ENGLISH COURSE

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MPCI L1S2

HOW TO WRITE A CURRICULUM VITAE

I- IDENTIFICATION OR PERSONAL INFORMATION

- **SECOND NAME:**
- **FIRST NAME:**
- **DATE OF BIRTH:**
- **PLACE OF BIRTH:**
- **MARITAL STATUS (OPTIONAL):**
- **TELEPHONE NUMBER:**
- **POBOX:**
- **E-MAIL:**

II- CAREER OBJECTIVE: looking for the position as…..

III- WORK EXPERIENCE: from the last to the first

IV- EDUCATION: from the highest to the lowest

V- LANGUAGE SKILLS

VI- COMPUTER SKILLS

VII- INTERESTS/HOBBIES

VIII- REFERENCES (OPTIONAL)

SUBJECT–VERB AGREEMENT RULES

Subjects and verbs must agree in number. In addition to the explanations on this page, also see the post on Subject—Verb Agreement.

1. If the subject is singular, the verb must be singular too.

   Example: She writes every day.
   Exception: When using the singular "they," use plural verb forms.
   Example: The participant expressed satisfaction with their job. **They** are currently in a managerial role at the organization.

2. If the subject is plural, the verb must also be plural.

   Example: They write every day.

Sometimes, however, it seems a bit more complicated than this.

3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

   Example: The doctoral student *and* the committee members write every day.

   Example: **The percentage of employees who called in sick *and* the number of employees who left their jobs within 2 years** are reflective of the level of job satisfaction.

4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

   Example: Interviews are one way to collect data and allow researchers to gain an in-depth understanding of participants.

   Example: An assumption is something that is generally accepted as true and is an important consideration when conducting a doctoral study.

5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

   Example: The student, as well as the committee members, is excited.

   Example: The student with all the master's degrees is very motivated.

   Example: Strategies that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.

   Example: The focus of the interviews was nine purposively selected participants.

6. When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

   Example: The chairperson or the CEO approves the proposal before proceeding.

7. When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.

   Example: The student *or* the committee members write every day.

   Example: The committee members *or* the student writes every day.

8. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

   Example: Each of the participants was willing to be recorded.

   Example: Neither alternative hypothesis was accepted.

   Example: I will offer a $5 gift card to **everybody** who participates in the study.

   Example: No one was available to meet with me at the preferred times.

9. Noncount nouns take a singular verb.

   Example: Education is the key to success.

   Example: Diabetes affects many people around the world.

   Example: The information obtained from the business owners was relevant to include in the study.

   Example: The research I found on the topic was limited.

10. Some countable nouns in English such as *earnings, goods, odds, surroundings, proceeds, contents,* and *valuables* only have a plural form and take a plural verb.

    Example: The earnings for this quarter exceed expectations.

    Example: The proceeds from the sale go to support the homeless population in the city.

    Example: Locally produced goods have the advantage of shorter supply chains.

11. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.

    Example: There is little **administrative support**.

Example: There are many **factors** affecting teacher retention.

12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

    Example: The group meets every week.

    Example: The committee agrees on the quality of the writing.

    However, the plural verb is used if the focus is on the individuals in the group. This is much less common.

    Example: The committee participate in various volunteer activities in their private lives.

. The verb must agree with its subject even when the subject follows the verb. • Questions, sentences beginning with here or there, and sometimes sentences beginning with a prepositional phrase place the subject after the verb. • EXAMPLE: Here are my car keys. • EXAMPLE: Where is your uncle's house? • EXAMPLE: Out of the boat jumped the fish.

. Some nouns (such as glasses, pliers, scissors, and trousers) are plural but take a singular verb when preceded by the phrase pair of. Pair becomes the subject of the verb. • EXAMPLE: My trousers require tailoring. • EXAMPLE: This pair of trousers requires tailoring. 10. With subjects joined by or or nor, the verb should agree with the subject closer to it. • EXAMPLE: Neither the teachers nor the principal likes the new budget cuts. • EXAMPLE: Either Tammy or her brothers clean the family room every week.

ule 5: The following nouns can be either singular or plural. When they refer to a group of people or things as one unit, they take a singular verb. When they refer to the individuals within a group, they take a plural verb. audience family orchestra band team class group crowd jury Example: The jury was reentering the courtroom. (acting as one unit) The jury were discussing their opinions of the trial. (acting as individuals within a group)

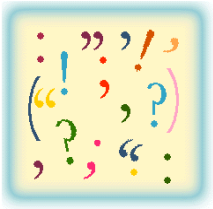
Rule 6: The following nouns are singular, although they appear to be plural. As the subject of a sentence, they take a singular verb. civics athletics genetics news mumps physics politics series measles United States economics mathematics Example: Mumps is a disease of the salivary glands.

