

Министерство образования и науки Российской Федерации  
Сибирский федеральный университет

*Магистратура*

## **ДЕЛОВОЙ АНГЛИЙСКИЙ ЯЗЫК**

Учебно-методическое пособие  
для лабораторной и самостоятельной работы студентов  
1 курса магистратуры направления  
«Педагогическое образование»

*Электронное издание*

Красноярск  
СФУ  
2013

УДК 811.111(07)  
ББК 81.432.1я73  
Д295

Составитель: Назаренко Елена Михайловна

Д295 **Деловой** английский язык: учеб.-метод. пособие для лабораторной и самостоятельной работы студентов 1 курса магистратуры направления «Педагогическое образование» [Электронный ресурс] / сост. Е.М. Назаренко. – Электрон. дан. – Красноярск: Сиб. федер. ун-т, 2013. – Систем. требования: PC не ниже класса Pentium I; 128 Mb RAM; Windows 98/XP/7; Adobe Reader V8.0 и выше. – Загл. с экрана.

*Учебно-методическое пособие можно использовать для лабораторной и самостоятельной работы студентов, а также в качестве методических рекомендаций для разработки наполнения студенческих электронных языковых портфолио. Система упражнений направлена на усвоение лексического материала и развитие навыков устной и письменной речи в ситуациях бытового, делового и профессионального общения.*

*Предназначено для студентов направления 050100.68 «Педагогическое образование».*

УДК 811.111.(07)  
ББК 81.432.1я73

© Сибирский  
федеральный  
университет, 2013

Учебное издание

Подготовлено к публикации ИЦ БИК СФУ

Подписано в свет 19.04.2013 г. Заказ 1054.  
Тиражируется на машиночитаемых носителях.

Издательский центр  
Библиотечно-издательского комплекса  
Сибирского федерального университета  
660041, г. Красноярск, пр. Свободный, 79  
Тел/факс (391)206-21-49. E-mail rio@sfu-kras.ru  
<http://rio.sfu-kras.ru>

## Contents

Unit 1. Introducing Myself	4
Unit 2. Europass Language Passport	8
Unit 3. Teaching	13
Unit 4. Qualities of a Good Teacher	17
Unit 5. Curriculum Vitae	21
Unit 6. Job Interview.	26
Unit 7. Presenting a University	31
Unit 8. ePortfolio in Education	35
Texts for reading	39
Supplement 1	70
Supplement 2	72
Библиографический список	73

## **Unit 1. Introducing Myself**

### **Exercise 1. Expressions to introduce yourself:**

- My name is ...
- I'm ....
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...

### **Exercise 2. Expressions to introduce others:**

- Jack, please meet Nicolas.
- Jack, have you met Nicolas?
- I'd like you to meet Liza.
- I'd like to introduce you to Betty.
- Leila, this is Barbara. Barbara this is Leila.

### **Exercise 3. Responses when introducing yourself or other people:**

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

### **Exercise 4. Read the dialogue.**

Alex is talking to the new manager and his assistant. Notice how they introduce themselves:

Alex: Hi! My name is Alex Litterman, the new manager.

William: Hi! I'm William O'Brian. Nice to meet you, Mr Alex Litterman.

John: William, please meet Mr Steve Lynch, my assistant

Jack: How do you do?

Nicolas: How do you do?

**Remember:**

- When introducing yourself or other people in a formal situation use full names. ("I'm Alex Litterman.")
- "How do you do?" isn't really a question, it just means "Hello"

Dialogue taken from: [http://www.myenglishpages.com/site\\_php\\_files/communication-lesson-introducing-people.php](http://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php)

**Exercise 5. Work in pairs. Make up your dialogues.**

**Exercise 6. Match the words (1-4) to their definitions**

1) nerd	a) a person who is the same age or who has the same social status as you
2) major	b) work that is done as preparation for other
3) groundwork	c) to be present at an event; to go regularly to a place
4) to attend	d) work that will be done later main subject of study in college
5) mentoring	e) very surprising, especially in a way that makes you feel pleasure or admiration
6) amazing	f) advising and helping somebody with less experience over a period of time
7) peer	g) a person who is very interested in computers

**Exercise 7. Read the text below. Then decide whether these statements are true (T) or false (F).**

Statement	T/F
1) Kelly followed her friend's advice to become a teacher.	
2) Kelly did not like her college years.	
3) "Green" teacher is a teacher who likes gardening.	

<b>Statement</b>	<b>T/F</b>
4) Kelly's students are older than she.	
5) Kelly continues studying.	
6) Kelly has a personal web-site.	

## **Text**

### **About Me**

by Kelly Mikesell

You can tell a lot about me by the ways I like to enjoy myself. I'm a teacher, reader, swimmer, gardener, laugher, computer nerd and generally a free spirit.

#### **The College Years**

When it came time to go to college, I was asked "What major do you want?" I didn't really know. So, like a typical teen, I asked a friend. There were many tears, screams and headaches along the way, but in all earning my Elementary Education B.S. was fun. I made great friends, learned a lot about myself and started the groundwork for an amazing career.

#### **The New Teacher - Me!**

I was a terrible teacher at first. I had no idea what I was doing. Being thrown into the fire in my first year was a true test of my ability to survive, but I did it. No matter how much you read, research, talk about and listen about teaching, you just don't become good until you do it.

When I was still a "green" teacher, I made many mistakes. These are the things in my life that create who I am.

I've been teaching 10 years now. My students weren't born when I started teaching. It makes me feel old sometimes, but then I remember that I am one of the lucky few to call themselves an elementary teacher.

**A big thing I've learned about Me is that if I'm learning, my students will learn too.**

I attend hundreds of hours of training a year, and have even begun being the trainer. I read tons of professional books to keep learning. I even do mentoring now for teachers who are struggling. I love it. It's fun.

I also adore computers. I started my first website in 1995 about me and haven't stopped making web-sites yet! The idea of sharing ideas, thoughts, and pictures with people from all over the world is amazing to me.

### **Honors and Awards**

My peers nominated me for *Teacher of the Year* for my school district. I was nominated for the *Collaborative Teacher Award* in my school district. My co-teacher and I were both nominated. I was nominated for the *Inclusionary Teacher of the Year* by the Council for Exceptional Children.

**The day teaching isn't fun is the day I'll find a new career. Until then I will continue to laugh, learn, love and pass it on.**

Text taken from: <http://www.elementary-teacher-resources.com/about-me.html>

### **Exercise 8. Discuss these questions.**

- 1) What is Kelly's profession?
- 2) What are her hobbies?
- 3) Why did she decide to become an elementary school teacher?
- 4) Did she like her college years?
- 5) Was it easy for her to start working as a teacher?
- 6) How long is her teaching experience now?
- 7) What awards does she have?
- 8) What is her motto?

### **Exercise 9. Tell about yourself. Look at the Useful Vocabulary.**

#### **Useful Vocabulary**

My name is ...

I was born in ... in 19\_\_.

I qualified as ... in 20\_\_.

I've worked for ... years/months/days for ...

It is great to ...

## Unit 2. Europass Language Passport

### Exercise 1. Discuss these questions.

- 1) English as foreign language is difficult.
- 2) It takes a lot of time, effort and money to study English.
- 3) Technology is supportive for language learners.

### Exercise 2. Match the words and their meanings.

1) proficient user	a) the language that you first learn to speak when you are a child
2) independent user	b) confident and free to use English without needing help from other people
3) diploma	c) the process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria
4) skills	d) the ability to perform tasks and solve problems
5) experience	e) an arrangement when two people or groups from different countries visit each other's homes or do each other's jobs for a short time
6) mother tongue	f) able to use English well because of training and practice
7) exchange program	g) the knowledge and skill that you have gained through doing something for a period of time; the process of gaining this
8) assessment	h) a document showing that you have completed a course of study

**Exercise 3. Study the information given in the Europass Language Passport. Then decide whether these statements are true (T) or false (F).**

Statement	T/F
1) Andrew Steve is 25.	
2) Andrew speaks German.	
Statement	T/F
3) Andrew has diplomas confirming his knowledge of French.	
4) Andrew worked as hotel receptionist in London to study French.	
5) Andrew has diplomas confirming his knowledge of Spanish.	
6) In 1990 Andrew lived with a Spanish -speaking family for two months.	

Table 1.

### Europass Language Passport

Part of the European Language Portfolio developed by the Council of Europe

<b>FIRST NAME(S) SURNAME(S)</b>	Andrew Steve
Date of birth (*)	03/04/1977
Mother tongue(s)	English
Other language(s)	French Spanish

**FRENCH**

**Self-assessment of language skills (\*\*)**

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C1	Proficient user	B2	Basic User	B2	Independent user	B2	Independent user	C1	Proficient user

**Diploma(s) or certificate(s)(\*)**

Title of diploma(s) or certificate(s)	Awarding body	Date	European level (***)
DELFL, Unités 1-4	Institut Français, London	1996	-
GCSE-level, Grade B	Alliance française, Birmingham	1998	-

**Linguistic experience(s) (\*)**

Description	From	To
Temporary work as hotel receptionist in London with frequent French-speaking guests	1997	2000
Holiday jobs as camp leader in French-speaking Switzerland	1995	1997

**SPANISH**

**Self-assessment of language skills (\*\*)**

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
B2	Independent user	C1	Proficient user	B1	Independent user	B1	Independent user	B2	Independent user

**Linguistic experience(s) (\*)**

Description	From	To
School exchange programme in Bilbao: one month living with a Spanish-speaking family	01/06/1990	30/06/1990

**Explanatory note:**

The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe. It uses the 6 European levels of the Common European Framework of Reference for Languages (CEF) to record the level of language proficiency achieved in a standardised format. More info on the Europass Language Passport: <http://europass.cedefop.europa.eu>. More info on the European Language Portfolio: [www.coe.int/portfolio](http://www.coe.int/portfolio) The template of the Europass language passport can be downloaded free of charge from the above websites. © European Union and Council of Europe, 2004-2010 24082010

(\*) Headings marked with an asterisk are optional. (\*\*) See Self-assessment grid (Supplement 1).

DELFL- Diplôme d'Études en Langue Française (French)

GCSE - General Certificate of Secondary Education

CV taken from: <http://europass.cedefop.europa.eu/en/education-and-training-glossary>

**Exercise 4. Look at the Europass Language Passport below and answer the questions about Andrew Steve.**

- 1) What is his date of birth?
- 2) What is his mother tongue?
- 3) What foreign languages does he study?
- 4) What is his level of French?
- 5) Where did he study French?
- 6) What diplomas or certificates does he have?
- 7) What linguistic experience(s) does he have while studying French?
- 8) What is his level of Spanish?
- 9) Where did he study Spanish?
- 10) What diplomas or certificates does he have?
- 11) What linguistic experience(s) does he have while studying Spanish?
- 12) What language does Andrew know better?

**Exercise 5. Work in pairs. Discuss the following.**

- 1) What is a Europass Language Passport?
- 2) What are the three main language skills?
- 3) What helps to assess the knowledge of a foreign language?
- 4) What helps to study a foreign language?

**Exercise 6. Fill in your Europass Language Passport and discuss the work with a partner. Look at the Useful Vocabulary.**

## Europass Language Passport

<b>SURNAME(S) FIRST NAME(S)</b>	
Date of birth (*)	
Mother tongue(s)	
Other language(s)	

<b>Self-assessment of language skills (**)</b>				
<b>Understanding</b>		<b>Speaking</b>		<b>Writing</b>
Listening	Reading	Spoken interaction	Spoken production	
<b>Diploma(s) or certificate(s) (*)</b>				
Title of diploma(s) or certificate(s)	Awarding body	Date	European level (***)	
<b>Linguistic experience(s) (*)</b>				
Description		From	To	

**Explanatory note:**

The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe. It uses the 6 European levels of the Common European Framework of Reference for Languages (CEF) to record the level of language proficiency achieved in a standardised format. More info on the Europass Language Passport: <http://europass.cedefop.europa.eu>. More info on the European Language Portfolio: [www.coe.int/portfolio](http://www.coe.int/portfolio) The template of the Europass language passport can be downloaded free of charge from the above websites. ©European Union and Council of Europe, 2004-2010 24082010

(\*) Headings marked with an asterisk are optional. (\*\*\*) See Self-assessment grid (Supplement 1).

