every day, you were promised to practice English with local people but there were only few opportunities to do this)

English business letter "Applying for a job"

1. You have been studying English for several years and would like to go to Britain to improve your spoken English. You have read the advertisement where Oxford Academy is offering ten study grants to students from abroad. Write a letter applying for scholarship.

2. You have seen the advertisement in an international student magazine, and would like to apply for a job. Write a letter of application explaining why you would like to work as a group leader and why you think you would be suitable for the job (physical qualities, personality, education, experience).

Useful phrases for English business letter

<i>Salutation</i>	Dear Mr. Brown, Dear Ms. White, Dear Sir, Dear Madam, Dear Sir or Madam, Gentlemen
<i>Starting</i>	<p>We are writing to inform you that ..., to confirm ..., to request ..., to enquire about ...</p> <p>I am contacting you for the following reason...</p> <p>I recently read/heard about ... and would like to know ...</p> <p>Having seen your advertisement in ..., I would like to ...</p> <p>I would be interested in (obtaining/receiving) ...</p> <p>I received your address from ... and would like to ...</p>
<i>Referring to previous contact</i>	<p>Thank you for your letter of March 15</p> <p>Thank you for contacting us</p> <p>In reply to your request, ...</p> <p>Thank you for your letter regarding ...</p> <p>With reference to our telephone conversation yesterday...</p> <p>Further to our meeting last week ...</p> <p>It was a pleasure meeting you in London last month</p> <p>I enjoyed having lunch with you last week in Tokyo</p> <p>I would just like to confirm the main points we discussed on Tuesday</p>
<i>Making a request</i>	<p>We would appreciate it if you would ...</p> <p>I would be grateful if you could ...</p>

	<p>Could you please send me ...</p> <p>Could you possibly tell us/let us have ...</p> <p>In addition, I would like to receive ...</p> <p>It would be helpful if you could send us ...</p> <p>I am interested in (obtaining/receiving) ...</p> <p>I would appreciate your immediate attention to this matter</p> <p>Please let me know what action you propose to take</p>
<i>Offering help</i>	<p>Would you like us to ...?</p> <p>We would be happy to ...</p> <p>We are quite willing to ...</p> <p>Our company would be pleased to ...</p>
<i>Giving good news</i>	<p>We are pleased to announce that ...</p> <p>I am delighted to inform you that ...</p> <p>You will be pleased to learn that ...</p>
<i>Giving bad news</i>	<p>We regret to inform you that ...</p> <p>I'm afraid it would not be possible to ...</p> <p>Unfortunately we cannot/we are unable to ...</p> <p>After careful consideration we have decided (not) to ...</p>
<i>Complaining</i>	<p>I am writing to express my dissatisfaction with ...</p> <p>I am writing to complain about ...</p> <p>Please note that the goods we ordered on (date) have not yet arrived</p> <p>We regret to inform you that our order ... is now considerably overdue</p> <p>I would like to query the transport charges which seem unusually high</p>
<i>Apologizing</i>	<p>We are sorry for the delay in replying to ...</p> <p>I regret any inconvenience caused (by) ...</p> <p>I would like to apologize for the (delay, inconvenience)...</p> <p>Once again, please accept my apologies for ...</p>

<i>Orders</i>	<p>Thank you for your quotation of ...</p> <p>We are pleased to place an order with your company for...</p> <p>We would like to cancel our order ...</p> <p>Please confirm receipt of our order</p> <p>I am pleased to acknowledge receipt of your order ...</p> <p>Your order will be processed as quickly as possible</p> <p>It will take about (two/three) weeks to process your order</p> <p>We can guarantee you delivery before ... (date)</p> <p>Unfortunately these articles are no longer available/are out of stock</p>
<i>Prices</i>	<p>Please send us your price list</p> <p>You will find enclosed our most recent catalogue and price list</p> <p>Please note that our prices are subject to change without notice</p> <p>We have pleasure in enclosing a detailed quotation</p> <p>We can make you a firm offer of ...</p>
<i>Referring to payment</i>	<p>Our terms of payment are as follows ...</p> <p>Our records show that we have not yet received payment of ...</p> <p>According to our records ...</p> <p>Please send payment as soon as possible</p> <p>You will receive a credit note for the sum of ...</p>
<i>Enclosing documents</i>	<p>I am enclosing ...</p> <p>Please find enclosed ...</p> <p>You will find enclosed ...</p>
<i>Closing remarks</i>	<p>If we can be of any further assistance, please let us know</p> <p>If I can help in any way, please do not hesitate to contact me.</p> <p>If you require more information ...</p> <p>For further details ...</p> <p>Thank you for taking this into consideration.</p> <p>Thank you for your help</p> <p>We hope you are happy with this arrangement</p>

	We hope you can settle this matter to our satisfaction	
<i>Referring to future business</i>	We look forward to a successful working relationship in the future We would be (very) pleased to do business with your company I would be happy to have an opportunity to work with your firm	
<i>Referring to future contact</i>	I look forward to seeing you next week Looking forward to hearing from you, ... Looking forward to receiving your comments I look forward to meeting you on the (date) I would appreciate a reply at your earliest convenience An early reply would be appreciated	
<i>Ending business letters</i>	Sincerely	for all customers/clients
	Yours sincerely	
	Sincerely yours	
	Yours faithfully	in more formal letters
	Regards	for those you already know and/or with whom you have a working relationship

Литература

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4. David Cotton. Market Leader. Intermediate business English course book. – Longman, 2012. – 176 p.
5. Sheelagh, D. Reading Other Subjects through English / D. Sheelagh, Christine Price. – Oxford University Press, 2010. – 168 p.
6. Todd Bermont. 10 Insider Secrets to a Winning Job Search. – Career Press, 2009. – 216 p.

