

MANUAL DO ALUNO

DISCIPLINA COMUNICAR EM INGLÊS

Módulo 3

República Democrática de Timor-Leste
Ministério da Educação



FICHA TÉCNICA

TÍTULO

MANUAL DO ALUNO - DISCIPLINA DE COMUNICAR EM INGLÊS

Módulo 3

AUTOR

ZULMIRA TEIXEIRA

COLABORAÇÃO DAS EQUIPAS TÉCNICAS TIMORENSES DA DISCIPLINA

XXXXXX

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O Mundo Profissional

Módulo 3

Apresentação

Este módulo visa preparar os alunos para que possam usar adequadamente, vocabulário associado ao mundo do trabalho, nomeadamente na apresentação da sua candidatura a um emprego ou a um estágio, em entrevistas e em diversas situações de comunicação inerente à sua futura atividade profissional.

Objetivos de aprendizagem

- Apresentar uma candidatura a um emprego ou estágio;
- Relatar o percurso académico e profissional;
- Interagir numa entrevista;
- Falar de planos e projetos futuros;
- Utilizar vocabulário sobre assuntos relacionados com as formas de comunicação no mundo profissional.

Âmbito de conteúdos

- **Linguísticos**
 - Documentação Comercial.
 - Apresentação de candidatura:
 - estrutura de anúncios.
 - estrutura de cartas de candidatura.
 - estrutura do curriculum vitae.
 - Organização da entrevista:
 - percurso académico e profissional.
 - projetos e planos futuros.

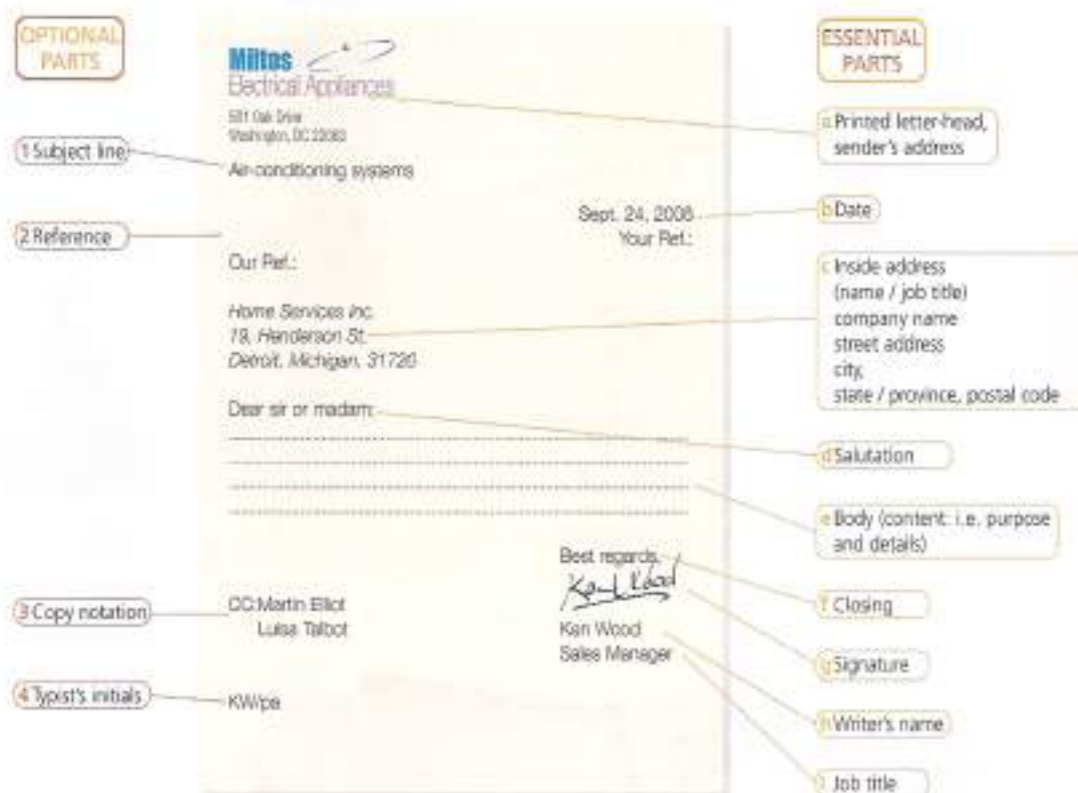


1. Forms, envelopes and letters

Grammar	punctuation
Vocabulary	American and British English abbreviations in business
Communication skills	filling in forms addressing envelopes writing a business letter

Writing letters

Business English letters are usually brief and precise. The purpose is clearly stated and there is no room for irrelevant information. Though there are different types of letters (applications, orders, circulars, letters of complaint, and letters of request) they all look alike because their form or layout contains similar parts.