Rule 7: The following nouns do not take singular forms. They are plural in meaning and always take a plural verb. trousers pants jeans shears scissors pliers Example: The pliers are in the toolbox. Note: If the word "pair" precedes the noun, use the singular verb. Example: The pair of pliers is in the toolbox.

Fractional expressions such as *half of, a part of, a percentage of, a majority of* are sometimes singular and sometimes plural, depending on the meaning. (The same is true, of course, when *all, any, more, most* and *some* act as subjects.) Sums and products of mathematical processes are expressed as singular and require singular verbs. The expression "more than one" (oddly enough) takes a singular verb: "More than one student has tried this."

- Some of the voters **are** still angry.
- A large percentage of the older population **is** voting against her.
- Two-fifths of the troops **were** lost in the battle.
- Two-fifths of the vineyard **was** destroyed by fire.
- Forty percent of the students **are** in favor of changing the policy.
- Forty percent of the student body **is** in favor of changing the policy.
- Two and two **is** four.
- Four times four divided by two **is** eight.

QUIZ ON SUBJECT-VERB AGREEMENT



After each sentence select the verb form that will best fit in the blank. The *explanation* will describe the process of arriving at the correct choice for that sentence. If you choose the correct response, it might still be a good idea to consult the explanation, to see if your understanding of the verb choice is the same as ours.

1. Carlos is the only one of those students who _____ lived up to the potential described in the yearbook.

- has
- have

2. The International Club, as well as the Choral Society and the Rowing Club, _____ to submit a new constitution.

- need
- needs

3. One of my best friends _____ an extra on *Seinfeld* this week.

- are
- is

4. Not only the students but also their instructor _____ been called to the principal's office.

- have
- has

5. Most of the milk _____ gone bad. Six gallons of milk _____ still in the refrigerator.

- has ---- are
- have ---- is

6. Each and every student and instructor in this building _____ for a new facility by next year.

- hope
- hopes

7. The students and instructors each _____for a new facility by next year.

- hopes
- hope

8. Rice and beans, my favorite dish, _____ me of my native Puerto Rico.

- remind
- reminds

9. A large number of voters still _____ along straight-party lines.

- votes
- vote

10. Four years _____ a long time to spend away from your friends and family.

- are
- is

11. Politics _____ sometimes a dirty business.

- are
- is

12. To an outsider, the economics of this country _____ to be in disarray.

- seem
- seems

COHESIVE DEVICES: LINKING ADVERBIALS

We use linking adverbials to explicitly state relationships between sentences, paragraphs, and ideas. The result is increased cohesion of text.

Linking adverbials can show 6 different categories of relationships:

.. Enumeration and addition

.. Summation

.. Apposition

.. Result/Inference

.. Contrast/Concession

.. Transition

Enumerative Linking Adverbials

Enumerative linking adverbials can be used to show the order of pieces of information. Enumeration can follow logical or time sequences, or they can simply be used to move on to the next piece of information.

A few enumerative linking adverbials are

.. ordinal numbers

o first, second, third, etc.

.. adverbs

o finally, lastly

.. phrases

o for one thing, to begin with, next

Example:

This new structure must accomplish two special purposes. **First**, as a part of overcoming the division of Europe there must be an opportunity to overcome through peace and freedom the division of Berlin and of Germany. **Second**, the architecture should reflect that American's security remains linked to Europe. (NEWS)

Additive Linking Adverbials

Similar to enumerative linking adverbials, additive linking adverbials link items together. They state explicitly that two items are similar to each other. Examples of additive linking adverbials include

.. also

.. similarly

.. by the same token

.. further(more)

.. likewise

.. moreover

Example

Feedback tends to be used to stabilise systems, not to randomise them. **Similarly**, natural systems would probably evolve to avoid chaos. (ACAD)

Summative Linking Adverbials

Summative linking adverbials explicitly state that the text is concluding. They often signal that the author will summarize the information he or she has already presented, hence the name "summative." Some summative linking adverbials are:

..

in sum	.. to conclude	.. overall
.. in conclusion	.. all in all	.. to summarize

We often see these types of linking adverbs in conlcusion or at the end of sections.