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8. Business letter in English [Электронный ресурс]. – Режим доступа : http://pnu.edu.ru/media/filer_public/2013/03/19/06_business_letter. (Дата обращения: 06.01.2015).

У.Э. 2.2.4. How to write a mathematical article in English

Цель У.Э. 2.2.4.: научиться писать научную математическую статью так, как это общепринято в англо-язычном математическом сообществе.

Учебные задачи У.Э. 2.2.4.:

1. Научиться правильно сформулировать теорему.
2. Научиться комментировать вычисления.
3. Научиться вводить алгебраические структуры.
4. Познакомиться с основными принципами перевода математических текстов на английский язык.

В рамках данного занятия необходимо продемонстрировать следующие результаты:

1. Правильно сформулировать теорему.
2. Комментировать вычисления.
3. Вводить алгебраические структуры.
4. Руководствоваться основными принципами при переводе математических текстов на английский язык.

План:

1. Формулировка теоремы.
2. Комментарий вычисления.
3. Алгебраические структуры.
4. Основные принципы при переводе математических текстов на английский язык.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Типичные ошибки при написании математической статьи

1. Let G is an Abelian group. He is, a be (часто встречающаяся ошибка).
2. Let V has the singularity $[C]$ in the point $v \subset V$. He has, a have; he the, a a; he in, a at.
3. Suppose that the sequence $\{a_n\}$ tend to A when $n \rightarrow \infty$. He tend, a tends; he when, a as.
4. Now we can to prove the Theorem 3.5. Не нужно ни to (грубейшая ошибка!), ни the (это более тонкий вопрос).
5. To establish Lemma 2.1, we must to prove (2.5). Не нужно второго to!
6. We now prove the Lagrange's theorem. Так нельзя обращаться с 's; нужно либо the Lagrange theorem, либо Lagrange's theorem (без артикля).
7. There is a strong algebraic geometry school in the Moscow. Убрать the перед именем собственным!
8. Now we use the singular homology theory of the space LkX which will be constructed in section 3. Which – это что? Что будет constructed – теория или само пространство LkX ?
Если по-русски было которая – значит, теория, и тогда вместо "which" можно написать "this theory".
9. Take any element $x \subset X$, such that $x > x 0$. Запятая лишняя (грубая ошибка).
10. Suppose G is the group, that was considered in § 2. Опять лишняя запятая!
11. Therefore we must suppose that there is the necessity of generalization of the method of bifurcation diagrams of V. I. Arnold. Нельзя так много [of] и столько бессодержательных существительных! Нужно проще, например: Hence V. I. Arnold's bifurcation diagram method must be generalized. Заметим, что исходная рус-

ская фраза вполне характерна для наших математических текстов и у большинства читателей не вызовет раздражения: Таким образом, мы приходим к выводу о необходимости обобщения метода бифуркационных диаграмм В. И. Арнольда.

12. For f take the constructed previously function $\varphi_{2,1}$. Нелогичный (не английский) порядок слов. Нужно: For f , take the function $\varphi_{2,1}$ constructed previously. Или: Take the function $\varphi_{2,1}$, constructed previously, for f .

13. The set $\{a_1, \dots, a_n\}$ generates in the complex case the demanded subalgebra. Не английский порядок слов ("прямое дополнение должно идти сразу после глагола"), вместо demanded нужно required. Можно так: In the complex case, the set $\{a_1, \dots, a_n\}$ generates the required subalgebra.

14. There exists the unique $x \subset \mathbb{R}$ such that $f(x) = y$. Здесь вместо the нужно a (хотя это может показаться нелогичным!).

15. Suppose x is a point in the Euclidean space. Опять the не нужен.

16. We remind that X is compact. Заменяем remind на recall.

17. Glue the handle H to the boundary of W . Гораздо лучше не glue, а attach.

18. W_1 is the space of generalized functions. Англоязычные математики как правило не признают выражения generalized functions, которое встречается в основном в статьях, переведённых с русского. Нужно distributions.

19. Let a be a proper vector of the operator A . Никаких proper vectors по-английски не бывает, а бывают eigenvectors, а также eigenvalues.

20. A Mersenne number is a simple number of the form ... Нужно не simple, а prime. Но зато простая группа переводится simple group. Нужно знать терминологию!

21. Let K be a compact in \mathbb{R}^n . Слово compact – всегда прилагательное! Здесь нужно compact или compact subset.

22. The elder coefficient is nonzero. Вместо elder (буквальный перевод слова старший) нужно leading.

23. Let V be a variety of the finite dimension. The здесь недопустимо, в этом месте никакого артикля не нужно.

24. Consider the extension of f on X . Нужно не on, а to.

25. The space X is linearly connected. Такого термина нет: вместо linearly нужно arcwise.

26. In this paragraph we prove some auxilliary lemmas. Paragraph – не параграф, а абзац. Здесь нужно section или subsection.