1. Read the letter and answer the following questions in your notebook.

1. Who signed this letter?
2. What is this letter about?
3. Who has a copy of this letter?
4. Who typed up this letter?

Salutations and closings

The salutation is the way you greet the person you are writing to. There are two styles, formal or informal. The most common punctuation style is with a comma (,); but many American companies still use the colon (:).

Formal salutation

Dear Sir/ Madam,

Dear Sir: / Madam: (Am)

Less formal salutation

Dear Mr. / Mrs. / Miss Morris,

Dear Mr. / Miss Stanfield:

- When writing to a company in general, use: *Dear Sir or Madam* followed by (,) or (:)
- Close your letter in the same style you used in the salutation:

Formal closing

Yours sincerely, (addressee's name is known)

Yours faithfully, (addressee's name is not known)

Less formal closing

Sincerely, Sincerely yours, Kind regards

Cordial wishes, Best regards

The body of the letter

The body of the letter is the main content. It may start with a reference to another letter or fax previously received or sent. Then it must include a statement of purpose of the present letter. Finally, it usually includes closing lines to express a more personal wish or comment related to the aim of the letter.



2. Say if these salutations and closings match. Correct those which are wrong.

- a. Dear Mr. Wells, / Yours sincerely
- b. Gentelmen: / best regards
- c. Dear Sir or Madam: / Kind regards
- d. The Finance Manager, / Yours sincerely
- e. Messrs. Jones & Co., / Sincerely
- f. Dear Sir, / Yours faithfully
- g. Madam: /Yours truly

focus on language

Common phrases

Reference
 Thank you for your letter of June 16th
 We refer to your fax dated...
 With reference to your letter dated...

Purpose
 I am writing to apply for the vacancy of...
 We would like to order the following items...

Closing
 I / we would be grateful... to receive a trial order
 I look forward to hearing from you.

Addressing envelopes

Writing envelopes correctly is very important. Names and addresses must be carefully typed if you want a letter to reach its destination.



- a. The sender's information is in the top left hand corner of the envelope
- b. We don't use the titles Mr., Mrs., Miss or Ms. Before the addressee's name (only in the letter)
- c. If you don't know the name of the addressee, use the name of the business organization. Example: Brown and Sons (AmE.) Messrs. Brown and Sons (BrE.)
- d. The street number precedes the street name.



- e. The post code appears after the city.
- f. The name of the country is included only if necessary.



1. Organize the information below to address the envelopes correctly. Use the models on the previous page as examples:

- a. TO: Queen's Road / The neon Light Co. / 292 / W1 3TF / Sample Copy / London
FROM: Temple Street / 28 / Kent / TN1 1LQ / James Hall
- b. TO: Richard Murray / 248 / Riverside / Southampton / UK / SO1 1ZB
FROM: Home Service Inc. / Madison Avenue /456 / New York / N.Y. 10014





Filling in forms

The purpose of filling in forms is to provide information for companies, agencies and institutions in an orderly and easy-to-read format.

1. Look at the form and answer the questions:

- a. Is Mr. James in the USA or in Great Britain?
- b. What is his current job?
- c. Is he married?
- d. How old is he?
- e. What month is his birthday?
- f. What kind of phone has he got at home?