CV template taken from: <http://europass.cedefop.europa.eu/en/education-and-training-glossary>

### Useful Vocabulary

My mother tongue is ...

What languages can you speak?

I can speak .... languages.

When did you start to study English?

I studied English at ...

What language experience do you have?

Temporary work as...

Summer work as ...

What is your level of English?

I have a ... diploma/certificate confirming my level of English.

### Unit 3. Teaching

#### Exercise 1. Discuss these statements.

- 1) Teachers' work is known to everyone.
- 2) Primary school teachers are most important.
- 3) Children go to school to communicate, not to study.

#### Exercise 2. Match the words and their meanings.

1) distance education	a) the fact that somebody/something is able to do something
2) secondary education	b) checking and correcting the written work or exam papers of students
3) marking	c) not part of the usual course of work or studies at a school or college
4) ability	d) education for children between the ages of 11 and 18
5) school of the air	e) a system of education in which people study at home with the help of special Internet sites and television and radio programs, and send or email work to their teachers
6) extra-curricular activity	f) the means by which children in remote communities can access schools mostly by radio communication and more recently, electronic facilities

#### Exercise 3. Read the text below. Then decide whether these statements are true (T) or false (F).

Statement	T/F
1. Everyone has been a student at some stage in their life.	
2. Teachers have wide and varied responsibilities.	
3. Teachers are not involved in supervising extra-curricular activities.	
4. Teachers' discuss student progress with parents.	
5. Teachers are not team-players.	

## Text

### Working As a Teacher

Teaching is the only profession that every person has been exposed to at some stage in their life, as everyone has been a student. But do you really know what teachers do, where teachers work, and what kind of teachers there are?

Teachers have wide and varied responsibilities including:

- teaching students of different ages and abilities;
- preparing lessons and teaching materials;
- marking and assessing work;
- liaising with non-teaching staff;
- discussing student progress with parents and guardians;
- working with colleagues and in professional teams;
- organising excursions, school performances and sporting events;
- supervising extra-curricular activities; and
- attending meetings and professional development activities.

Teachers work in many different types of schools and educational settings including:

- primary schools
- secondary schools
- special schools;
- hospital schools;
- schools of distance education and school of the air;
- centres for continuing secondary education; and
- youth training and education centres.

Text taken from: <http://education.qld.gov.au/hr/recruitment/teaching/working-teacher.html>

**Exercise 4. There are many different types of teachers. Read the beginning of the sentence in the first column and find out the corresponding ending in the second column.**

Table 3.

<b>If you like</b>	<b>You could become a</b>
1) spending time with young children	a) Special Education or Learning Support teacher
2) mathematics, reasoning or problem solving	b) Secondary teacher of creative arts subjects

<b>If you like</b>	<b>You could become a</b>
3) physics, chemistry, biology, or marine science	c) Secondary Mathematics teacher
4) woodwork, metalwork or graphic design	d) Early Childhood teacher or Primary teacher
5) helping people who have special needs	e) Secondary Industrial Technology and Design teacher
6) dance, drama, music or visual arts	f) Secondary Science teacher
7) literature, language, communications, media or writing	g) Languages Other Than English (LOTE) teacher in primary or secondary schools
8) languages	h) Health and Physical Education teacher in primary or secondary schools
9) sport, physical activity and promoting a healthy lifestyle	i) Secondary English teacher or English as a Second Language teacher

Table taken from: <http://education.qld.gov.au/hr/recruitment/teaching/working-teacher.html>

**Exercise 5. Work in pairs. Discuss the following questions.**

- 1) What is most difficult in teacher's work?
- 2) What is most rewarding in teacher's work?
- 3) What can help in uniting school, students and parents for cooperative work?

### **Exercise 6. Ask yourself.**

- 1) Do you like kids - all the time?
- 2) Can you communicate with parents?
- 3) Are you comfortable talking to peers?
- 4) Are you patient? Do you have the ability to remain calm in the storm?
- 5) Are you able to laugh at yourself and with children?
- 6) Do you like to explain and discuss things in great detail?
- 7) Can you assess situations quickly and fairly?
- 8) Do you have great organizational skills?
- 9) Are you passionate about curriculum?
- 10) Why do you want to teach?

Questions taken from: <http://www.elementary-teacher-resources.com/qualifications-of-becoming-a-teacher.html>

### **Exercise 7. Write a short essay about teacher responsibilities. Look at the Useful Vocabulary.**

#### **Useful Vocabulary**

I am a...

I like ...

My responsibilities include ...

I am most experienced in ...

I find difficult ...

I think that ...

I am sure that ...

## Unit 4. Qualities of a good teacher

**Exercise 1. Look at the picture. Discuss it in pairs. Answer the questions below.**

- 1) What are personal characteristics of a good teacher?
- 2) What are professional characteristics of a good teacher?



Pic. 1

Picture taken from: <http://www.getenglishlessons.com/8244/what-makes-a-teacher-great/>

**Exercise 2. Match the words and their meanings.**

1) enthusiasm	a) a strong feeling of excitement and interest in something
2) subject area	b) part of knowledge
3) keep one's cool	c) the ability to stay calm and accept something annoying without complaining
4) patience	d) remain calm in a difficult situation
5) community members	e) all the people who live in a particular area, country
6) challenge	f) a new or difficult task that tests somebody's ability and skill

**Exercise 3. Read the text below. Then decide whether these statements are true (T) or false (F).**

Statement	T/F
1) A good teacher can explain the material well.	
2) A good teacher knows his subject well.	
3) A good teacher is enthusiastic and a good team player.	
4) Sense of humor is not necessary for a teacher.	

**Text**

**A Good Teacher**

Teaching is a career that provides challenges, excitement, personal reward and a chance to encourage and support others to achieve their goals.

There are many personal qualities and skills that make someone a good teacher. These include:

- being good at explaining things;
- being a people person and enjoy working with a wide range of people;
- enthusiasm;
- having a strong knowledge in particular subject areas;

- being a good time manager;
- ability to work in a team as well as using your own initiative;
- keeping your cool under pressure;
- having patience and a good sense of humour;
- being fair-minded;
- coping well with change; and
- enjoying a challenge.

Good teachers know that by listening to and working with colleagues, parents, other professionals and community members that they can inspire students and improve their learning.

Text taken from <http://education.qld.gov.au/hr/recruitment/teaching/working-teacher.html>

**Exercise 4. Work in pairs. Answer the questions.**

- 1) As a public figure is a teacher expected to behave himself everywhere, not only at school?
- 2) Should a good teacher always give A's to his students?
- 3) Should a good teacher be emotional?
- 4) Should a good teacher be able to develop and accept new ideas and methods of teaching?
- 5) Should a good teacher work with parents?

**Exercise 5. Work in pairs. Discuss the following.**

- 1) What does that mean - to inspire a class?
- 2) Is a good teacher always calm?
- 3) Do good teachers criticize students?
- 4) Should teachers leave their problems outside the classroom?
- 5) Should a teacher share personal information with students?

**Exercise 6. Write a short essay "What does that mean being a good teacher".  
Look at the Useful Vocabulary.**

### **Useful Vocabulary**

inspire a class  
treat all students equally  
have sense of dress code  
make lessons interesting  
love his/her job  
leave problems outside the classroom  
stay a person  
know a lot not only of his/her subject  
make eye contact with the ones he/she is  
teaching  
be flexible

be an entertainer  
be approachable  
have affinity with students  
encourage students  
control students  
correct without offending  
help  
know his/her students' names  
be predictable  
be able to surprise

## Unit 5. Curriculum Vitae

### Exercise 1. Discuss these statements with a partner.

- 1) A CV is used for job application.
- 2) A CV should be short.
- 3) A CV should not contain personal information.

### Exercise 2. Match the words and their meanings.

1) thesis	a) a document to present your skills and qualifications effectively and clearly
2) workshop	b) a long piece of writing completed by a student as part of a university degree, based on their own research
3) driving license	c) use of various kinds of electronic media and ICT in education
4) e-learning	d) a first university degree
5) CV	e) a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience
6) bachelor	f) an official document that shows that permission has been given to drive a car

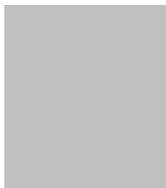
### Exercise 3. Study the information given in the CV. Then decide whether these statements are true (T) or false (F).

Statement	T/F
1) Beth lives in France.	
2) Beth wants to be a European project manager.	
3) Beth is a Doctor of Philosophy.	
4) Beth started her career in the UK.	
5) Beth is a good team player.	

## Curriculum Vitae

### PERSONAL INFORMATION

**Beth Smith**



32 Readingard, Birmingham B26 3QJ United Kingdom

+44 2012345679 +44 7123456789

[hobbies@kotmail.com](mailto:hobbies@kotmail.com)



AOL Instant Messenger (AIM) beth.smith

Sex Female | Date of birth 01 March 1975 | Nationality

JOB APPLIED FOR **European project manager**

### WORK EXPERIENCE

August 2002 – Present **Independent consultant**

British Council  
123, Bd Ney, 75023 Paris (France)

Evaluation of EC youth training support measures for youth national agencies and young people

March 2002 – July 2002 **Internship**

European Commission, Youth Unit, DG Education and Culture  
200, Rue de la Loi, 1049 Brussels (Belgium)

- evaluating youth training programmes for the Council of Europe and European Commission  
- organizing and running a 2 day workshop on non-formal education for Action 5 projects

October 2001 – February 2002

**Business or sector** European institution  
**Researcher / Independent Consultant**

Council of Europe, Budapest (Hungary)

Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

### EDUCATION AND TRAINING

1997 – 2001 **PhD - Thesis Title: 'Young People in the Construction of the Virtual University'**

Brunel University, London United Kingdom

1993 – 1997 **Bachelor of Science in Sociology and Psychology**

Brunel University, London United Kingdom

- sociology of Risk, Sociology of Scientific Knowledge/ Information Society  
- E-learning and Psychology; Research Methods

### PERSONAL SKILLS

Mother tongue(s) English

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
French	C1	C2	B2	C1	C2
German	A2	A2	A2	A2	A2

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2: Proficient user  
[Common European Framework of Reference for Languages](#)

Communication skills

- team work
- mediating skills and intercultural skills

Organisational / managerial skills

- I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002
- during my PhD I organised a seminar series on research methods

Job-related skills

Computer skills

- competent with most Microsoft Office programmes
- experience with HTML

Other skills

Enjoy all sports particularly hockey and running. Love to travel and experience different cultures.

Driving licence

ADDITIONAL INFORMATION

---

Publications 'How to do Observations' Coyote EU/CoE Partnership Publication, (2002).

CV taken from: European Union, 2002-2013 | <http://europass.cedefop.europa.eu>

**Exercise 4. Answer the questions.**

- 1) How old is Beth Smith?
- 2) What position does she apply for?
- 3) What is her work experience?
- 4) What is her education level?
- 5) What is the title of her PhD thesis?
- 6) What is her area of specialization?
- 7) What communication skills does she possess?
- 8) What is her mother tongue?
- 9) What are her foreign language skills? What is her English/French level?
- 10) What are her computer skills?
- 11) What are her other skills?
- 12) Does she have any publications?

**Exercise 5. Complete the letter with the appropriate words and phrases from the CV.**

Date: 17th July 2012

Susan Blake  
Hiring Manager JBS Ltd.  
12 Traders St.  
Birmingham B18 6NF

Dear Ms. Blake

I am writing to apply for position of \_\_\_\_\_  
recently advertised on the jobsearch4u.com website.