27. Let us introduce the following notations. Здесь нужно notation в единственном числе, даже если вы будете вводить очень много разных обозначений.

28. This theorem is well-known. Здесь нужно well known (без дефиса), в отличие от фразы This well-known theorem is proved in, где well-known является прилагательным.

29. The definition of multiplication is correct. Слово correct означает правильно, а не корректно. Нужно The product is well defined.

30. We have to prove that F is compact. Намного лучше we must prove; have to prove означает что-то вроде мы вынуждены доказать.

Exercise 1. Translate these sentences into English.

1. Пусть x – точка плоскости. 2. Рассмотрим гиперплоскость в пространстве R_n , которая содержит точки a_1, \dots, a_n . 3. При $n \rightarrow \infty$ последовательность $\{f_n(x)\}$ стремится к нулю в точке $x = x_0$. 4. Мы можем доказать эту гипотезу только для самосопряжённых операторов. 5. Применим масловский метод комплексной фазы. 6. Множество X – компакт. 7. В этой ситуации целесообразно искать возможность распространить метод сеток поиска приближённого решения уравнений в частных производных второго порядка квазиоднородного типа на более общий случай уравнения.

Exercise 2. Read more information to this topic on this site

Как написать математическую статью по-английски [Электронный ресурс]. – Режим доступа : <http://www.alleng.ru/d/engl/engl50.htm>. (Дата обращения: 25.02.2015).

Литература

Основная литература:

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.

2. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

 **Дополнительная литература:**

3. Fried-Booth, D. Project Work / D. Fried-Booth. – Oxford University Press, 2012. – 136 p.
4. Sheelagh, D. Reading Other Subjects through English / D. Sheelagh, Christine Price. – Oxford University Press, 2010. – 168 p.

 **Интернет ресурсы:**

5. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
6. Как написать математическую статью по-английски [Электронный ресурс]. – Режим доступа : <http://www.alleng.ru/d/engl/engl50.htm>. (Дата обращения: 25.02.2015).

У.Э. 2.3. РУБЕЖНЫЙ КОНТРОЛЬ ПО МОДУЛЮ 2
"КОММУНИКАЦИЯ В СФЕРЕ ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ
В РАМКАХ ВЫБОРА КАРЬЕРЫ И ТРУДОУСТРОЙСТВА"

(письменная контрольная работа – 2 часа)

При подготовке к рубежному контролю следует повторить все учебные элементы, рассмотренные в модуле.

Контрольная работа будет состоять из тестовых вопросов, а также практических заданий. Тестовые вопросы предполагают выбор одного варианта ответа. Практические задания направлены на проверку полученных умений. При подготовке к контрольной работе необходимо ориентироваться в информации, полученной в ходе практических занятий.

ПРИМЕРНЫЕ ВОПРОСЫ ДЛЯ ИТОГОВОГО КОНТРОЛЯ ПО МОДУЛЮ

Exercise 1. Match the titles with the texts.

Top Ten Interview Tips That Will Get You Hired!

1. Show that you've done your homework, and looked at the company ahead of time.
2. Keep your availability as open as possible. However, keep school in mind, as well as doctor/ therapist/psychiatrist appointments.
3. Bring important documents with you (license, Social Security Card, resume), as well as a pen and paper in case you need to take notes.
4. Don't bring up negative experiences from your past jobs or volunteer positions. Be the kind of person you would want to work with, i.e., friendly, engaging, enthusiastic.
5. Give yourself extra time to get to your interview in case you get lost or have transportation issues, etc. Give yourself at least 20 minutes extra.
6. Wear appropriate business clothes, be clean and look neat (hair brushed and shaved). Follow the "Gap Rule" – you should have no skin showing because of gaps in the top and bottom! Find more tips and tricks on what to wear by visiting this website: <http://www.career.vt.edu/Interviewing/InterviewAppearance.html>.
7. Prepare 3-5 questions to ask your employer. For example: "What would my day-to-day responsibilities be?"
8. Write the person who interviewed you a thank you letter, making sure to: thank them for taking the time to interview you; let them know you are still inter-

ested in the job; let them know you look forward to hearing from them, and supply your contact information again, i.e., e-mail and phone number.

9. Practice mock interviews with family and friends so you aren't as nervous when the actual interview takes place. You can find examples of interview questions at <http://www.jobinterviewquestions.org>.

10. Why should they hire you, and what are you still working on?

a) Be on time	b) Follow up	c) Clean and neat appearance
d) Positive attitude	e) Be prepared	f) Learn about the job
g) Practice makes perfect	h) Ask questions	i) Flexibility
j) <i>Know your strengths and weaknesses</i>		

Exercise 2. Put the parts of English business letter in the correct order.

1. Mark Morrison

2. Dear Sir or Madam

3. 59 River Street,

Cardif

C11 JW

4. I am 17 years old and will be leaving school at the end of this academic year and I have six O levels. I am studing English and Economics at A level.

5. The Editor

The Swansea Gazette

27 New Hall Road

Swansea

3ST IDR

6. Yours faithfully,

7. I have been included in the production of my school's news letter for the last 2 years and I have a keen interest in local affairs.

8. I look forward to hearing from you.

9. 12th February 2015

10. I would like to apply for the post of the trainee reporter which was advertised in yesterday's edition of the Swansea gazette.

Exercise III. Choose the correct answer.