NAMES	First name: <input type="text" value="Robert"/> Surname: <input type="text" value="James"/>
SEX & AGE	Sex: <input type="radio" value="Male"/> Male Date of Birth: <input type="text" value="1-2-75"/> Place of Birth: <input type="text" value="Pattaya, Pattaya, USA"/>
MARITAL STATUS	Married <input type="radio"/> Single <input checked="" type="radio"/> Divorced <input type="radio"/> Widowed <input type="radio"/>
ADDRESSES	Permanent: <input type="text" value="4540 Rice Street, Los Angeles, CA 90044"/> Temporary: <input type="text"/> Work: <input type="text"/> e-mail: <input type="text"/>
WORK	Profession: <input type="text" value="Electrician"/> Occupation: <input type="text"/> Present Position: <input type="text" value="Managerial"/> Tel. No.: <input type="text" value="754-5871"/> Fax No.: <input type="text" value="754-5871"/> Signature: <input type="text" value="Robert James"/> Date: <input type="text" value="25-10-2008"/>



2. Write these dates in American and British style.

1. 30/1/93
2. 5/9/94
3. 21/7/92
4. 23/4/03
5. 9/2/2000
6. 10/3/2010

Vocabulary

British vs American English

There are some similarities and some differences in American and British letter-writing styles.

	USA	UK
Letters	February 4 th , 2006	4 th February, 2006
	Dear Sir:	Dear Sir,
Forms	2-4-2005	4-2-2005
	first name	forename / Christian name

Let's focus on... punctuation

Observe how the period is used with abbreviations.

- The period is used with abbreviations to indicate that some letters have been omitted from the full word. Some commonly used in business writing are:

<p>Addresses</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>St. Street</td> <td>Dr. Drive</td> <td>N North</td> </tr> <tr> <td>Ave. Avenue</td> <td>Sq. Square</td> <td>S South</td> </tr> <tr> <td>Rd. Road</td> <td>Hwy. Highway</td> <td>E East</td> </tr> <tr> <td>Pl. Place</td> <td>Blvd. Boulevard</td> <td>W West</td> </tr> </table>	St. Street	Dr. Drive	N North	Ave. Avenue	Sq. Square	S South	Rd. Road	Hwy. Highway	E East	Pl. Place	Blvd. Boulevard	W West	<p>Days</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mon. Monday</td> <td>Thurs. Thursday</td> <td>Sat. Saturday</td> </tr> <tr> <td>Tues. Tuesday</td> <td>Fri. Friday</td> <td>Sun. Sunday</td> </tr> <tr> <td>Wed. Wednesday</td> <td></td> <td></td> </tr> </table>	Mon. Monday	Thurs. Thursday	Sat. Saturday	Tues. Tuesday	Fri. Friday	Sun. Sunday	Wed. Wednesday		
St. Street	Dr. Drive	N North																				
Ave. Avenue	Sq. Square	S South																				
Rd. Road	Hwy. Highway	E East																				
Pl. Place	Blvd. Boulevard	W West																				
Mon. Monday	Thurs. Thursday	Sat. Saturday																				
Tues. Tuesday	Fri. Friday	Sun. Sunday																				
Wed. Wednesday																						
<p>Addressees</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Mr. Mister</td> <td>Messrs. plural of Mister</td> </tr> <tr> <td>Mrs. Mistress</td> <td>Dr. Doctor</td> </tr> <tr> <td>Ms. Miss or Mrs.</td> <td>Prof. Professor</td> </tr> </table>	Mr. Mister	Messrs. plural of Mister	Mrs. Mistress	Dr. Doctor	Ms. Miss or Mrs.	Prof. Professor	<p>Business enterprises</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>LTD. Limited</td> <td>Corp. Corporation</td> </tr> <tr> <td>CO. Company</td> <td>Inc. Incorporated</td> </tr> </table> <p>Others</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>a.m. Acc</td> <td>Ext. encl.</td> </tr> <tr> <td>p.m. Attn. Tel</td> <td>Washington DC.</td> </tr> </table>	LTD. Limited	Corp. Corporation	CO. Company	Inc. Incorporated	a.m. Acc	Ext. encl.	p.m. Attn. Tel	Washington DC.							
Mr. Mister	Messrs. plural of Mister																					
Mrs. Mistress	Dr. Doctor																					
Ms. Miss or Mrs.	Prof. Professor																					
LTD. Limited	Corp. Corporation																					
CO. Company	Inc. Incorporated																					
a.m. Acc	Ext. encl.																					
p.m. Attn. Tel	Washington DC.																					
<p>Months</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>Jan. January</td> <td>Sept. September</td> </tr> <tr> <td>Feb. February</td> <td>Oct. October</td> </tr> <tr> <td>Mar. March</td> <td>Nov. November</td> </tr> <tr> <td>Apr. April</td> <td>Dec. December</td> </tr> <tr> <td>Aug. August</td> <td></td> </tr> </table>	Jan. January	Sept. September	Feb. February	Oct. October	Mar. March	Nov. November	Apr. April	Dec. December	Aug. August													
Jan. January	Sept. September																					
Feb. February	Oct. October																					
Mar. March	Nov. November																					
Apr. April	Dec. December																					
Aug. August																						