My background in \_\_\_\_\_ includes experience of  
\_\_\_\_\_. and \_\_\_\_\_,  
both areas that a candidate must have experience in. In  
addition to this I have extensive knowledge of \_\_\_\_\_  
\_\_\_\_\_, and also considerable  
understanding of \_\_\_\_\_. and \_\_\_\_\_.

As a highly motivated person I view operational problems as  
challenges that will lead to opportunities.

With my present employer I have gained a reputation for  
ensuring that the \_\_\_\_\_ is at the focus of my work, and  
for keeping up to date with innovations in education.

Please do not hesitate to contact me in you require further  
information.

I look forward to hearing from you in respect of an interview.

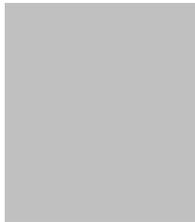
Yours sincerely,  
Beth Smith  
32 Readingard  
Birmingham B26 3QJ  
United Kingdom

**Exercise 6. Fill in the table with information about yourself. Please refer to Supplement 2 for more details.**

Table 4

**Curriculum Vitae**

PERSONAL INFORMATION



Sex | Date of birth | Nationality

JOB APPLIED FOR  
POSITION  
PREFERRED JOB  
STUDIES APPLIED FOR

WORK EXPERIENCE

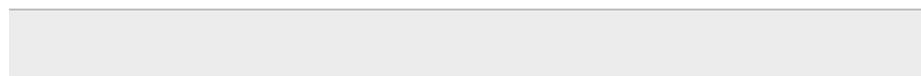
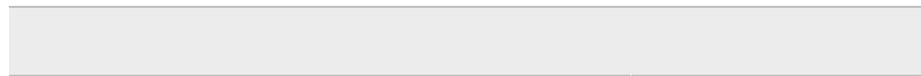
EDUCATION AND TRAINING

PERSONAL SKILLS

Mother tongue(s)

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	



Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user  
Common European Framework of Reference for Languages

Communication skills  
Organisational / managerial skills

CV template taken from: European Union, 2002-2013 | <http://europass.cedefop.europa.eu>

## Unit 6. Job Interview.

### Exercise 1. Discuss these statements with a partner.

- 1) "First impressions count". How do you understand these words?
- 2) Job interview is the chance to know more about the position.
- 3) What challenges may a candidate expect from an interview?

### Exercise 2. Match the words and their meanings.

1) essential	a) a formal arrangement to meet or visit somebody at a particular time
2) public profile	b) words or expressions that are used by a particular profession or group of people, and are difficult for others to understand
3) appointment	c) the general impression that somebody/something gives to the public and the amount of attention they receive
4) jargon	d) the feeling that you can trust, believe in and be sure about the abilities or good qualities of somebody/something
5) covering letter	e) a letter containing extra information that you send with something
6) confidence	f) an event that may or may not happen
7) contingency	g) not formal
8) casual	h) completely necessary; extremely important in a particular situation or for a particular activity
9) panel	i) a group of specialists who give their advice or opinion about something
10) anticipate	j) expect something

**Exercise 3. Study the information given in the CV. Then decide whether these statements are true (T) or false (F).**

Statement	T/F
1) The interview is your chance to present your skills, experience, personal qualities and other strengths.	
2) Do not visit the place of work before the interview to avoid making a wrong first impression.	
3) Think of the possible questions which may be asked to you.	
4) Looking presentable, neat and tidy is useless if you're going for a labouring job.	
5) A contingency plan will help you if something goes wrong.	
6) A candidate could face two or three people at once at an interview.	

### **Text Job Interview**

#### **Preparing for an interview**

Doing some ground work before a job interview is essential to making a good impression on an employer. Researching the company/organisation and the role itself will help you answer the employer's questions, and show you're keen for the job.

The interview is your chance to present your skills, experience, personal qualities and other strengths as they relate to the position you are applying for. It is also an opportunity to get more information about the organisation or position. This will help you decide if it is the right job for you.

#### **Research the organisation**

- What is the public profile of the company? Are you aware of its products and services?
- Use the Internet, business or industry magazines and brochures to find out information.
- Think about your networks: do you know anyone who works/has worked there?

## **Visit the workplace**

It is very useful to visit the place of work before the interview. It is best to do this openly. Call the person who arranged the interview and ask to make an appointment to visit. You might say something like:

*'I have been asked to come in for a job interview at your company. My interview is next Friday. I'm going to be in the area today, and I wondered if I could come in for a few minutes to have a look around, and ask a few questions to help me prepare.'*

Even if a visit is refused, it shows you are keen and enthusiastic. Have some questions prepared, present yourself well, and do not outstay your welcome.

A visit gives you some useful information for the interview including:

- the size of the organisation
- what products/ services are offered by the organisation
- what the key markets are
- the dress code
- work place language / jargon
- location for the interview.

## **Anticipate the employer's questions**

- Review your CV, covering letter and any application forms you have completed.
- Working from a job description, think of questions the employer may ask.
- Prepare answers to possible questions. Even if these questions are not asked it makes you think carefully about what you are offering.

## **Have your questions and evidence ready**

Make sure you have questions ready to ask. Your research into the organisation can help, and may give you further questions about the job.

You may like to take physical evidence of your achievements to interviews, such as examples of written work, qualifications or written references. Employers may also ask to see certain documents.

## **Get your interview outfit ready**

First impressions count. You don't have to wear new or expensive clothes, but make sure you have something smart and simple that enables you to look neat and tidy. Employers will notice whether you've tried to look presentable, even if you're going for a labouring job.

Smartness shows you have taken time to look nice, and that may give you the edge over another candidate. Looking good will make you feel good and that will boost your confidence.

### **Know where the interview is**

Work out how you will get to the interview site and how long your journey will take. Have a contingency plan if something goes wrong, for example, if your children get sick on the day of the interview.

### **Be mentally prepared for all eventualities**

- You may be asked to take a test before the interview. It might be an aptitude test, or a test relevant to the type of job you have applied for.
- Before the interview itself, you may be required to give a presentation on a topic relevant to the organisation. Check that you will have access to any equipment you may need – overhead projector etc.
- You may be presented with a particular situation and asked how you would deal with it.
- You may have to take part in group activities with other candidates – e.g. to test your abilities in teamwork or leadership.
- Interviews can vary tremendously. Some may be casual – a chat in a crowded shop. Others may be formal. You could face a panel of interviewers, which may be two or three people – or eight or nine! You could even go through a series of interviews with different people, all on the same day. Some people may be put off by meeting a situation that they had not anticipated. It's best to expect that anything could happen!

Text taken from: <http://www.careers.govt.nz/how-to-get-a-job/interviews/preparing-for-an-interview/>

### **Exercise 5. Work in pairs. Discuss the following.**

- 1) What information about the company a candidate should study before the interview?
- 2) Which way a visit to a company before the interview may help a candidate?
- 3) Is the candidate allowed to ask questions at the interview?
- 4) What types of activities an interview may include? How to deal with them?
- 5) What are the general rules for candidates?
- 6) What an employer/HR manager should pay attention during the interview?

**Exercise 6. Match the common interview question on the left with the suitable response from the list on the right.**

1) Why did you choose this company?	a) People say I'm sociable, organised, and decisive.
2) What are your strengths/weaknesses?	b) My aim is to have a position in the Management Team.
3) How would your friends describe you?	c) I have excellent time management, but I can be impatient for results.
4) What is your greatest achievement?	d) Because I think I will find the work environment both challenging and rewarding.
5) How well do you work in a team?	e) I always support my colleagues and believe we should work towards a common goal.
6) Where will you be in 5 years?	f) Leading the University football team to the national Championships.

Exercise taken from:

<http://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/unit4interview/page3.shtml>

**Exercise 7. Write a short essay "Job interview" including advice for young teachers how to get a job. Pay attention to the Useful Vocabulary.**

**Useful Vocabulary**

work experience

education

personal details

researched

impressive

eye contact

former employers' references

to be sociable

colleagues

interpersonal skills

reliable

interests

skills

publications

thesis

demonstrate

achievements

common goal

my aim

objectives

to stand out from the crowd

clarity

to be keen to do something

fidget

nerve-wracking

relevant

## Unit 7. Presenting a University

### Exercise 1. Discuss these statements with a partner.

- 1) Which way a university may contribute to the development of the region?
- 2) Why did you decide to enter a university?
- 3) "University" and "professional development" - are these words synonyms?

### Exercise 2. Match the words and their meanings.

1) research	a) the history, traditions and qualities
2) background	b) the practice of managing the way goods are produced or services are provided to make sure they are kept at a high standard
3) campus	c) all the workers employed in an organization considered as a group
4) prosperity	d) the buildings of a university or college and the land around them
5) quality assurance	e) a careful study of a subject, especially in order to discover new facts or information about it
6) heritage	f) the details of a person's family, education, experience, etc
7) staff	g) the state of being successful
8) vocational	h) connected with the skills, knowledge, etc. that you need to have in order to do a particular job

### Exercise 3. Study the information given in the text below. Then decide whether these statements are true (T) or false (F).

Statement	T/F
1) CDU was established in 1949.	
2) CDU specializes in veterinary medicine (VET).	

Statement	T/F
3) CDU is committed to the prosperity of the region.	
4) CDU funds aboriginal health national projects.	
5) CDU offeres ints cervices to Australian citizens and foreign students.	
6) CDU students are forbidden to work.	

## Text

### Charles Darwin University

**History.** Charles Darwin University, with a heritage dating back to 1949, has developed into a modern, multi-campus, multi-sector tertiary institution with over 23,000 students and a long history of delivering value through education, research and engagement to the Northern Territory. CDU is a dual-sector university, which means we offer a full spectrum of education and training opportunities in Higher Education (HE) and Vocational Education and Training (VET).

CDU consists of 4 faculties. These are Faculty of Engineering, Health, Science and the Environment; Faculty of Law, Education, Business and Arts, Faculty of Vocational Education and Training and Australian Centre for Indigenous Knowlwgws and Education.

**Mission:** Enriched by the social, cultural and natural endowments of the Northern Territory, and committed to the advancement and prosperity of our region Charles Darwin University enables staff and prepares students to be creative and effective contributors in a complex changing world.

**Quality learning and teaching.** CDU is a nationally recognised university. The Office of Learning, Teaching and Community Engagement supports the University in providing a properly coordinated institution-level approach to:

- academic quality assurance and planning
- professional development in teaching and learning
- professional production of learning materials and adoption of learning technologies.

To create quality learning and teaching, CDU ensures there is more personalised attention given to students with its ability to offer smaller-class sizes and a low student-to-teacher ratio – about one teacher to every 15-20 students.

CDU is one of seven members of Australia's Innovative Research Universities network, which involves members directing knowledge, capabilities and resources to enhance the outcomes of higher education.

**Research.** The research excellence at CDU is recognised in a new international ranking of universities.

CDU is a partner in many nationally funded co-operative research centres (CRC's). We are a partner in:

- aboriginal health
- desert knowledge
- national plant biosecurity
- sustainable tourism.

**Student's life.** When studying at CDU students enjoy living in a tropical location, while making life-long friends with other students from a variety of multi-cultural backgrounds.

Other benefits include:

- it's easy to get around the Territory, so one can say goodbye to traffic jams and long travel times
- it rarely takes more than 20 minutes to travel from home to CDU or to work
- local businesses regularly recruit CDU students for part-time or casual work.

CDU provides a range of facilities for its students, which add to its exciting on-campus atmosphere.

Text taken from: <http://www.cdu.edu.au/about>

#### **Exercise 4. Answer the questions.**

- 1) Is CDU a dual-sector university? How do you understand that?
- 2) What faculties are there at CDU?
- 3) How many students study at CDU?
- 4) What is the Mission of the university? How do you understand it?
- 5) How many teaching staff members does CDU employ?
- 6) Is CDU involved in scientific research?
- 7) In what climate zone is CDU located?
- 8) What advantages does CDU offer to its students?