Example

To conclude, we may place the three notions of saliency in an ordered relation as follows:
<...>

Appositive Linking Adverbials

Appositive linking adverbials can show that the following piece of information is a restatement of the previous information by expressing it in a slightly different manner to make it more explicit. A few examples of appositive linking adverbials are with this function are

.. which is to say	.. that is
.. in other words	

In addition, appositives are used to introduce an example that is the equivalent of the first piece of information.

.. for example	.. namely
.. for instance	.. specifically

..

Example

I looked into my Being, all that lovely light and rotting nerve, and proceeded to listen. Which **is to say**, I looked out deep into that shimmer of past death and new madness.

Result/Inference Linking Adverbials

Result/inference linking adverbials demonstrate to readers that the following textual element is the result or consequence of the previous information.

A few examples of result/inference linking adverbials are

.. consequently	.. thus	.. as a result

.. hence .. so .. therefore

Example

I once acquired a set of recordings of a Bach piano concerto. I was very fond of it, but my mother was forever criticizing my poor taste<...> **Consequently**, I now hardly listen to Bach. (FICT)

Contrast/Concession Linking Adverbials

Contrast linking adverbials signal differences or alternatives between two pieces of information. Examples include

.. on the other hand .. alternatively .. by comparison

.. in contrast .. conversely .. instead

Example

Administration officials, notably the White House Chief of Staff and Deputy Treasury Secretary, were irked by his independence. **On the other hand**, Taylor reportedle is well-regarded by Treasury officials for his low-key, out-of-the-limelight style. (NEWS)

Linking adverbs of concession, on the other hand, demonstrate that the following pieces of information signal a reservation concerning the previous information. Examples include

..

though .. however .. in any case

.. anyway .. nevertheless .. in spite of that

Example

Now that the lawyers have taken over, science will never be able to reach a verdict, and anyway it no longer matters.

Transition Linking Adverbials

Transition linking adverbials signals that the following item will not directly follow the previous item. However, this does not mean that the information is not related at all, just that is not directly related.

Examples include

.. now .. by the way

.. meanwhile

.. by the by

.. incidentally

Example

I'm coming by yesterday, and he goes oh **by the way** I'm coming to the cinema on Saturday with you, I said, you what! (CONV)

I- Fill in the blanks with the following words: in order to, unless, although, but, in spite of, so that (4 pts)

1. The results last year were bad, _____they could have been worse.

2. The company is now doing better _____ its recent problems.

3. _____ the new manager has not been in charge for long, a number of changes have already been made.

4. A website has been set up _____ make business more efficient.

CHOOSE THE CORRECT ANSWER

- **. I didn't have a shower this morning ___ my hair was really dirty all day.**

  - whereas
  - so
  - because

- **2. I really love driving, ___ on sunny days.**

  - especially
  - then
  - whereas

- **3. I love summer. ___, I hate getting on the underground in the heat.**

  - Because
  - However
  - So

- **4. I didn't eat any crisps ___ I ate an icecream!**

  - especially
  - generally
  - but

- **5. I saw someone applying their make-up ___ they were driving!**

  - so
  - while
  - in conclusion

- **6. Emma really enjoys knitting, ___ Mary who hates it!**

  - while
  - unlike
  - in conclusion

- **7. I went to the park ___ I went to the shops.**

  - then
  - because
  - so

- **8. I thought the documentary was interesting. ___, I would have liked to see more interviews.**

  - Nevertheless
  - Because
  - For example

Choose 'despite', 'however' or 'although'.

1) _____ the rain, we still went to the park..

Check Show Answer

2) _____ it was raining, we still went to the park..

Check Show Answer

3) It was raining. _____, we still went to the park..

Check Show Answer

4) John bought the watch, _____ the fact that it was expensive..

Check Show Answer

5) John bought the watch. _____, it was expensive..

Check Show Answer

6) _____ it was expensive, John bought the watch..

Check Show Answer

7) I finished the homework. It, _____, wasn't easy...

Check Show Answer

8) I finished the homework, _____ it wasn't easy..

READING

1. Read the text and make a list of the reasons for doing a course in physics.

WHY STUDY PHYSICS?

Physics is the most basic and fundamental of all the sciences. Studying physics means trying to understand how things work, in every detail and at the deepest level. This includes everything from elementary particles, nuclei, atoms, molecules, macromolecules, living cells, solids, liquids, gases, plasmas, the atmosphere to living organisms, the human brain, complex systems, supercomputers, planets, stars, galaxies and the universe itself. Physics has the reputation of being a difficult subject to master but there are a number of reasons why it is a good idea to do a course in physics.