We use a period after initials of middle names
 John F. Kennedy Dr. J. L. Robertson





Cultural awareness



Writing style

There are attitudes of speakers that are clearly reflected in writing. It is said that English speakers, in general, are far more 'to the point' when writing than writers of other cultures. With regard to letter writing, sentences tend to be shorter and very precise. There is no room for unnecessary details or for 'beating about the bush'.

Likewise, an English speaker will expect to read a letter or memo written in clear, direct and careful language.



2. Requests

Vocabulary	e-mail abbreviations
Communication skills	asking for information
	requesting catalogues or samples
	responding to requests

Request letters

The purpose of a request letter is to ask for information, samples, quotations, catalogues, brochures...

- Include the information that will help the receiver answer your questions satisfactorily
- Say why you are making the inquiry.
- State your request as a question or statement.
- Identify specifically what you want: catalogue, brochure, samples, and information about an item or service...

1. Read the model request letters. Then answer these questions.

1. What is each letter requesting?
2. Have the sender and receiver corresponded before?
3. What differences in style are there between the two letters?

Sept. 24/9/2006

E. Svenson
Export Manager
Haga Verktyg 52
Göteborg
Sweden

Re: ORDER 25

Dear Mr. Svenson,

We have received your letter of 6 June 2006 concerning our order for spare car parts. We would be grateful if you could confirm shipping and delivery dates. We would also like information about the XYZ tyres you are producing for race cars.

Yours faithfully,
Peter Stephens

From: Miguel Martin
Sent: Monday, 24 September 2006 10:29 a.m.
To: Crossbow Gifts
Subject: Executive pens

Dear Sir or Madam,

We are interested in your new line of Executive pens. Please send us an offer quoting your best terms and discount for cash payment. Thank you very much.

Cordially,
Miguel Martin



2. Complete the following sentences with an expression from the language box.

1. ... samples of the products you advertised in Sunday's paper?
2. ... more information about the possibility of subscribing to your magazine?
3. ... shipping costs of text books.
4. ... an estimate of the large size jackets, please?
5. ... yesterday's newspaper.
6. ... a brochure of your travel packages to Southern Asia?

Focus on language

Common phrases

Opening sentences

I saw your advertisement in...

We are interested in...

Inquiry

Could you please send me / us...?

I / we would like to know if / about...

I would be grateful if you could inform me / us about...

I would also like information / details...

Practice

1. Complete these requests.

1. I would like to know about _____ that you're advertising.
2. _____ samples of cotton prints for curtains?
3. We are interested in _____ that you are exporting.
4. I would be grateful if _____ about the XPO printer.
5. _____ about colour screens for computers.

2. Fill in the blanks to complete this letter.

Dear Sir:
 Thank you for the Spring _____ I received a week ago.
 I would be _____ if you _____ me samples of the following _____: a mini plastic bag and a large size plastic sheeting.
 Could you _____ send me _____ about the metal sheetings that you manufacture?

 Harold Robins



3. Write to the Seashell Hotel asking for information about their facilities for three of your Sales Representatives. Ask about the following:

- Location – how far is it from downtown?
- Restaurant – do they offer vegetarian meals?
- Swimming pool and bar – what time do they open and close?

The Seashell Hotel
Gulf shore East
7th street
Florida, FL 25407

Dear _____,

Response letters

Always reply promptly to routine requests from a potentially interesting client or to large and regular orders.

Focus on language

Common phrases

Opening sentences	Closing response
Thank you for your e-mail / letter of...	I will be pleased to receive your order.
We have received your letter of ...	We will deal promptly with any order you send us
We were pleased to receive...	
I am / we are sending you a copy of...	
We can supply	
I am enclosing a sample...	