How do you understand the words of Akio Morita, Japanese business executive "No matter how successful you are, your business and its future are in the hands of the people you hire". Try to write a composition (25 sentences). Pay attention to grammar rules.

Литература

 **Основная литература:**

1. Коряковцева, Н.Ф. Теория обучения иностранным языкам: продуктивные образовательные технологии. – М. : Академия, 2010. – 192 с.
2. Пассов, Е.И. Урок иностранного языка. – Ростов н/Д : Феникс ; М. : Глосса-Пресс, 2010. – 640 с.
3. Федеральный Государственный Образовательный стандарт высшего профессионального образования по направлению подготовки 050100 Педагогическое образование (Квалификация (Степень) "Бакалавр") [Электронный ресурс]. – Режим доступа : <http://edu.tltsu.ru/sites/site.php>. (Дата обращения: 22.02.2015).

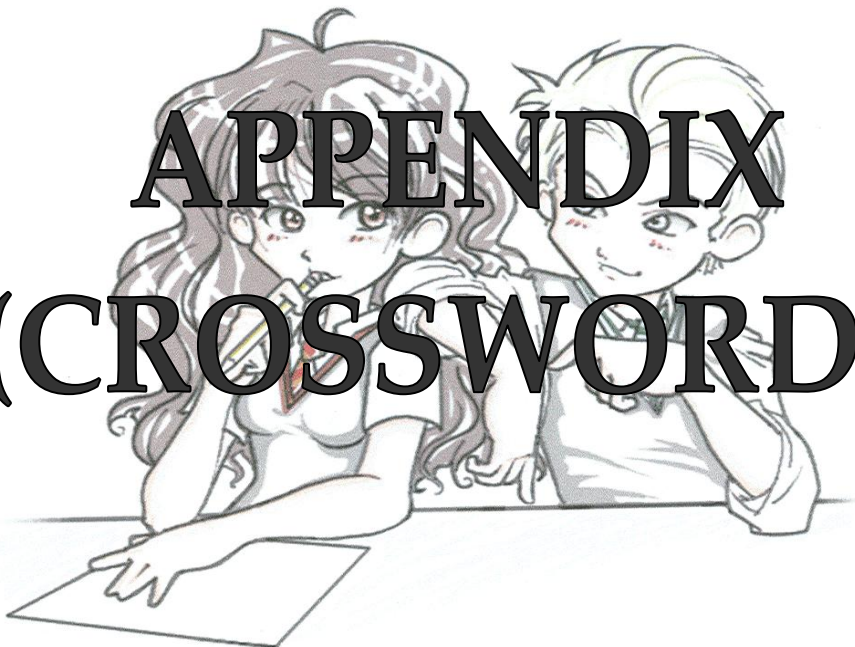
 **Дополнительная литература:**

4. Шевелева, С.А., Стогов, В.Е. Основы экономики и бизнеса : учеб. пособие для учащихся профессиональных учебных заведений. – 4-е изд., перераб. и доп. – М. : ЮНИТИ-ДАНА, 2012. – 431 с.
5. David, Cotton. Market Leader. Intermediate business English course book. – Longman, 2012. – 176 p.

 **Интернет ресурсы:**

6. Английские словари Cambridge онлайн с аудио [Электронный ресурс]. – Режим доступа : <http://www.dictionary.cambridge.org>. (Дата обращения: 15.03.2014).
7. Основы экономики и бизнеса [Электронный ресурс]. – Режим доступа : <http://www.knigafund.ru/149343>. (Дата обращения: 10.08.2014).

APPENDIX (CROSSWORDS)



**SOLVE THE CROSSWORDS PUZZLES.
READ THE CLUES
AND COMPLETE THE CROSSWORDS**

1. GARDENS PUZZLE

Five friends have their gardens next to one another, where they grow three kinds of crops: fruits (apple, pear, nut, cherry), vegetables (carrot, parsley, gourd, onion) and flowers (aster, rose, tulip, lily).



They grow 12 different varieties. Everybody grows exactly 4 different varieties. Each variety is at least in one garden. Only one variety is in 4 gardens. Only in one

garden are all 3 kinds of crops. Only in one garden are all 4 varieties of one kind of crops. Pear is only in the two border gardens. Paul's garden is in the middle with no lily. Aster grower doesn't grow vegetables. Rose growers don't grow parsley. Nuts grower has also gourd and parsley. In the first garden are apples and cherries. Only in two gardens are cherries. Sam has onions and cherries. Luke grows exactly two kinds of fruit. Tulip is only in two gardens. Apple is in a single garden. Only in one garden next to Zick's is parsley. Sam's garden is not on the border. Hank grows neither vegetables nor asters. Paul has exactly three kinds of vegetable.

Who has which garden and what is grown where?

2. WHO LIVES IN THE CITY PUZZLE

5 people are standing in a queue for plane tickets in Germany; each one has a name, an age, a favorite TV program, where they live, a hairstyle and a destination.



Names: Bob, Keeley, Rachael, Eilish and Amy.

TV programs: The Simpsons, Coronation Street ("Corrie"), Eastenders, Desperate Housewives and Neighbours.

Destinations: France, Australia, England, Africa and Italy.

Ages: 14, 21, 46, 52 and 81.

Hairstyle: Afro, long, straight, curly and bald.

Where they live: A town, a city, a village, a farm and a youth hostel.