**Exercise 5. Work in pairs. Study the information about the Siberian Federal University presented on the university web-site.**

**Exercise 6. Make a presentation of the Siberian Federal University (8-10 slides). Look at the Useful Vocabulary.**

### **Useful Vocabulary**

the university was founded  
the university consists of ... institutes  
one of the most actively developing  
universities  
offers higher education in ... professional  
fields.  
bachelor's and master's degrees in ...  
offers ... doctoral programmes  
integrate university research into  
economic development

publish research papers  
academic and research subdivisions  
advanced research and intensive  
education  
to be dedicated to establish...  
  
economic benefits  
socio-economic potential of the region  
prepare a flexible workforce

## Unit 8. ePortfolio in Education

### Exercise 1. Discuss these statements with a partner.

- 1) Do you know what ePortfolio is?
- 2) Do you use ePortfolio? If “Yes”, then for what purposes?
- 3) Do you think ePortfolio is a prospective technology for education, professional development, employment and life-long learning?

### Exercise 2. Match the words and their meanings.

1) artefact	a) something that you need or want
2) evidence	b) careful thought about something, sometimes over a long period of time
3) user-centred	c) concentrated on the needs of customers
4) range	d) the facts, signs or objects that make you believe that something is true
5) requirements	e) variety of things of a particular type
6) reflection	f) to tell other people about your ideas, experiences and feelings
7) share	g) an object that is made by a person, especially something of historical or cultural interest

### Exercise 3. Study the information given in the text below. Then decide whether these statements are true (T) or false (F).

Statement	T/F
1. There are many types of ePortfolio.	
2. Artefacts are scanned copies of documents.	
3. Reflective activity is part of an ePortfolio.	
4. ePortfolio is not accessible by teachers, colleagues, peers, etc.	
5. ePortfolio introduces personalized approach toward learning.	

## Text

### What is an ePortfolio

An electronic portfolio or ePortfolio is a generic term encompassing as wide a range of types and products as there are reasons for using them. The simplest starting point is to consider an ePortfolio as an extension of the paper based-portfolio, bringing with it the obvious benefit of making a portfolio of evidence portable and shareable anywhere that you have Internet access.

In fact, an ePortfolio has a much broader scope as an online collection of reflections and digital *Artefacts* (such as documents, images, blogs, resumés, multimedia, hyperlinks and contact information). Learners and staff can use an ePortfolio to demonstrate their learning, skills and development and record their achievements over time to a selected audience.

"ePortfolios ... are personal online spaces for students to access services and store work. They will become ever more useful as learners grow up and start moving between different types of learning and different institutions" Secretary of State for Education and Skills, UK, January 2006.

They have the potential to provide a central, linking role between the more rigid, institution-led learning management system and the learners' social online spaces.

There are sound applications for the learner, the teacher, the institution – and sometimes combinations of the three. A teacher and learner for example can be one and the same person, with differing requirements from the same ePortfolio. It can be used to create collections of artefacts to share with fellow students, peers, family and friends, to present to potential employers and to complement applications for research funding. In short, it is an online space from which to manage your life, learning and goals.

An ePortfolio is an ideal tool for meeting the needs of established and emerging pedagogy and approaches to learning.

Reflective learning is "...a form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to gain a better understanding of relatively complicated or unstructured ideas" HE Academy Guides for busy academics, no 4, Moon 2005.

An ePortfolio allows ... building in reflective activities for learners and staff, through blog functions and the creation of 'Critical incident diaries' in which users reflect on

their learning and experiences over a given period or activity. For example, this could be reflections on how a student dealt with a problem, or processed some new information on a given topic. This can become a two way process with a tutor or peer providing feedback via the same diary.

It works as a user-centred, personalised learning space allowing the user to shape the way they present themselves to the world. Content and layout can be personalised to create multiple Views which meet the specific, differing or changing requirements of the user. This ties in with one of the key tenets of personalised learning, that students become key partners in the design of learning to suit their needs.

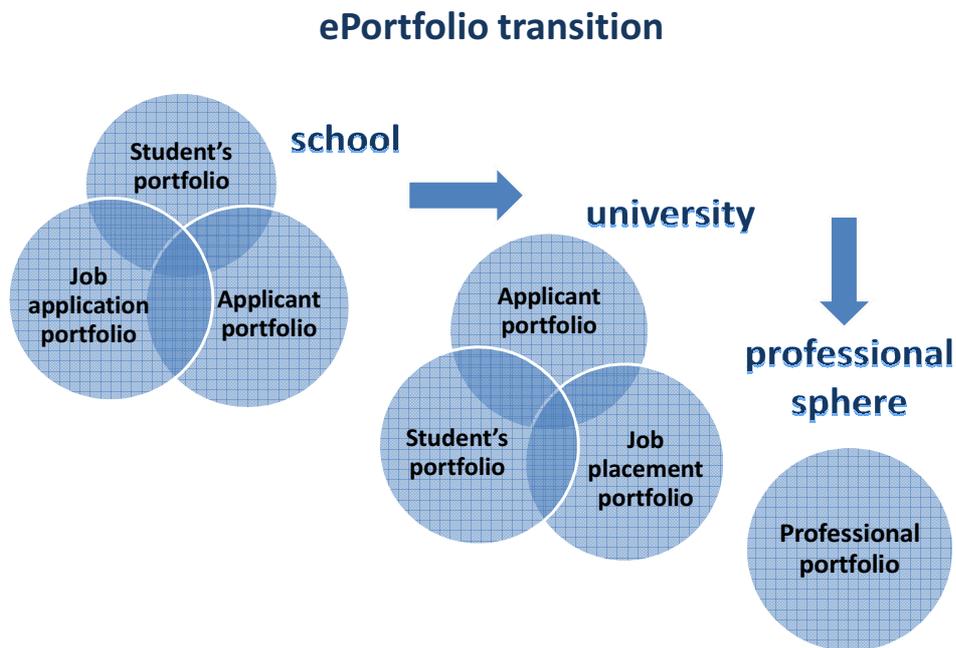
"Personalising learning involves thinking about knowledge as an active process. Students get to be informed, active participants in their own learning, they contribute to decisions about what learning can work best for them, and they have a much better understanding of how they are progressing." Minister of Education, NZ, 2007

Text taken from: <https://mahara.org/about/eportfolios>

### **Exercise 3. Answer the questions.**

- 1) What is an ePortfolio?
- 2) What are the formats of presenting information used in ePortfolio?
- 3) What materials can be stored in ePortfolio?
- 4) For what purposes do people use portfolios?
- 5) What does the term "reflective learning" mean?

**Exercise 4. Study the picture below. Give your understanding of it.**



**Pic. 2.**

**Exercise 5. Study the additional information on ePortfolio. Make a presentation on ePortfolio in education (8-10 slides). Include definition of an ePortfolio, different types of ePortfolios, goals and purposes of creating an ePortfolio. Give examples. Pay attention to the Useful Vocabulary.**

### **Useful Vocabulary**

educational  
assessment  
career  
applicant  
sections  
store  
update

secondary school  
higher education  
job application  
employment  
life-long

## **Texts for Reading**

### **Text 1**

#### **Etiquette in Meeting People**

By Kristin Swain

##### **General Etiquette**

The general etiquette rules for meeting new people are fairly commonsense responses to being in either a social or business situation. Always act in a polite and professional manner when meeting new people. Use basic manners and be polite. Say things like "thank you," "excuse me" and "nice to meet you." Do not check the time or your messages on your cell phone. Make sure to provide proper introductions for people in the group who do not know each other, and refer to everyone by his proper name or formal title.

##### **In a Social Setting**

In addition to the above etiquette tips, there are also a few things particular to meeting someone in a social setting. Make sure that you use the appropriate greeting for time of day such as "good morning." If hosting, make sure that your guests are personally welcomed by you. Make eye contact when being introduced to someone for the first time and repeat the person's name at least once during the conversation. Men should be presented to women and should be standing during the greeting, whereas women may remain seated.

##### **In a Business Setting**

When meeting people in a business setting, sometimes more formal etiquette is required. Do not keep people waiting. The handshake is universal, so make sure that you shake hands. A proper handshake is done with the right hand and should be firm but not painful. Shake no more than twice before releasing the other person's hand. Retain eye contact. If your guest is from another country, do not attempt to use the person's native greeting. Many international greetings require intricacies that take a long time to learn, so trying to use a native greeting and failing could be seen as more of an insult than an act of respect.

Text taken from: [http://www.ehow.com/way\\_5271094\\_etiquette-meeting-people.html](http://www.ehow.com/way_5271094_etiquette-meeting-people.html)

## Text 2

### My Story

Hi, my name is Vicki Davis author behind the Cool Cat Teacher blog. The purpose of this blog is to inspire, encourage, and inform the teachers, parents, and professionals working to educate this wonderful generation of students. I am a **full time teacher** and mother of three living in Camilla, Georgia.

Back in 2005, I was at an educational technology conference and heard about blogging. I jumped in because I knew it was important and that my students and children needed to understand one of the biggest fundamental shifts in society that the world has ever known.

You see, I already understood the social power of the web. In 2000 on February 14, my tiny hometown was torn to shreds by two terrible tornadoes. My husband and I led the recovery efforts. I built a website and a database that mobilized volunteers in ways that hadn't been seen before and resulted in Kip and I receiving an award from the National Voluntary Organizations Active in Disaster, a district Rotary club award and to be inducted in the Leadership Georgia Class of 2001.

#### *So, back to 2005...*

Back home, I knew that the social power of the web had just been made easy and brainstormed with my students and family about what to call this blog. We're the Westwood Wildcats, so some students told me... "You're pretty cool and we're the Wildcats, so why don't you be the Cool Cat Teacher, Mrs. Vicki." The name stuck and I've been blogging and connecting my students to the world ever since.

I am a country girl with a background in business so I didn't get into teaching through the traditional route. Graduating first in my management class from Georgia Tech, I moved up through the corporate ladder as a market analyst and then a General Manager of a cellphone company. I was a stay at home Mom for a while and then an entrepreneur who developed websites and technology integration courses for businesses and school systems in the 1990's. When my children's school called and asked me to come teach, I couldn't resist. I threw myself into taking every local educational PD course I could get into hundreds of hours of learning about teaching best practices. That was in 2002.

After I started blogging a chance meeting of Julie Lindsay (now in Beijing, China) at the K12 Online conference led to our co-creating of many award winning global corporative educational projects that have connected hundreds of teachers and thousands of students worldwide.

The Flat Classroom™ project, the NetGenEd™ Project (with Don Tapscott), and Digiteen™ are my life and have led to a book *Flattening Classrooms, Engaging Minds: Move to Global Collaboration One Step at a Time* that I co-authored with Julie.

The next step was to transform professional development. Julie and I created the nonprofit that runs the Flat Classroom Conference where students and educators get together in a flattened environment. We know how a Flat Classroom Certified Teacher course where we train teachers to create their own high-quality global educational projects.

Our first conference in Doha, Qatar birthed the Eracism Project™ a global debate project linking middle school students. We've since traveled to Mumbai, India, and Beijing China and will be back in Mumbai in February 2012 again.

I must say that speaking for companies like Google, Discovery and the state and international educational technology conferences has been a joy and the response has been great.

I'm a Discovery STAR Educator, Google Certified Teacher, served as a judge for the US competition for Microsoft Innovative Educators forum and a blogger for Lifetime Channel's morning show, *the Balancing Act*.

Yes, the awards have been nice, and the film crews from Edutopia, Pearson, and Laureate were exciting for my students .

I think it is cool that a full time classroom teacher like me can stay in the classroom and continue to promote positive change.

Thank you for stopping by and for reading all the way through my story,  
Vicki

Text taken from: <http://coolcatteacher.blogspot.ru/p/about-me.html>

### **Text 3**

#### **Top Reason I Love Being A Teacher And Teaching**

I became a teacher to help children learn. I had two wonderful teachers that inspired me to choose their profession.