For one thing, most modern technology involves physics. Any technology involving electricity, magnetism, force, pressure, heat, light, energy, sound, optics, etc., comes from physics. Indeed, physics lies in the basis for all types of analytical and measuring systems. Even though the basic knowledge required for products like fertilizers, drugs, plastics, and chemicals comes from chemistry and biology, these items have to eventually be manufactured, and manufacturing is dominated by physics-based technology. So, it is evident that an understanding of physics leads to a better understanding of almost any other science.

The discipline of physics also teaches skills that are transferable to a great number of professions. These skills include: problem solving, mathematical modeling, designing and performing experiments, interpretation and analysis of experimental data as well as project planning, report writing and presentation.

Moreover, studying physics opens doors to a wide variety of careers. Physicists are engaged in all sorts of interesting jobs because of their broad training and adaptability. As a working physicist you may find yourself trying to predict the stock market on Wall Street, testing satellites for space missions, developing new materials for industry, developing new electronic devices and components, doing medical physics in a hospital, teaching the next generation of physicists at high school, trying to predict the next major earthquakes around the globe, developing flight simulation software, optimizing industrial manufacturing or transformation processes, developing a new measurement instrument, performing materials testing and characterization for special applications, launching a new software company or product, performing urban planning and optimization, etc.

Apart from that, knowledge of physics is helpful for understanding the arts. Physics is the science of sound and is needed to understand how musical instruments work. It is also the science of light and is a key to understanding visual artwork including paintings, photograph as well as stage lighting and filmmaking.

All in all, physics is central to the economy of a great number of countries around the globe. Whether through the application of novel research and technologies, or through the skills and abilities of physics-trained workers, physics drives businesses and innovation.

It is interesting to know

Many commonly used expressions in everyday language come from physics, including *quantum leap, free fall, light years, black holes, resonance and being on the same wave length, etc.*

3. Complete the chart to sum up the information from the text. Use the chart as an outline.

Topic	
Main idea	
Major detail(s)	
Minor detail(s)	

4. Match the words in *A* with the words in *B* to make phrases used in the text.

A	B
1) to do	a) science
2) to perform	b) a course in physics
3) project	c) writing
4) to master	d) problems
5) report	e) skills
6) fundamental	f) planning
7) to develop	g) a subject
8) to solve	h) experiments
9) transferable	i) a device or instrument

FIELDS OF PHYSICS	AREAS OF APPLICATION
	a) to create large capacity disks
	b) to develop medical imaging instrumentation
1) OPTICS	c) to make new materials
2) BIOPHYSICS	d) to set up satellite communication
3) RADIOPHYSICS	e) to build telescopes
4) NUCLEAR PHYSICS	f) to operate a nuclear reactor
5) NANOPHYSICS	g) to produce computer chips
6) CONDENSED MATTER PHYSICS	h) to design and create smart machines
7) ASTROPHYSICS	i) to modify microorganisms for biofuel and bioelectricity
8) PARTICLE PHYSICS	j) to develop atomic size machines
9) ACOUSTICS	k) to determine the age of an ancient object or a person
10) MECHANICS	l) to create better concert halls
	m) to develop lasers
	n) to understand the birth and evolution of the Universe
	o) to develop intercontinental broadband data channels
	p) to examine the level of safety of the car and its occupants

Vocabulary

3. Match the synonyms.

1. to calculate	a) data
2. to switch on	b) digit
3. to perform	c) to turn on
4. auxiliary devices	d) to carry out
5. information	e) to compute
6. number	f) to watch
7. option	g) peripherals
8. to track	h) to purchase
9. to buy	i) directions
10. instructions	j) choice

4. Match the antonyms.

1. to integrate	a) to disable
2. to receive	b) illegal
3. complex	c) to differentiate
4. to turn on	d) to buy
5. inside	e) inattentive
6. legitimate	f) to put out
7. to sell	g) simple
8. careful	h) sometimes
9. to enable	i) to be alike
10. to differ	j) to release
11. generally	k) soft
12. to accept	l) to disrupt
13. hard	m) to switch off
14. to protect	n) outside

Check your skills (revision) . Match the following.