The person in the middle watches Desperate Housewives. Bob is the first in the queue. The person who watches the Simpsons is next to the person who lives in a youth hostel. The person going to Africa is behind Rachael. The person who lives in a village is 52. The person who is going to Australia has straight hair. The person travelling to Africa watches Desperate Housewives. The 14-year-old is at the end of the queue. Amy watches Eastenders. The person heading to Italy has long hair. Keeley lives in a village. The 46-year-old is bald. The fourth in the queue is going to England. The people who watch Desperate Housewives and Neighbours are standing next to each other. The person who watches Coronation Street stands next to the person with an afro. A person next to Rachael has an afro. The 21-year-old lives in a youth hostel. The person who watches Corrie has long hair. The 81-year-old lives on a farm. The person who is travelling to France lives in a town. Eilish is not next to the person with straight hair.



3. BIRDS IN TREES PUZZLE

There are 2 trees in a garden (tree "A" and "B") and on the both trees are some birds. The birds of tree A say to the birds of tree B that if one of you comes to our tree, then our population will be the double of yours. Then the birds of tree B tell to the birds of tree A that if one of you comes here, then our population will be equal to that of yours.

Now answer: How many birds in each tree?

4. WHO WORKS WHERE PUZZLE

Alex, Betty, Carol, Dan, Earl, Fay, George and Harry are eight employees of an organization. They work in three departments: Personnel, Administration and Marketing with not more than three of them in any department. Each of them has a different choice of sports from Football, Cricket, Volleyball, Badminton, Lawn Tennis, Basketball, Hockey and Table Tennis not necessarily in the same order.



Dan works in Administration and does not like either Football or Cricket. Fay works in Personnel with only Alex who likes Table Tennis. Earl and Harry do not work in the same department as Dan. Carol likes Hockey and does not work in Marketing.

George does not work in Administration and does not like either Cricket or Badminton. One of those who work in Administration likes Football. The one who likes Volleyball works in Personnel. None of those who work in Administration likes either Badminton or Lawn Tennis. Harry does not like Cricket.

Who are the employees who work in the Administration Department? In which Department does Earl work?

5. MEETING THE CHALLENGE PUZZLE

Eight married couples meet to lend one another some books. Couples have the same surname, employment and car. Each couple has a favorite color. Furthermore we know the following facts: Daniella Black and her husband work as Shop-Assistants. The book "The Seadog" was brought by a couple who drive a Fiat and love the color red. Owen and his wife Victoria like the color brown. Stan Horricks and his wife Hannah like the color white. Jenny Smith and her husband work as Warehouse Managers and they drive a Wartburg. Monica and her husband Alexander borrowed the book "Grandfather Joseph". Mathew and his wife like the color pink and brought the book "Mulatka Gabriela". Irene and her husband Oto work as Accountants. The book "We Were Five" was borrowed by a couple driving a Trabant. The Cermaks are both Ticket-Collectors who brought the book "Shed Stoot". Mr and Mrs Kuril are both Doctors who borrowed the book "Slovacko Judge". Paul and his wife like the color green. Veronica Dvorak and her husband like the color blue. Rick and his wife brought the book "Slovacko Judge" and they drive a Ziguli. One couple brought the book "Dame Commissar" and borrowed the book "Mulatka Gabriela". The couple who drive a Dacia, love the color violet. The couple who work as Teachers borrowed the book "Dame Commissar". The couple who work as Agriculturalists drive a Moskvic. Pamela and her husband drive a Renault and brought the book "Grandfather Joseph". Pamela and her husband borrowed the book that Mr and Mrs Zajac brought. Robert and his wife like the color yellow and borrowed the book "The Modern Comedy". Mr and Mrs Swain work as Shoppers. "The Modern Comedy" was brought by a couple driving a Skoda.



Who likes Violet? And can you find out everything about everyone from this?

6. KATE AND HER SON'S AGE PUZZLE

5 years ago Kate was 5 times as old as her Son. 5 years hence her age will be 8 less than three times the corresponding age of her Son.



Find their ages.

7. SHIPS PUZZLE

There are 5 ships in a port: The Greek ship leaves at six and carries coffee. The Ship in the middle has a black chimney. The English ship leaves at nine. The French ship with blue chimney is to the left of a ship that carries coffee. To the right of the ship carrying cocoa is a ship going to Marseille. The Brazilian ship is heading for Manila. Next to the ship carrying rice is a ship with a green chimney. A ship going to Genoa leaves at five. The Spanish ship leaves at seven and is to the right of the ship going to Marseille. The ship with a red chimney goes to Hamburg. Next to the ship leaving at seven is a ship with a white chimney. The ship on the border carries corn. The ship with a black chimney leaves at eight. The ship carrying corn is anchored next to the ship carrying rice. The ship to Hamburg leaves at six.



Which ship goes to Port Said? Which ship carries tea?