The first was Mrs. Sealy, from Luther Burbank school in Artesia, California. She was my first teacher. She ingrained in me a lifelong love of teaching and learning. I was a very shy young girl. My family moved a lot...my older sister had attended eleven

schools by second grade. I would attend more than thirty in my school career. Mrs. Sealy understood that I was shy - and encouraged me to do my best while not requiring I read aloud in class or stand in front of the class to give a report. She also had me work with children who needed more help than I did, therefore allowing me to make friends I would not have made otherwise.

The second teacher was Mr. Wasinger, from Nelson/Hemphill Elementary in Haysville. Kansas. He co-taught a huge fifth grade class. He worked with Mrs. Kennedy, who was actually my assigned teacher. Mr. Wasinger instilled in me a greater love of reading and writing. He read to us daily and at least once or twice a week, we wrote. We wrote poems, stories, essays, and many other things. The story I most remember him reading to us was "Where The Red Fern Grows," by Wilson Rawls. I read that story to my students every year that I teach fifth-graders.

Both teachers taught me that to be a great teacher you have to love children and love helping them learn. And have fun while doing it. They showed me that building relationships with students was the single most important thing you could do to help a child learn.

I did not get into teaching for the money. I have a master's degree in Special Education. Most professionals that I know with master's degrees make two or three times more money than I do. My district - and my state - has had some major budget issues in the last three years. Almost everything related to education budgets have been cut. That means that we are not getting items that we need to best teach our students. That also meant that teachers have not received a pay raise in three years - and it doesn't look good for the near future, either.

I did not get into teaching for summer's off. In fifteen years, I have not had a summer off. I have taken extra classes to renew my teaching certificate - at my own expense. I have taught summer school classes. I have taught at a special education program. This past summer I started a free tutoring service for children who needed extra help but whose parents could not afford the national tutoring services - because summer school for regular education students was also cut.

I did not get into teaching for the prestige. Although teaching is a prestigious profession, not all parents that you deal with feel the same way. They believe that you are at school for the sole purpose of teaching their one precious child to the exclusion of all other children. If you decide that the rest of the class needs to be taught, these particular parents go to the school board and complain that you are not doing your job right.

I did not get into teaching for the health/dental/etc. insurance. In my district, we have to pay a healthy price for our insurance. It's not the worst insurance in the world...and it's not the best. We have higher co-pays than in the past. Insurance is a decent perk...but it's not the reason I teach.

I get lots of great perks in my job - none of which came from union/school board decisions. The perks I get can't be negotiated for. You have to earn them. You earn them by building relationships with wonderful young children. You earn them by making learning a positive experience. You earn them by providing positive discipline for your students.

My perks are sticky hugs, handmade construction paper cards, stuffed animals brought from home and unconditional love. My perks are the "light bulb" moments when a child finally "gets it" and high fives from students on their way home. My perks are former students coming back...some with their own children...and telling me that I was their "favorite" teacher.

These perks are the reasons I teach. My "top" list of reasons I teach has only one item - I teach for the children.

Text taken from: <http://justateacher.hubpages.com/hub/Top-Reason-For-Teachingand-The-Struggles-That-Go-Along>

#### **Text4**

### **Teaching Has Changed – Be Part of It**

*There's a new generation of top-class teachers who are giving a boost to vital EBacc subjects*

Thursday 29 November 2012

More than seven out of 10 new trainee teachers now have a high quality degree, according to latest figures from the Teaching Agency. This is a record rise of six percentage points compared to last year.

“We want high calibre teachers in the classroom,” says Rachel Houchen, a French and German teacher with a 2:1 from Oxford University. She’s in good company: 71 per cent of 2012/13 trainee teachers hold a 2:1 degree or higher. “Teaching is a high-status profession, which is attractive to top graduates,” she says.

The quality of trainee teachers has improved in all the key English Baccalaureate subjects - including maths, physics, chemistry and modern foreign languages, which traditionally have been hard to recruit to. Overall 66 per cent of those entering teacher

training in these shortage subjects now have a 2:1 or higher degree classification – up from 55 per cent last year. In fact, 2012/13 has seen the most physics graduates start their teacher training since 1979.

“Times are changing and standards are rising,” says Houchen. She feels well respected and valued.

Within five years of qualifying as a teacher, she had progressed to head of department at Conyers School in Stockton-on-Tees – the school she attended herself. “I’m happy with my salary and my lifestyle balance.

I’m doing the job I want, in the region I want to be in. This is the school that set me up for life. I want to give the children I teach the same opportunities I’ve had.”

Matt Fox is another highly qualified teacher. After gaining his science degree, Fox completed a PhD at Southampton University. “During that time I did some teaching and lecturing,” he explains. “I loved it.

I still do.” Fox teaches science at Ashton on Mersey School in Greater Manchester. “I’m also director of transition, in charge of the students’ move from primary to secondary school, and head of year seven.”

Tax-free bursaries of up to £20,000 are on offer for the brightest graduates.

Associations, including the Institute of Physics, the Royal Society of Chemistry and BCS, the Chartered Institute for IT, are also offering prestigious scholarships. “It’s about getting passionate practitioners in the classroom with good subject knowledge,” says Houchen.

There have been developments in training too. School Direct, the new school-based route, allows schools to recruit to planned vacancies.

From this year, candidates must also pass their professional skills tests before training starts.

If you’ve got a degree you are proud of, why not use your subject expertise in teaching? Register with the Teaching Agency, search “get into teaching”, or call 0800 389 2500 to find out how.

Search ‘get into teaching’ or call 0800 389 2500

Text taken from: <http://www.independent.co.uk/student/learntoteach/teaching-has-changed--be-part-of-it-8367705.html>

## Text 5

### Good Teacher, Bad Teacher

I am sure that each of us has a memorable teacher. Some we remember because they were the best, and others because they were the worst. I remember them myself. I can still feel the tears welling in my eyes when I think of the science teacher who, having read my attendance record, asked "So will you be attending classes this year, or just showing up twice a week whether you feel like it or not?" The whole class laughed as I took my seat. I left school that year. I quit because what had been a new start had come to an abrupt halt in her classroom.

I also remember my best teacher, the year before. I was in contact with her when I finished writing my first fictional story. I wanted her to read it, to edit me, to tell me if I was any good. We talked on the phone and she told me that I didn't need her to tell me I was good. She said "Do you remember the essay I asked if I could keep?" and I said "Yes" it had been my best work ever, I still don't own a copy. "I take it out every year and read it to my class. It always brings them to tears. I tell them that it is the best work ever produced in my classroom and that I won't accept anything less from any of my students than their best."

I remember her because she brought out the best in me. I am a writer because of her class. She taught us to write that year. It was an ongoing year long project. At the end of the year we had to produce a one side of one page essay about a single event that shaped our lives. At the time that event was the death of my father, but now, I think that it was her class. I had produced an essay that she shared with the faculty first. That essay was our final, and when that was done we had two weeks to just read or write, whatever we wanted. All that was required was to read it aloud in front of the class. I couldn't do it. I didn't go back to school for days, dreading getting up in front of the class. I'd gotten up at the beginning of the year and been ridiculed for what I read, which was my favorite poem. Her class was the only reason I went to school at all. I got kicked out of school for not going, being so afraid to read aloud that it made me physically ill.

### Make a Difference

Now, I would love to be able to teach. I can speak in front of others now, as I worked in a Bingo Hall for twenty years. But there's this problem, this panic that fills me when I try to speak "unscripted" it's like stage fright. I begin to shake all over and I can feel my face turning red.

If I could teach, I would teach children to keep thinking for themselves and to always question everything!

This world is full of people who are being led around by the invisible ring in their noses! People who buy clothes based on the label, who go to college to become something they can't even pronounce, because that's the "next big thing".

For instance, I went to apply to a college, I want to be a massage therapist because I know I'm good at it. I just need the license. You have to go to school for the license... They tried to talk me into something "more" because of my score on their exam. I want to do something I'm good at, something I enjoy that can benefit others, not something that might pay more!

The world is a crazy place filled with potential. You can be anything! There are people who would make great teachers that are not going into the profession because the money isn't as good as something else that they qualify for.

Being a teacher, and living in this world is not about the money, it's about leaving the world better than when you came in, it's about making a difference.

Make a difference. Think of what an influence someone has had on you, a teacher, a mentor, a friend. Write about the person who had an impact on your life. If you had a truly great teacher, tell the story! Ask at your local school if the teachers need help, an assistant to grade papers or help out with the kids. Inspire your kids to become teachers. Try volunteering at the school, it is a rewarding experience you will never forget.

Without good teachers there is no future. Please don't put them down, raise them up. They have a job that many of us could never do on our best day, and they do it every day, whether they feel like it or not, even on their worst day.

But seriously, even now, in this current economy, with cut backs and pay cuts, teachers give so much more than we deserve. Give them respect, and if anyone says they want to be a teacher, encourage them rather than discourage them. We would be nowhere without our teachers. The future is, almost literally, in their hands.

Text taken from: <http://faybebay.hubpages.com/hub/Teachers-The-Influence-of-Teachers-Teachers-who-Change-Lives>

## **Text 6**

### **CV**

#### **Charles Peterson**

##### **Contact Details**

12 Murphy Street

Mt Cook

Wellington

Tel: 020 000 000

Email: Charles.Peterson@email.com

##### **Personal Statement**

I am a young professional looking to develop my sales and management talents alongside an internationally recognised telecommunications firm. My long-term career goal is to become a telecommunications area manager.

##### **Work History**

June 2009 – January 2011

Mt Cook Office Manager, Comtele, Wellington.

- Staff rostering and organisation.
- In-store sales and services.
- Team management.

March 2008 – May 2009

Sales Representative, Comtele, Wellington.

- Sales and service.
- Business and residential sales.

February 2007 – February 2008

Sales Representative, FonesRus Mobile, Wellington.

- Account management.
- Sales and service.
- Second best sales in Wellington region.
- Managing Mt Cook office.

June 2005 – December 2006

Delicatessen Manager, Supermarket Metro, Wellington.

- Responsible for ordering stock, staff rostering/timetables, customer service and complaint liaising and cashing up.

### **Qualifications**

- Bachelor of Commerce, Victoria University of Wellington, 2007.

(Academic transcript available on request)

- NCEA level 3, 2004
- NCEA level 2, 2003

### **Interests**

In my spare time I enjoy mountain biking, reading, and playing piano.

### **Referees**

Jan Clairemont – Comtele Area Manager, Wellington

Tel: Mobile – 020 626 341

Rick Wylde – Owner, FonesRus Mobile, Wellington

Tel: Home – 04 555 3586, Mobile – 020 852 369

CV taken from: <http://www.careers.govt.nz/how-to-get-a-job/cvs-and-cover-letters/templates/>

**Text 7**  
**Cover Letter**

Dear Mr Saleh,

I am writing to apply for the position of Editorial Assistant which was advertised in the latest edition of Gulf News.

I am currently employed by a Market Research company as a research assistant, but am keen to pursue a career in publishing, because I enjoy reading and write my own poetry.

As you will notice on the attached CV, I graduated in European Literature. At University I gained considerable working experience on the student magazine, so I am familiar with editing techniques. I work well under pressure and enjoy working in a team. In addition, I speak English fluently.

I would be available for interview from next week. Meanwhile, please do not to contact me if you require further information.

I look forward to hearing from you.

Yours sincerely,

Margaret Roan

CV taken from:

<http://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/unit3coverletter/page2.shtm>

1

## Text 8

### How to Write a Resume

A resume - sometimes called a 'Curriculum Vitae' or 'CV' - is a summary of your skills, education and work experience. A good resume demonstrates how your skills and abilities match up with the requirements of a job.

#### **How long should a resume be?**

Resumes give you the opportunity to sell yourself to a potential employer. A resume is not an exhaustive list - if it's too long it probably won't get read at all. The best resumes are usually no longer than one or two pages.