1. input unit	a) a hand-held device connected with the computer by means of a small cable or Bluetooth
2. hardcopy	b) the part of the computer that takes in information
3. keyboard	c) the output that can be held in your hands (text, pictures)
4. softcopy	d) the part of the computer that coordinates the activity of all other units
5. the mouse	e) the output displayed on a monitor
6. the central processing unit	f) an input device that looks like an electric typewriter
7. malware	g) devices attached to the computer
8. floppy disc	h) malicious software
9. hardware	i) electronic and mechanical parts of a computer
10. software	j) a program installed unknowingly to monitor the user's activity
11. spyware	k) programs for directing all computer operations
12. adware	
13. antivirus software	

Part II. Mathematics and Computer Science

Text 1. Mathematics and Computers

It is well known that the development of computers and computer science was due to the effort of mathematicians, physicists, and engineers. But the early, theoretical work came from mathematicians.

The English mathematician Alan Turing, working at Cambridge University, introduced the idea of a machine that could perform mathematical operations and solve equations. The Turing machine, as it became known, was a precursor of the modern computer. Through his work, Turing brought together the elements that form the basis of computer science: symbolic logic, numerical analysis, electrical engineering, and a mechanical vision of human thought process.

Computer theory is associated with the name of the outstanding scientist von Neumann, who established the basic principles on which computers operate.

The first large-scale digital computers were pioneered in the 1940s. In 1945, von Neumann completed the EDVAC (Electronic Discrete Variable Automatic Computer) at the Institute of Advanced Study in Princeton. In 1946, the engineers John Eckert and John Mauchly built ENAC (Electronic Numerical Integrator and calculator), which operated at the University of Pennsylvania.

Complex computers have attracted the attention of researchers in the field of artificial intelligence. They are trying to develop computer systems that can imitate human thought processes.

The mathematician Norbert Wiener, who worked at the Massachusetts Institute of Technology (MIT), also became interested in automatic computing and developed the field known as cybernetics. Cybernetics grew out of Wiener's work on increasing the accuracy of bombsights during World War II. From this, came a broader investigation of how information can be translated into improved performance. Cybernetics is now applied to communication and control systems in living organisms.

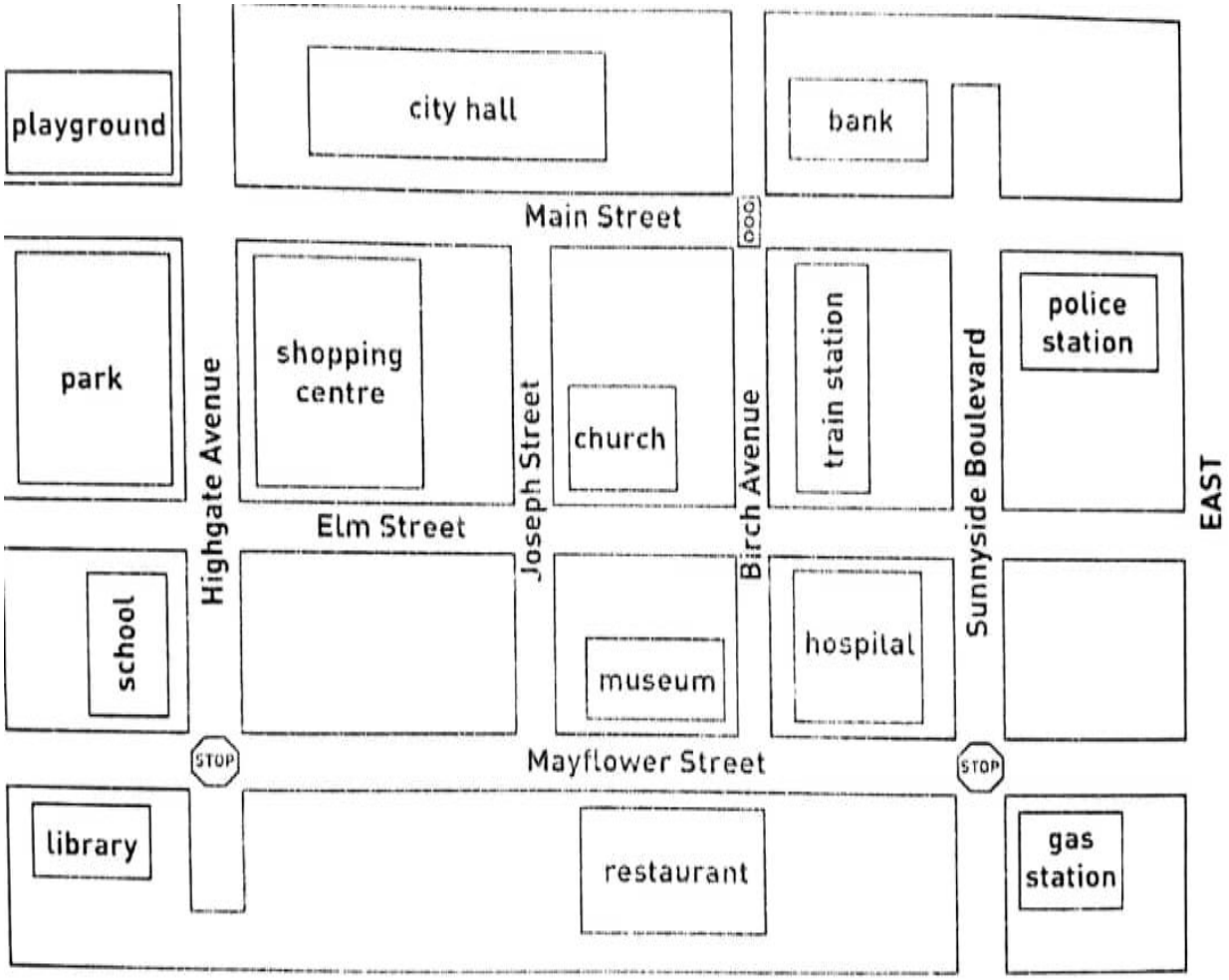
Computers have exercised an enormous influence on mathematics and its applications. They have given great impetus to such branches of mathematics as numerical analysis and finite mathematics. Computer science has suggested new areas for mathematical investigation, such as the study of algorithms. Computers have also become powerful tools in diverse fields, such as number theory, differential equations, and abstract algebra. In addition, the computer has made possible the solution of several long-standing problems in mathematics which were proposed in the previous centuries.