8. WHO STOLE THE GINGER COOKIE FROM THE COOKIE JAR? PUZZLE

There are five people - Holly, Cameron, Julieanne, Alex and Jackie. Each one stole a special cookie of their favorite brand which was kept in a jar. Each person ate it in a particular place and drank their flavored milk with it. Jackie is next to the person who eats on the lounge. Arnotts brand cookies are kept in a round jar. The person beside Cameron eats cookies at a table. The person who eats Oreos eats in the closet. Julieanne likes Paradise brand cookies. The person who drinks banana milk is in the middle and owns a tall jar. The first person likes vanilla milk. Holly is the person on the far right. The person



who eats in the bedroom drinks strawberry milk. The person who owns the tall jar is next to the person who owns square jar. Cameron drinks caramel milk. The person who likes the Dick Smith brand is next to the person who likes the Coles brand. The person who likes the No Frills brand is next to the person who owns a round jar. The person who stole the 100s and 1000s cookies is next to the person who owns the brass jar. The second person from the right eats No Frills brand and is next to the person who owns a round jar. The first person on the left stole the choc chip cookies. The person who eats Dick Smith brand is next to the person who eats Paradise brand. The second from the left has a brass jar. Julieanne is to the right of the person who drinks strawberry milk. The person who drinks chocolate milk does it at the table. The Paradise brand cookies are eaten in the kitchen. The person who eats Tiny Teddies doesn't keep them in a round jar. The Coles brand cookies are kept in a mini sized jar. A Ginger Cookie was also stolen.

Who stole it?

9. 5 PIRATES PUZZLE

5 pirates of different ages have a treasure of 100 gold coins. On their ship, they decide to split the coins using this scheme: The oldest pirate proposes how to share the coins, and ALL pirates (including the oldest) vote for or against it. If 50% or more of the pirates vote for it, then the coins will be shared that way. Otherwise, the pirate proposing the scheme will be thrown overboard, and the process is repeated with the pirates that remain. As pirates tend to be a bloodthirsty bunch, if a pirate would get the same number of coins if he voted for or against a proposal, he will vote against so that the pirate who proposed the plan will be thrown overboard.



Assuming that all 5 pirates are intelligent, rational, greedy, and do not wish to die, (and are rather good at math for pirates) what will happen?

10. 12 DAYS OF CHRISTMAS PUZZLE

According to the traditional song, on the first day of Christmas (25th December), my true love sent to me. A partridge in a pear tree. On the second day of Christmas (26th December), my true love sent



to me THREE presents. Two turtle doves. A partridge in a pear tree. On the third day of Christmas (27th December and so on) my true love sent to me SIX presents. Three French hens. Two turtle doves. A partridge in a pear tree. This carries on until the the twelfth day of Christmas, when my true love sends me. Twelve drummers drumming. Eleven pipers piping. Ten lords a-leaping. Nine ladies dancing. Eight maids a-milking. Seven swans a-swimming. Sixgeese a-laying. Five gold rings. Four calling birds. Three French hens. Two turtle doves. A partridge in a pear tree.

After the twelve days of Christmas are over, how many presents has my true love sent me altogether?

11. FARMER FACTOR PUZZLE

I have decided to write a deeply moving piece of poetry for you. First

of all: Farmer Factor (who lives, of course, at Fraction Farm) wants to stock up on feed for his three types of animals (chickens, pigs, cows). His goal is



to spend all of the \$100 and get exactly 100 bags altogether to fill up his cart. Naturally, each type of animal food is a different price. How does he spend his money? Happy feeding! Farmer Factor took his tractor to the factory. 100 bags of feed was what his tractor will carry. The chicken feed was first, at five dollars per bag. Each bag of pig feed had 3 dollars on its price tag. As for the cows, 50c a bag will feed them happily.

How did Farmer Factor spend his money on all these three?

12. WHO WEIGHS WHAT PUZZLE

Hungry Horace likes to save money whenever he can (so that he's got plenty left to buy more food) so when he went swimming with some of his friends he had a clever idea to use the weighing machine to weigh him and his two friends for only one 10c coin!



Once the weighing machine has shown a reading the dial can only go down to a lower weight. So this is what Horace did. He and his two friends sorted themselves out in

order of weight (they knew that Horace was the heaviest and that Tiny Tim was the lightest), and then followed this plan:

Hungry Horace and Curly Kate put the 10c in and got on the scales. The dial showed 85 kg. Tiny Tim got on and Curly Kate got off. The dial went down to 75 kg. Curly Kate got back on and Hungry Horace got off. The dial went down to 60 kg.

Find the correct individual weights of Hungry Horace, Curly Kate and Tiny Tim.

THE SOCIAL-CULTURAL GAME

Rules of playing

1. Decide how many players per board (6 maximum).
2. Place counters on **What do you say?** The first player to throw a six begins.
3. Take turns to throw the dice. When you land on a square, answer the relevant question.
4. If the other players do not accept what is said, the player must go back to the square he or she has just come from,
5. The winner is the player who reaches **Finish!** first.

<i>What do you say?</i>	1. You have forgotten the name of the person you are talking to. Find out his/her name politely.	2. You are late for a meeting
6. You are in an important business negotiation. The other person asks you if he/she can smoke.	7. The waiter in a restaurant has just given you the bill. You are sure it is much too high.	8. You are having dinner with a foreign colleague in their country. The food is unfamiliar to you and you do not know what to choose.
12.	13.	14.