#### **Do I need to change my resume every time?**

You should change your resume with every job application so that it lists the skills and experiences you have that are most relevant to the job you're applying for. A tailored resume will be much more successful than a generic one, even though it means more preparation.

#### **What if I don't have much experience?**

While things like your academic record and work experience are typical ways to show how suited you are to a particular job, these are not the only things you should include. There are other ways to demonstrate that you are the right person for the job, including your:

- Personal traits - you're an honest worker, you enjoy being part of a big team
- Strengths - things you're good at or enjoy
- Experiences - volunteering or extracurricular activities
- Key responsibilities and achievements - any awards or recognition that you've received

#### **How do I organise my resume's information?**

The structure of your resume will vary depending on your work experience and education and training background.

A resume usually sets out information in a reverse order. Your most recent work experience and study details should be first on the list.

#### **What do I include on my resume?**

Here's a brief rundown on the essential things to include on your resume.

## **Personal details**

Full name and contact details including address, telephone number(s) and email address.

## **Education and training**

A summary of your education and training history, starting with your most recent studies, making sure you include all training that's relevant to the job you're applying for.

## **Employment history**

Start with your most recent work history and work backwards chronologically, listing the name of the employer, your job title, the dates you worked there, and your responsibilities, tasks and achievements. Make sure you include everything that's relevant to the job.

## **Skills and abilities**

A list of the things you're good at. These can be general skills or skills specific to a particular job. List them under broad headings such as "Communication" and "Teamwork".

## **Career objective** (*optional*)

Tell the employer what type of job you want end up with; this shows that you've given thought to your future career.

## **Interests** (*optional*)

A list of your hobbies and interests; this gives employers more information about you and also shows other areas of your life where you've gained experiences such as teamwork and commitment.

## **Referees**

List people who can talk about how good a worker you are. Make sure you get their permission before including them on your resume. List their name, company name occupation, and contact details.

## **Resume checklist**

After you've written your resume, and before sending it, go through this checklist:

- **Proofreading** - Make sure there aren't any spelling mistakes, typos or grammatical errors.

- **Tailoring** - Make sure everything you mention shows how well-suited you are for the job you're applying for.
- **Presentation** - Make sure the resume is well laid out, easy to read and printed on clean, white paper in a standard font (like Times New Roman, Arial or Verdana) and at a standard size (10 or 12 point).
- **Detail** - Make sure you've provided specific examples of your achievements and how you've used the skills you have.

Text taken from:

<http://www.youthcentral.vic.gov.au/Jobs+&+Careers/Applying+for+jobs/How+to+write+a+resume/#.UTWGLVfwCiq>

## Text 9

### Interview

#### Questions you can ask at an interview

You will usually get the opportunity to ask questions at an interview. Though you may think of questions during the interview, it pays to have some prepared in case you need them.

Make sure you know why you are asking a question. If you ask an idle question, and the interviewer asks why you want to know the answer, you will have to justify yourself.

Ask genuine questions about information that is not readily available. For example, don't ask about things that are on the organisation's website or in its promotional brochures. If you do, you'll show the employer that you haven't done your research.

Remember, some of the questions you have prepared may be answered during the interview. You'll need to keep track of these, as you don't want to ask them again.

#### Examples of questions that you could ask

*What type of work will you be doing?*

- What are the duties and responsibilities of this position?
- What would a day in the life of a \_\_\_\_\_ with your firm typically involve?
- What will be biggest challenge I will have in this job?

*What training and progression opportunities are there?*

- What kind of induction or training programme will I complete when I begin the job?
- Will the organisation support ongoing study?
- Will there be opportunities for increased responsibility and broader experience?
- Is there a periodic employee appraisal or performance review? How is this organised?

*What are the people like?*

- How much contact will I have with management?
- Who will I report to in this position?
- How big is the team I will work with?

*What's the organisation like?*

- I find it interesting that you are expanding into \_\_\_\_\_. Could you tell me more about that?
- How does your organisation show that it values its employees?

Text taken from: <http://www.careers.govt.nz/how-to-get-a-job/interviews/questions-you-can-ask-at-an-interview/>

## **Text 10**

### **In a Job Interview**

A reader writes:

*The interview question that stresses me out the most (besides the what are your weaknesses question) is the tell me about yourself question...or statement...or request, whichever it is. What do employers really want to hear? I'm assuming that this isn't the time to regale colorful stories of my childhood in the deep south, but what should I be talking about?*

“Tell me about yourself” in a job interview really means “give me an overview of who you are, professionally speaking.” There’s a reason this is asked at the very beginning of an interview — it says “give me the broad background before we dive in to specifics.”

You want to be ready with about a one-minute answer that summarizes where you're at in your career (generally with an emphasis on your most recent job), what you do, and what the strengths of your approach are.

For instance: "I got into technical writing because I found that I have an unusual mixture of technical aptitude with writing skills. I'd worked as a software engineer for the first few years of my career, but when I saw how rare it was to find people with that kind of technical background who could also write, I started moving into technical writing. I've found that I love translating complicated technical information into words that a non-technical person can easily understand, and the fact that I come from a software background means that I can communicate well both with the tech team and my intended audience. My last boss told me that I was the only employee she'd ever had who mixed those two skills to the extent that I do! Being able to bridge those two worlds so comfortably is the reason I was especially interested in the position here."

For someone who's more entry-level and doesn't really have a career to describe yet, the answer would be more forward-looking. For instance: "I've always been a news junkie and I spent my last two years in school preparing myself to work in communications when I graduated. I sought out internships and extracurricular opportunities that would expose me to media relations work, and I'm excited to continue on that path. I've been told that I'm particularly good at coming up with creative story pitches, and I love pitching, but I really want to learn every aspect of this business from the ground up. I'd like to work in-house rather than in an agency, and I'm especially interested in advocacy work, so I'm particularly excited about this opportunity."

As you see in these two examples, you want to keep this focused on your professional persona. Don't bring kids into it, or your spouse, or where you grew up. That's not to say you can't say anything personal, but make sure there's a relevant reason for raising it. For instance, you could add something like, "And I grew up in this area and still have family here, so I'm really excited about the prospect of moving back." (Hence signaling to the interviewer that you're not going to be flighty about relocation.)

Whatever your answer is, practice it out loud over and over so it flows right out of your mouth in the interview. Don't try to wing it!

Text taken from: <http://www.askamanager.org/2010/08/how-do-you-answer-tell-me-about.html>

## **Text 11.**

### **Presenting a University**

#### **Open Learning Australia**

Established in 1993 as Open Learning Australia, OUA has remained at the forefront of higher education throughout its history, identifying, developing and delivering new and innovative learning opportunities to students from all walks of life.

#### **Company History**

Open Universities Australia is no stranger to the idea of leveraging technology to deliver education and training in unusual ways. In fact, OUA was using a web-style educational model before the advent of the web.

Open Universities Australia was originally established in 1993 as Open Learning Australia to provide distance education using printed courseware and non commercial television. OUA and its university providers continue to enjoy the benefits that come from this pioneering open learning legacy.

#### **A history of educational innovation**

Open Universities Australia was formed as the Open Learning Agency of Australia Pty Ltd (OLAA or OLA) in late 1993 as a private company. Originally owned by Monash University, OLA was charged with the goal of identifying, developing and delivering new and innovative learning and tertiary educational opportunities to all Australians.

To ensure equal access for students across Australia's broadly distributed population centres and regional areas, OLA, Monash University and eight other universities joined forces with the Australian Broadcasting Commission.

Federal Government funding provided the initial financial boost to OLA, and allowed it to develop the innovative culture which remains integral to the culture of today's Open Universities Australia. Together with its foundation universities - Monash University, The Australian National University, Curtin University of Technology, Griffith University, Macquarie University, the University of Queensland, RMIT University and the University of South Australia, OLA took advantage of the growing popularity and availability of broadcast media to pioneer distance and remote education using radio and the relatively new media format of television.

In 2003 the OLA Board reviewed the strategic directions laid down in 1999 and set ambitious targets for continuing growth of the existing operations and the diversification of OLA into other education and training markets.

In 2004, OLA changed its name to Open Universities Australia (OUA) in order to keep up to speed with the changing demands and expectation of its online students.

The same year, OUA students gained access to the new FEE-HELP scheme. FEE-HELP provides eligible students with deferred payment options for undergraduate and postgraduate unit and courses, to ensure that all students are able to pursue their educational goals. FEE-HELP remains a popular option with OUA students.

OUA has continued to pioneer new options and offerings for students. Our range of courses and units has increased significantly, particularly at the postgraduate level. While most courses are provided by our shareholders, the number of other providers providing courses and units is growing. A number of value-added services have been developed to assist students in the pursuit of their goals - ranging from 'quick skills' modules, assignment preparation and career advice through to crisis support counselling and exam supervision. To ensure that OUA remains the leader in online learning and continues to build on its Open Learning Australia legacy, our Centre for Online Learning Excellence (COLE) has recently been developed to provide ongoing support to OUA and universities in developing online content and teaching.

### **Shareholder providers**

Open Universities Australia offers programs from 20 leading academic providers across Australia. Open Universities Australia is owned by seven leading Australian universities. Our providers are working hard behind the scenes to manage content and design of programs and units, preparation and despatch of study materials and receipt and marking of assignments. Any degree awarded will be from one of our providers.

Text taken from: <http://www.open.edu.au/about-us/who-we-are/open-learning-australia/>

## **Text 12**

### **Cambridge University**

With more than 18,000 students from all walks of life and all corners of the world, nearly 9,000 staff, 31 Colleges and 150 Departments, Faculties, Schools and other institutions, no two days are ever the same at the University of Cambridge.

At the heart of this confederation of Departments, Schools, Faculties and Colleges is a central administration team. It is small because the Colleges are self-governing and teaching staff carry out much of the daily administration at Cambridge.

The University is a confederation of Schools, Faculties, Departments and Colleges. The Colleges are governed by their own statutes and regulations, but are integral to the make-up of the University of Cambridge.

#### **Colleges**

Students live, eat and socialise in one of the University's 31 autonomous Colleges. Undergraduates receive College supervisions – small group teaching sessions – regarded as one of the best teaching models in the world.

Each College has its own internal procedures. They select their own students, subject to University regulations, and most admit both undergraduate and postgraduate students. College representatives sit on the University Council and Finance Committee.

#### **Schools**

There are six Schools, which each form an administrative grouping of Faculties and other institutions. They are: Arts and Humanities, Biological Sciences, Clinical Medicine, Humanities and Social Sciences, Physical Sciences, and Technology.

There is a Council of each School – including representatives of its Faculties and Departments. The Schools are represented on the General Board.

#### **Faculties and Departments**

University Faculties organise teaching and research into individual subjects or groups of subjects. Their work is normally organised into sub-divisions called Departments.

Centres of studies are controlled by committees of management, bringing together representatives from several disciplines.

#### **Faculty of Education**

The University of Cambridge Faculty of Education is committed to the highest standards of research and teaching and is a significant contributor to the improvement

of educational policy and practice in partnership with schools, colleges and other educational agencies both in the UK and internationally.

### **Our community**

The Faculty is one of the largest groups of educational researchers and teacher educators in the UK. This reflects a strategic commitment by the University of Cambridge to contribute to excellence in all phases of public education, both nationally and internationally.

Currently, on our one campus, there is an academic staff of 11 professors, 4 emeritus professors, 7 readers and some 40 lecturers/senior lecturers, along with many associated academics and over 50 support staff. There is a student population of approximately 150 Doctoral Students, 380 Master Students, 420 PGCE Teacher Trainees and 120 Undergraduates. A vibrant Professional Development programme is offered to educators in the region.

### **Research, academic groups and research centres**

The Faculty of Education has a commitment to conducting research of high quality and practical value. Our research is underpinned by a strong set of values which give it purpose and direction. Particular effort is directed towards the improvement of education with a central focus on teaching and learning, informed by principles of inclusivity and social justice, and valuing the contribution of user groups, especially practitioners, in collaborative research partnerships. For additional information, visit also our academic groups and Centres for Research and Teaching. The Faculty has excellent facilities to support teaching and research, including a library information service offering one of the best education collections in the UK.