Text Comprehension

2. Answer the following questions.

1. What is the role of mathematicians in the development of computers and computer science?
2. Who was the idea of a computer introduced by?
3. Who is computer theory associated with?
4. When were the first large-scale digital computers pioneered?
5. Who was the first electronic numerical integrator and calculator built by?
6. Whose name is *Cybernetics* associated with?
7. What influence have computers exercised on mathematics and its applications?

Showing direction from a plan



a- Get out of the museum and go up to Birch Avenue. At the traffic light, turn left. Walk for a block . What is on your right?

b- Begin at the bank. Walk south on Birch Avenue. Turn right on Elm Street. Walk west until Highgate Avenue. Turn left and at the stop, turn right on Mayflower Street. What is on your right?

c- Leave the gas station; take Mayflower street till the stop. Turn right, walk two blocks, turn right, after the first block, turn right again, what is on your left?

d- Can you show me the way to the restaurant when leaving the playground?

Mathematics

Name: _____ **Grade:** _____ **Date:** _____

Fractions, Decimals and percentages

Put the following in order from least to greatest

1. At the county bake off, Susan and Peggy wanted to beat Theresa. The challenge was to see who could use the most chocolate in her cake. Susan's cake was 7/10 chocolate. Peggy's cake was 4/5 chocolate, and Theresa's cake was 1/3 chocolate.

   _____

2. Mike, Debbie, and Mackenzie are all having a contest to see who can eat the most hot dogs. Mike ate 2/8 of the hot dogs, Debbie ate 3/6 of the hot dogs, and Mackenzie ate 1/4 of the hot dogs. Who would win first, second, and third place in the contest?

   _____

3. Five swimmers are entered into a competition. Four of the swimmers have had their turns. Their scores are 9.8 s, 9.75 s, 9.79 s, and 9.81 s. What score must the last swimmer get in order to win the competition?

   _____

4. Melissa purchased $39.46 in groceries at a store. The cashier gave her $1.46 in change from a $50 bill. Melissa gave the cashier an angry look. What should be Melissa's correct change?

   _____

5. Mike wants to buy a Physics book costing $600. He has $475.25 only in his purse. How much more money does he need to purchase the book?

   _____

6. Jenifer had $178.50 with her. She has spent $138.85. How much money does she have now?

   _____

7. Sam bought a pair of shirts for $205.75, a pant for $225.25 and a coat for $1225.20. What was the total cost of all the three items?

8. The sum of three decimals are 938.629. Two of them are 456.54 and 392.69. Find the third one.

9. A cow gives 24 l milk each day. If the milkman sells 75% of the milk, how many litres of milk is left with him?

10. Elijah was able to sell 35% of his vegetables before noon. If Elijah had 200 kg of vegetables in the morning, how many grams of vegetables was he able to see by noon?

11. There are 50 students in a class. If 14% are absent on a particular day, find the number of students present in the class.

12. In a class 60% of the students are girls. If the total number of students is 30, what is the number of boys?