<p>An important client invites you to theatre. You can't attend because you have already accepted another invitation.</p>	<p>At a conference you meet someone you think you've met before.</p>	<p>You have just spilled red wine on a client's dress.</p>
<p>18. Spell your name.</p>	<p>19. Give your telephone number.</p>	<p>20. In which country is chewing gum forbidden by law? <i>a) Iran</i> <i>b) Iraq</i> <i>c) Indonesia</i> <i>d) Singapore</i></p>
<p>24. Give directions from your university to the closest bus station.</p>	<p>25. In which country is it illegal to drink anything alcoholic and drive? <i>a) Sweden</i> <i>b) France</i> <i>c) the UK</i> <i>d) the USA</i></p>	<p>26. Recommend a restaurant to a client.</p>
<p>30. In which country is it common to go out to eat after 10 p.m.? <i>a) the UK</i> <i>b) Sweden</i></p>	<p>31. You arrive for an appointment with your bank manager. Introduce yourself to the person at the reception desk.</p>	<p>32. You are visiting a company and you want to use their telephone.</p>

<p><i>c) Japan</i> <i>d) Spain</i></p>		
<p>3. You are at a party. You want to get away from someone who will not stop talking.</p>	<p>4. You are offered some food that you hate.</p>	<p>5. You should not point the sole of your foot towards your hosts. Which area does this refer to? <i>a) Arab world</i> <i>b) West Indies</i> <i>c) Scandinavia</i> <i>d) Australia</i></p>
<p>9. You are at a cocktail party and the host/hostess has just handed you a glass of champagne. You do not drink alcohol.</p>	<p>10. In which country would it be a grave insult to touch someone on the head? <i>a) Thailand</i> <i>b) Japan</i> <i>c) Pakistan</i> <i>d) Iraq</i></p>	<p>11. You have been invited to your colleague's house for dinner. He/She telephones you to ask if there is anything you don't eat.</p>
<p>15. In which country is it quite likely that you will be asked to sing a song? <i>a) Italy</i> <i>b) Austria</i> <i>c) Japan</i> <i>d) Germany</i></p>	<p>16. A visitor wants to buy some local souvenirs.</p>	<p>17. A visitor wants advice on how to spend an evening in your town.</p>

<p style="text-align: center;">21.</p> <p>Talk about today's weather.</p>	<p style="text-align: center;">22.</p> <p>You are on the phone. Describe yourself to someone you are going to meet at the airport, so they can recognise you.</p>	<p style="text-align: center;">23.</p> <p>You are at an international conference. Complain about your hotel room.</p>
<p style="text-align: center;">27.</p> <p>You are on a plane. Introduce yourself to the person sitting next to you.</p>	<p style="text-align: center;">28.</p> <p>Introduce your boss to a person visiting your organisation.</p>	<p style="text-align: center;">29.</p> <p>You are leaving a small dinner party. Introduce two of your friends to each other.</p>
<p style="text-align: center;">33.</p> <p>You see an attractive person at an international conference. Start up a conversation.</p>	<p style="text-align: center;">34.</p> <p>You meet a business contact at a railway station. Offer to carry some of his luggage for him.</p>	<p style="text-align: center;"><i>Finish!</i></p>

GLOSSARY

A_____

- achieve [ə'tʃi:v] – улучшать
acute [ə'kju:t] angle ['æŋgl] – острый угол
adjustment [ə'dʒʌstmənt] – корректировка
to advertise ['ædvətaɪz] – рекламировать
advertising ['ædvətaɪzɪŋ] – реклама
angle ['æŋgl] – угол
annotation [ænə'teɪʃən] – аннотация, примечание
announcement [ə'naʊnsmənt] – объявление, заявление
applicant ['æplɪkənt] – претендент
to apply [ə'plai] for – устроиться на работу
arc [ɑ:k] – дуга
area ['f:riə] – площадь
to assemble [ə'sembəl] – собрать
average ['ævərɪdʒ] – среднее арифметическое
axis ['æksɪs] (plural axes ['æksɪ:z]) – ось
axiom ['æksɪəm] – аксиома

B_____

- brevity ['brevɪti] – краткость
benefit ['benɪfɪt] – польза

C_____

- calculus (plural calculuses) ['kælkjʊləs] – подсчет, исчисление
career [kə'riə] – карьера
chord [kɔ:d] – хорда
circle ['sə:k(ə)l] – круг
circumference [sə'kʌmfərəns] – окружность

clarification [klærIfI'keISən] – уточнение
compartmentalization [kPmpRt'mFnt(ə)lAIZEIS(ə)n] – изолированность
composite [kQm'pQZIt] number – составное число
conjecture [kən'dZFktSə] – гипотеза
connotation [kPnə'teIS(ə)n] – дополнительное значение
complaint [kəm'pleIn] – жалоба
contract ['kPntrækt] – контракт
correlation [kPrə'leISən] – корреляция
cover ['kAvə] letter – сопроводительное письмо
clarity ['klærIti] – ясность, четкость
create [kri'eIt] – создавать
curriculum vitae [kərIkjʊləm'vi:təI] (pl. curricula vitae) – краткая биография
curve [kE:v] – кривая

D_____

decimal ['desIməl] – десятичная дробь
degree [dI'gri:] – степень
demand [dI'mQ:nd] – требование
to devise [dI'vaIz] – разработать
diameter [daI'æmItə] – диаметр
digit ['dIdZI] – цифра, знак