### **Awards, podcasts and news**

The Faculty's submission in the most recent Research Assessment Exercise was rated internationally excellent. Further information can be found in the research area of this site. The PGCE teacher training course was rated as outstanding in all areas by OFSTED in their recent round of inspections; UK newspaper polls show the Faculty to be the best teacher education provider in the country.

Please visit examples of Faculty activities at podcusts; also, the news page features awards and distinctions achieved regularly by Faculty members.

## **Local facilities**

The Faculty campus is surrounded by gardens and trees, and there is a cafe in the Donald McIntyre Building; local facilities include restaurants, pubs, visitor accommodation, gym, cinema, bowling, multi-story car park, rail station, University botanic gardens - all within 5 or 10 minutes walk.

Text taken from: <http://www.educ.cam.ac.uk/about/>

## **Text 13**

### **UK Universities Slip Dangerously Down Global League Table**

Cambridge and Oxford are among the most prestigious universities in the world, according to new international rankings, but other UK institutions are losing ground.

A new global league table shows that the two top universities remain part of an elite group of "super brands".

They were placed third and fourth respectively in the latest Times Higher Education (THE) World Reputation Rankings, with Oxford moving up two spots from sixth last year.

The rankings measure the power of university brands, based on the opinions of senior academics.

But researchers warned of a polarisation between the very top institutions in the UK, and the rest, amid increasing competition from Asian nations.

The UK has lost three universities from the top 100 in the last two years, the rankings show.

The latest table reveals that Leeds University has dropped out of the top 100, joining Sheffield University and the London School of Hygiene and Tropical Medicine, which lost their places last year.

Other UK universities are faring better.

Bristol University has clung on to a top 100 spot, at the bottom in the 91-100 group, while Manchester came 47th, putting it in the top 50 for the first time.

Edinburgh University - the only Scottish institution in the top 100 - rose three places to 46th.

University College London rose one place to 20th, and the London School of Economics increased four places from 29th to 25th.

Overall, the UK had nine universities in the top 100, compared to 12 two years ago.

Only the United States had more institutions into top 100 this year - 43 in total - with Harvard taking first place in the rankings, and Massachusetts Institute of Technology in second.

The magazine's rankings editor, Phil Baty, said there was some good news for the UK, but only for a handful of universities.

"Outside the chosen few, there is cause for alarm: the UK has lost three institutions from the world top 100 list since the reputation rankings were first published in 2011.

"Traditionally, the strength in depth of the UK system has been one of its great features. Having a large number of institutions with truly world-class standing has delivered huge returns for the whole sector and the wider economy.

"However, it now seems that a gap is opening up between the very best and the rest, with even household name institutions like Sheffield and Leeds losing their lustre and falling down the rankings."

Mr Baty claimed that government attempts to introduce a market into higher education, and "concentrating increasingly scarce resources on a select few" means that there could be further trouble ahead for all but a small number of universities.

"It would be bad news indeed for UK plc if the bulk of the UK's world-class universities are relegated to the global lower leagues," he added.

The latest rankings show that a number of leading Asian institutions are rising up the table.

The National University of Singapore has gone from 23rd to 22nd place, Seoul National University in South Korea is now in the top 50, the University of Hong Kong is 36th, up from 39th last year and the National Taiwan University is now in the 51-60 group, compared to the 81-90 group in 2011.

Australia has also moved ahead, with six institutions in the top 100 this year, compared to four last year.

Mr Baty said that no university can be complacent about its position.

"New forces in higher education are emerging, especially in the East Asian countries that are investing heavily in building world-class universities, so the traditional elite must be very careful," he said.

"In the three years that the World Reputation Rankings have been running, we have clear evidence that the US and the UK in particular are losing ground."

The top 10 universities in terms of reputation, with last year's rankings in brackets, are:

1. (1) Harvard University
2. (2) Massachusetts Institute of Technology
3. (3) University of Cambridge
4. (6) University of Oxford
5. (5) University of California, Berkeley
6. (4) Stanford University
7. (7) Princeton University
8. (9) University of California, Los Angeles
9. (8) University of Tokyo
10. (10) Yale University

Dr Wendy Piatt, director general of the Russell Group, which represents 24 leading universities, said: "All league tables have their limitations and students should look beyond them when picking a degree course. The global reputation of the UK's leading universities remains strong with seven ranked in the top 50 worldwide and overall we come second only to the United States.

"Our universities punch well above their weight and do more with less, outperforming most rivals relative to expenditure. But if the UK is to remain a global leader in higher education, with truly world-class institutions, then the Government must concentrate investment where it will have the most impact."

Nicola Dandridge, chief executive of vice-chancellors' group Universities UK, said: "These tables, and other rankings, show that the UK continues to possess the second-strongest university system in the world after the US.

"The UK attracts more overseas students per capita than the majority of major higher education systems, and we remain one of the world's leading research powers measured by total publications and citations.

"Of course, reputation is very subjective and such tables cannot tell the whole story about the strength of our system. Universities' positions will vary from one league table to the next and this is just a small snapshot of our sector."

A spokesman for the Department for Business, Innovation and Skills (BIS) said: "The UK has a global reputation for excellence in higher education. We have strong institutions, a world-class research base and dedicated staff.

"To stay ahead in the global race, we are protecting the research budget, making UK research more accessible and delivering a better student experience."

Shadow universities minister Shabana Mahmood said: "Despite UK universities continuing to show their relative strength on the world stage, it is important to understand why universities in other countries are gaining ground compared with Britain.

"There are now fewer UK universities in the world's top 100 this year compared to last year and the year before. This downward trend should give ministers cause for concern because on their watch, it now seems the international standing of UK universities is starting to fall.

"With other nations around the world investing heavily in higher education with governments that are more welcoming to legitimate international students, the Government should take a long hard look at its policies."

Text taken from: <http://www.independent.co.uk/student/news/uk-universities-slip-dangerously-down-global-league-table-8519858.html>

## Text 14

### ***e*-Portfolio Basics: What is an *e*-portfolio?**

A portfolio is a collection of work developed across varied contexts over time. The portfolio can advance learning by providing students and/or faculty with a way to organize, archive and display pieces of work.

The electronic format allows faculty and other professionals to evaluate student portfolios using technology, which may include the Internet, CD-ROM, video, animation or audio. Electronic portfolios are becoming a popular alternative to traditional paper-based portfolios because they offer practitioners and peers the opportunity to review, communicate and assess portfolios in an asynchronous manner.

Most people are familiar with student portfolios, however, higher education institutions are starting to create departmental and institutional portfolios as a means for evaluating student learning on a more global level. Institutional portfolios provide a means of assessing the impact of the entire educational experience on student

learning. They can be used to drive internal improvement and external accountability. Like student portfolios, they allow for internal improvement and external accountability, but on the level of the whole institution.

### ***e*-Portfolio Basics: Why use an *e*-portfolio?**

There are several reasons that higher education institutions are starting to use electronic portfolios including:

**Storage/Access:** Electronic portfolio information is stored digitally on a computer hard drive, server, or on removable media such as a floppy disk, zip disk, or CD-ROM. This electronic information takes up very little physical space and is easily accessible. Electronic portfolios not only take up little physical space, but can hold a great deal of information. Various parts of electronic portfolios can be interconnected through hyperlinks-- users do not have to worry about losing or misplacing documents. New student work can replace older work with minimal effort.

**Multimedia:** Once the student work is organized, users can easily add sound, pictures, graphics and video to the electronic portfolio.

**Computer Skills:** Students gain valuable computer skills while creating and editing their portfolio.

**Assessment:** Electronic portfolios directly relate student work to the defined standards or criteria. Portfolios demonstrate wider dimensions of learning than just paper-and-pencil reports or exercises. For example, within an electronic portfolio, a student can add digital audio or video and graphics to document evidence of learning.

### ***e*-Portfolio Basics: Types of *e*-portfolios**

There are three types of portfolios: developmental, assessment and showcase:

**Developmental Portfolios:** demonstrate the advancement and development of student skills over a period of time. Developmental portfolios are considered works-in-progress and include both self-assessment and reflection/feedback elements. The primary purpose is to provide communication between students and faculty.

**Assessment Portfolios:** demonstrate student competence and skill for well-defined areas. These may be end-of-course or program assessments primarily for evaluating student performance. The primary purpose is to evaluate student competency as defined by program standards and outcomes.

**Showcase Portfolios:** demonstrate exemplary work and student skills. This type of portfolio is created at the end of a program to highlight the quality of student work.

Students typically show this portfolio to potential employers to gain employment at the end of a degree program.

**Hybrids:** Most portfolios are hybrids of the three types of portfolios listed above. Rarely will you find a portfolio that is strictly used for assessment, development or showcase purposes. Occasionally, you may come across showcase portfolios that do not show evidence of self-reflection, rubrics for assessment or feedback, however, as Helen Barrett, an expert in the field of e-portfolios, would say "a portfolio without standards, goals and/or reflection is just a fancy resume, not an electronic portfolio."

Self-reflection is an important component of electronic portfolio development. If you do not require participants to self-reflect on the artifacts they add to the portfolio, they will not gain from the rich learning experience that e-portfolio development can provide!

### ***e-Portfolio Basics: What to include in an e-portfolio?***

A portfolio should include the following elements:

- **Student Information:** name, contact information, major, graduation date, etc.
- **Table of Contents:** or various way to display links to contents of the portfolio
- **Learner Goals**
- **Curricular standards and/or criteria:** used to align the contents of the portfolio to institutional, departmental or course curriculum (often accomplished by rubrics)
- **Rubrics:** can be used to assess student work. A rubric is a criteria-rating scale, which provides the instructor with a tool to track student performance. They also inform students of the course/departmental/institutional expectations.
- **Guidelines:** used to select appropriate artifacts to keep the collection from growing haphazardly
- **Artifacts:** examples of student work including documents, images, video, audio, etc. (can be chosen by student, instructor or both)
- **Instructor feedback**

**Self-reflection pieces:** a portfolio without reflections is just a multimedia presentation or an electronic resume.

Text taken from: [http://academic.regis.edu/LAAP/eportfolio/basics\\_what.htm](http://academic.regis.edu/LAAP/eportfolio/basics_what.htm)

## Text 15

### What is a Portfolio?

A **portfolio** is a compilation of materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences. It provides insight into your personality and work ethic. All in all, it is a representation of your professionalism.

### Why should I have a portfolio?

The process of putting together a portfolio itself will help you become a **more effective interviewee**. You will be identifying the skills you have gained through your various experiences and how they relate to the career you are interested in. Choosing the most relevant experiences and putting them in an easily understood format will help you better articulate your skills and experiences when asked questions about your qualifications in an interview. A professional looking portfolio will also show an employer proof of your organizational, communication, and tangible career related skills.

### What should be included in my portfolio?

**Save everything** you create and decide later what you want to include in your portfolio! Please remember that there is not one perfect way to do a portfolio. A portfolio is a sample of your career related skills and experiences and should be presented in your own creative style. The following information is, however, what is typically included in a career portfolio:

1. **Statement of Originality:** A paragraph stating that this is your work and that it is confidential. It should also indicate if any parts of the portfolio should not be copied. Note: Pay attention to confidentiality- Materials generated on the job are usually the property of the company you were working for at the time you created the material. When you display or show that material, be sure to recognize the owner. If you have signed a confidentiality agreement with a company, you should not include their work in your portfolio. (Williams and Hall, 2001, p. 57)

Example: Statement of Originality and Confidentiality

This portfolio is the work of James Cook. Please do not copy without permission. Some of the exhibits, work samples, and/or service samples are the proprietary property of the organization whose name appears on the document. Each has granted permission for this product to be used as a demonstration of my work. (Williams and Hall, 2001, p. 91)

2. **Work Philosophy:** A brief description of your beliefs about yourself and the industry.
3. **Career Goals:** Your professional goals for the next five years.
4. **Resume:** (See handout on Resume Writing)
5. **SkillAreas:** Identify three to five of the major skill set areas you have that would be important for someone in your career field to have. Examples include: Management, Computer Skills, Public Relations, Leadership, Accounting, Communications, and Customer Service. Next, select or request letters of recommendation and specific work samples or projects that exemplify these skill sets. Sources of work samples include classroom projects, materials generated on the job or during an internship/co-op experience, materials from community service, volunteer work, campus clubs and organizations, and professional memberships.
6. **How to select the best work samples**

Ask yourself the following questions about each sample:

What will this work demonstrate—skills, competencies, or achievement of goals?

- Is this my best work?
- Does it show mastery?
- Am I proud of this sample...all or part of it? (Williams and Hall, 2001, p. 56)

Also, ask yourself. . .

- Which skills is the organization looking for in this position?
- What is your best work?
- Which samples show the most skills and competencies?
- Which work samples are the most interesting to you?
- Which work samples use more than text as an exhibit? Do any include pictures?
- Can you talk about your sample? (Williams and Hall, 2001, p.88)

**Works in Progress:** List career related projects or activities you are currently working on that would add to your list of skills and qualifications for that career field.

**Certifications, Diplomas, Degrees, or Awards:** Include copies of these documents and any documentation listing the skills attained for certification.

**Community Services:** Briefly explain the project or include a brochure explaining the organization or project. Include any work samples, photographs of the experience, and letters of recognition which prove your participation and/or involvement.

**Professional Memberships and Certifications:** Include any documentation of proof. Also, include information on any conferences or meetings you have attended that have provided you with educational resources in your field of interest.

**Academic Plan of Study:** You can include a copy of your transcript which includes the classes you have taken and grades you have earned in those classes, as well as a listing of those classes you plan to take upon graduation.

**Faculty and Employer Biographies:** This is not essential to include. However, it is helpful if you have mentioned someone throughout the portfolio frequently that has had a significant impact on your professional development. For this section you would list the person's name, who they are, and what they do.

**References:** A list of three to five people who can verify your professional qualifications. Recommendations of professional references include faculty members, internship supervisors, employment supervisors, and supervisors of other activities such as community service projects (see sample in Resume and Cover Letter Writing packet).

## **How should I present my professional portfolio?**

- 3-ring Notebook (cloth, vinyl, or leather)
- Table of Contents
- If clarification of a particular section is needed, write a brief description of what is included in that section and why you have chosen to include it in your portfolio. Place the overview at the beginning of that section.
- Use extra-wide 3 ring tabs with labels to separate each section so you can easily find the information during an interview situation.
- Use copies of everything to put in your portfolio and save your originals.
- Use a high quality paper (24#) as well as a high quality printer.
- Use colored paper to draw attention to special samples, but use a soft, subtle color and only use a total of three different colors.
- Put all pages in page protectors using front and back sides (do not use three hole punch).
- Place three extra copies of your resume and list of references in a protective sleeve to hand out during your interview.

The information provided on this page was taken from the following source: Williams, A.G., & Hall, K. J. (2001). *Creating your career portfolio: At a glance guide for students (2nd ed.)*. New Jersey: Prentice-Hall Inc. <http://www.clarke.edu/page.aspx?id=4278>

## Text 16

### Why Use the ELP with Your Students?

Teachers who piloted the ELP said that they wanted to

support their learners' thinking about their language learning	help their learners to understand the central aim of language learning	teach their learners how to assess themselves
increase their learners' motivation	help their learners to take their own initiatives	set achievable short-term learning targets
use European standards of proficiency (the Council of Europe's common reference levels)	help their learners to understand what they can already do and decide for themselves what they want to achieve	explore different ways of evaluating their learners' progress
help their learners to overcome their fear of speaking in a foreign language	show their learners how they can collect and display evidence of what they have learnt	support the development of their learners' autonomy
learn something new and increase their professional skills	Can you add any other reasons? Make notes explaining your order of priority.	

*Taken from: Little, David & Perclová, Radka 2001. European Language Portfolio Guide for Teachers and Teacher Trainers. Strasbourg: Council of Europe, Modern Language Division. (p 21)*  
<http://elp.ecml.at/UsingtheELP/WhyusetheELPwithyourstudents/tabid/2705/language/en-GB/Default.aspx>

## Supplement 1

available online at <http://europass.cedefop.europa.eu/en/home>

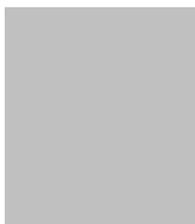
		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
---------------------------------	---------	---	--	--	---	--	---

## Supplement 2

available online at <http://europass.cedefop.europa.eu/en/home>

### PERSONAL INFORMATION



#### Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]

- Replace with house number, street name, city, postcode, country
- Replace with telephone number Replace with mobile number
- State e-mail address
- State personal website(s)
- Replace with type of IM service Replace with messaging account(s)

JOB APPLIED FOR  
POSITION  
PREFERRED JOB  
STUDIES APPLIED FOR

Replace with job applied for / position / preferred job / studies applied for (delete non relevant headings in left column)

### WORK EXPERIENCE

[Add separate entries for each experience. Start from the most recent.]

Replace with dates (from - to)

#### Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

- Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

### EDUCATION AND TRAINING

[Add separate entries for each course. Start from the most recent.]

Replace with dates (from - to)

#### Replace with qualification awarded

Replace with EQF  
(or other) level if  
relevant

Replace with education or training organisation's name and locality (if relevant, country)

- Replace with a list of principal subjects covered or skills acquired

### PERSONAL SKILLS

[Remove any headings left empty.]

Mother tongue(s)

Replace with mother tongue(s)

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.					
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.					

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user  
Common European Framework of Reference for Languages

Communication skills

Replace with your communication skills. Specify in what context they were acquired.  
Example:

- good communication skills gained through my experience as sales manager

Organisational / managerial skills

Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:

- leadership (currently responsible for a team of 10 people)

#### Explanatory note:

The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe. It uses the 6 European levels of the Common European Framework of Reference for Languages (CEF) to record the level of language proficiency achieved in a standardised format. More info on the Europass Language Passport: <http://europass.cedefop.europa.eu>. More info on the European Language Portfolio: [www.coe.int/portfolio](http://www.coe.int/portfolio) The template of the Europass language passport can be downloaded free of charge from the above websites. © European Union and Council of Europe, 2004-2010 24082010

## Библиографический список

### Основная литература

1. About Me. Elementary Teacher Resources (электронный ресурс)  
<http://www.elementary-teacher-resources.com/about-me.html>
2. Language Passport. Europass (электронный ресурс)  
<http://europass.cedefop.europa.eu/en/documents/european-skills-passport/language-passport>
3. Curriculum Vitae. Europass (электронный ресурс)  
<http://europass.cedefop.europa.eu/en/documents/curriculum-vitae>
4. Working as a Teacher. The State of Queensland (Department of Education, Training and Employment). (электронный ресурс)  
<http://education.qld.gov.au/hr/recruitment/teaching/working-teacher.html>
5. What Makes a great Teacher. Get English Lessons (электронный ресурс)  
<http://www.getenglishlessons.com/8244/what-makes-a-teacher-great/>
6. Preparing for an Interview. Careers NZ (электронный ресурс)  
<http://www.careers.govt.nz/how-to-get-a-job/interviews/preparing-for-an-interview/>
7. About Us. Charles Darwin University (электронный ресурс)  
<http://www.cdu.edu.au/about>
8. About ePortfolios. Open source ePortfolios Mahara (электронный ресурс)  
<https://mahara.org/about/eportfolios>

### Дополнительная литература

9. Introducing yourself and other people. My English Pages. (электронный ресурс) URL:  
[http://www.myenglishpages.com/site\\_php\\_files/communication-lesson-introducing-people.php](http://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php) [дата обращения 12.01.2013].
10. Oxford Advanced Learner's Dictionary (электронный ресурс)  
<http://oald8.oxfordlearnersdictionaries.com/dictionary> [дата обращения 14.02.2013].
11. Etiquette in Meeting People. eHOW (электронный ресурс)  
[http://www.ehow.com/way\\_5271094\\_etiquette-meeting-people.html](http://www.ehow.com/way_5271094_etiquette-meeting-people.html) [дата обращения 18.02.2013].
12. About Me. Cool Cat Teacher Blog (электронный ресурс)  
<http://coolcatteacher.blogspot.ru/p/about-me.html> [дата обращения 12.01.2013].

13. Get that Job. BBC Learning English (электронный ресурс)  
<http://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/unit4interview/page3.shtml> [дата обращения 27.02.2013].
14. Teaching Has Changed – Be Part of It. The Independent (электронный ресурс) <http://www.independent.co.uk/student/learntoteach/teaching-has-changed--be-part-of-it-8367705.html> Top Reason I Love Being a Teacher and Teaching. Hubpages (электронный ресурс)  
<http://justateacher.hubpages.com/hub/Top-Reason-For-Teachingand-The-Struggles-That-Go-Along> [дата обращения 11.03.2013].
15. Teachers who Change Lives. Hubpages (электронный ресурс)  
<http://faybebay.hubpages.com/hub/Teachers-The-Influence-of-Teachers-Teachers-who-Change-Lives> [дата обращения 11.03.2013].
16. CV. Careers NZ (электронный ресурс) <http://www.careers.govt.nz/how-to-get-a-job/cvs-and-cover-letters/templates/> [дата обращения 11.03.2013].
17. Cover Letter. Careers NZ (электронный ресурс)  
<http://www.careers.govt.nz/how-to-get-a-job/cvs-and-cover-letters/templates>
18. Cover Letter. BBC Learning English (электронный ресурс) [дата обращения 14.03.2013]. <http://www.bbc.co.uk/worldservice/learningenglish/business/getthatjob/unit3coverletter/page2.shtml>
19. How to Write a Resume. Youth Central. (электронный ресурс)  
<http://www.youthcentral.vic.gov.au/Jobs+&+Careers/Applying+for+jobs/How+to+write+a+resume/#.UTWGLVfwCiq> [дата обращения 11.03.2013].
20. Questions You Can Ask at an Interview. Careers NZ (электронный ресурс)  
<http://www.careers.govt.nz/how-to-get-a-job/interviews/questions-you-can-ask-at-an-interview/> [дата обращения 11.03.2013].
21. About the Faculty: Overview. University of Cambridge. (электронный ресурс) <http://www.educ.cam.ac.uk/about/> [дата обращения 30.01.2013].
22. Open Learning Australia. Open Universities Australia. (электронный ресурс)  
<http://www.open.edu.au/about-us/who-we-are/open-learning-australia/> [дата обращения 30.01.2013].
23. How do You Answer “Tell Me about Yourself in a Job Interview”. Ask a Manager. (электронный ресурс) <http://www.askamanager.org/2010/08/how-do-you-answer-tell-me-about.html> [дата обращения 11.03.2013].
24. UK Universities Slip Dangerously Down Global League Table. The Independent. (электронный ресурс)

- <http://www.independent.co.uk/student/news/uk-universities-slip-dangerously-down-global-league-table-8519858.html> [дата обращения 30.01.2013].
25. What is an ePortfolio. Clarke University. (электронный ресурс)  
<http://www.clarke.edu/page.aspx?id=4278> [дата обращения 16.02.2013].
26. e-Portfolio Basics: What is an e-portfolio? Regis University Electronic Portfolio Project. (электронный ресурс)  
[http://academic.regis.edu/LAAP/eportfolio/basics\\_what.htm](http://academic.regis.edu/LAAP/eportfolio/basics_what.htm) [дата обращения 16.02.2013].
27. Why use the ELP with your students? European Language Portfolio (электронный ресурс)  
<http://elp.ecml.at/UsingtheELP/WhyusetheELPwithyourstudents/tabid/2705/language/en-GB/Default.aspx> [дата обращения 10.03.2013].