E_____

edge [edZ] – край
education [edjʊ'keISən] – образование
employee [Im'plOIi:] – работник
employer [Im'plOIə] – работодатель
employment [Im'plOImənt] – трудоустройство
enclose [In'kləʊz] – прилагать, вкладывать в конверт
equilateral [i:kwI'lætərəl] triangle – равносторонний треугольник
equation [I'kweIZən] – уравнение
even number – четное число

experience [ɪk'spɪəriəns] – опыт

F _____

figure ['fɪgə] – фигура

to fit in with smth – подходить

flexi-time ['fleksɪtaɪm] – гибкий рабочий график

foot (pl. feet) – фут (30,48 cm)

formula ['fɔ:mjələ] (pl. formulas, formulae) – формула

fraction ['frækʃən] – дробь

front-runner [frʌnt'rʌnə] – кандидат, имеющий больше всего шансов победить

full-time job – полный рабочий день

G _____

geometry [dʒɪ'ɒmɛtri] – геометрия

graph ['grɑ:f] – график

gratitude ['grætɪtju:d] – благодарность

H _____

headhunt ['hedhʌnt] – подбирать высококвалифицированные кадры

height ['haɪt] – высота

hexagon ['heksəgən] – шестиугольник

hire [haɪə] – нанимать

hypotenuse [haɪ'pɒtɪnju:z] – гипотенуза

I _____

impact ['ɪmpækt] – влиять, воздействовать

implication [ɪm'plɪ'keɪʃ(ə)n] – значение, вывод

to improve [ɪm'pru:v] – улучшать

inch [ɪntʃ] – дюйм (2,54 cm)

inquiry [ɪn'kwɪəri] letter – письмо-запрос

insurance [ɪn'sʊərəns] – страховка

integer ['ɪntɪdʒə] – целое число

interrogation [ɪntərə'geɪʃən] – допрос

interview ['Intəvju:] – интервью

interviewer ['Intəvju:ə] – интервьюер

isosceles [AI'sPsIli:z] triangle – равнобедренный треугольник

K_____

kite [kaIt] – луч

knowledge ['nPlIdZ] – знания

L_____

to lapse [læps] into smth – погрузиться

length [lFηθ] – длина

letter ['letə] – письмо

line ['lain] – линия

M_____

maternity [mə'tE:niti] leave – декретный отпуск

mathematician [mθəmə'tISn] – математик

mathematics [mθ(ə)'matIks] – математика

N_____

number ['nAmbə] – число

O_____

obtuse [əb'tju:s] angle – тупой угол

obtuse [əb'tju:s] angled triangle – тупоугольный треугольник

occupation [Pkjə'reISən] – профессия

odd number ['nAmbə] – нечетное число

overtime ['əʊvətaIm] сверхурочная работа

P_____

parallel ['parəlFl] – параллель

pentagon ['pentəgən] – пятиугольник

perimeter [pə'rImItə] – периметр

perk [pE:k] – дополнительная льгота, надбавка

permanent ['pE:mənənt] – постоянный

permit ['pE:mIt] – разрешение

polygon ['pɒlɪɡɒn] – многоугольник
position [pə'zɪʃən] – положение
prepare [prɪ'peə] – готовить
probability [prə'zɪʃən] – вероятность
probationary [prə'beɪʃən] period ['pɪəriəd] – испытательный срок
profile ['prəʊfaɪl] – краткий биографический очерк
proof [pru:f] – доказательство
prove [pru:v] – доказать
psychometric [saɪkəʊ'metrɪk] test – психометрический тест

R_____

radius ['reɪdiəs] Pl (radii ['reɪdiəɪ]) – радиус
resume [rɪ'zju:m] – резюме
request [rɪ'kwest] – просьба
referee ['refəri:] – поручитель (человек, который дает рекомендацию)
redundant [rɪ'dʌndənt] – безработный
rectangle ['rektæŋɡl] – прямоугольник
reference ['refərəns] – рекомендация
reflex ['ri:flɛks] angle – противоположный угол
rhombus ['rɒmbəs] Pl (rhombi or rhombuses) – ромб
right angle ['aɪŋɡ(ə)l] – прямой угол

S_____

salary ['sæləri] – заработная плата
segment ['seɡmənt] – отрезок, сектор
self-evaluation [self ɪvælju'eɪʃən] – самооценка
shift – смена
shortlist ['ʃo:tlist] – список допущенных к последнему туру
sick leave – больничный лист
sign [saɪn] – подписывать
signature ['sɪɡnətʃə] – подпись
sincerity [sɪn'serɪti] – искренность

skill [skil] – умение, мастерство
solid ['sɒlɪd] geometry – стереометрия
solution[sə'lu:ʃən] – решение
speculation [spekju'leɪʃən] – предположение
square [skweə] – площадь
staff ['stɑ:f] – личный состав, персонал
straight [streɪt] angle – прямой угол
straight [streɪt] line – прямая линия
subtraction [səb'trækʃən] – вычитание
sum [sʌm] – сумма
symbol ['sɪmbəl] – символ

T_____

tangent ['tændʒənt] – касательная
theorem ['θiərəm] – теорема
to train ['treɪn] – обучать
trapezium [trə'pi:ziəm]/(pl) trapezia [trə'pi:ziə] – трапеция
trial ['traɪəl] period ['pɪəriəd] – испытательный срок
triangle ['trAɪəŋ(ə)l] – треугольник

V_____

vacancy ['veɪkənsi] – вакансия
vertex ['vɛ:tɛks] (pl vertices) – вершина
volume ['vɒljʊ:m] – объем, масса

W_____

width [wɪdθ] – ширина

Y_____

yard [jɑ:d] – ярд (0,9144 meter)

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