1. Read the two letters and answer the questions in your notebook.

<p style="text-align: right;">11 June, 2006</p> <p>Messrs Evans & Co. 212 Holborn Road London St</p> <p>Dear Sirs,</p> <p>I am enclosing a catalogue and current price-list for our Printers as requested in your letter of 11 February. The Magna Model that you mention is an excellent machine but it is large in size and slow for your needs. If you require a printer that works at a higher speed we recommend the Magna Senior Model. You will find a full description of it on p.10 of the catalogue.</p> <p>We will be pleased to send you any further information you may need.</p> <p>Yours faithfully, <i>Gary Fisher</i> Gary Fisher Sales Department</p>	<p style="text-align: right;">October 21st, 2006</p> <p>Mr. Philip Page 78 Columbus Ave. Kansas City, Kansas 66100</p> <p>Dear Mr. Page:</p> <p>Thank you for your letter dated 28 May, requesting information about our new line of financial calculators. Our latest model is the FCX Special that has a wider range of functions, wider screen capacity (10 digits), in comparison to the FC model, and it is programmable. We can supply the FCX Special at \$80, a very reasonable price if you consider its advantages.</p> <p>We look forward to receiving your order.</p> <p>Very truly yours, <i>ALDO VITO</i> Aldo Vito Sales Department</p>
---	--

- | | |
|---|--|
| <p>1 Who wrote a letter on 11th February?</p> <p>2 What did they request?</p> <p>3 What is Gary Fisher's response?</p> <p>4 Why does Gary Fisher recommend the Magna Senior Model?</p> | <p>5 Who wrote a letter on October 21st?</p> <p>6 What is the difference between FCX and FC models?</p> <p>7 What department does Aldo Vito work for?</p> |
|---|--|

Practice

Deal receive enclosing letter pleased about for am order with further

1. Fill in the blanks with the correct word.

- Thank you _____ your _____ of 21st October.
- I was pleased to _____ your inquiry _____ our bicycles.
- We will be _____ to give you _____ information.
- I _____ enclosing our purchase _____.
- We will _____ promptly _____ your orders.
- I am _____ a cheque for the total amount.





Cultural awareness

Internet abbreviations and acronyms

During the last decade the internet has become so powerful as a means of communication that, little by little, it has created a language of its own. There are a tremendous amount of mailings exchanged daily around the world as millions of people are writing and answering personal messages, orders, complaints, reports, inquiries, etc. this implies a lot of time sitting at the computer and typing on a keyboard. In this world of almost instantaneous communication, abbreviations and acronyms have developed as spontaneous and useful shorthand. Needless to say, that there are thousands of these expressions circling the earth in different chat sites, newsgroups, messenger programs and "the like". Here are some of the most typical ones used nowadays.



- HTH = hope that helps**
- IMO = in my opinion**
- ASAP = as soon as possible**
- BBL = be back later**
- B/C= because**
- BFN = bye for now**
- CYO = see you online**
- FYI = for your information**
- GA = go ahead**
- GBH = great big hug**

Can you guess the meaning of the following ones?

GL = good...

HF = have...

GFY = good...

IOW = in ...

JAS = just ...

NM = never...

AOB = any other...

CU =

IC =

W8 =

4U =

RUOK?



3. Quotations and orders

Vocabulary	e-mail
Communication skills	inquiring about and giving quotations

Inquiries

Quotation inquiries specifically ask about the prices of certain products or services.

- Clearly state the goods or services required
- Explain how you wish to pay and accept delivery

Hughes & Hughes Co
34 Walton St.
Glasgow
GL2 6DP

20th July

Dear Sir or Madam,

Please send me a quotation for 5 boxes of White Fanfold Paper, catalogue #16, size 9.5 x 11 and 10 boxes of Personal Computer Diskettes catalogue #2. State delivery dates, and payment terms. We require delivery within two weeks of order.

Yours faithfully,

Marion Swanson

Marion Swanson
Sales Department

Focus on language

Inquiries

Opening sentences

Please quote...
Please send me a quotation for...
Please send us your export prices for...

Closing response

We would like to have the information by the end...
We expect to place a large order if your prices are competitive
We are looking forward to receiving this information



Quotations

We give quotations when we answer a specific inquiry asking about the prices of goods.

We write it as a letter, making sure to include:

- The prices of discounts, delivery dates and terms of payment
- The period of time for which the quotation is valid

Focus on language

Quotation letters

Opening sentences
 Thank you for your letter of...
 The prices of the articles you are interested in are as follows...
 Thank you for your letter dated...
 We are pleased to supply .. at the price of...
 With reference to your inquiry of ... and, as requested, we quote...

Closing sentences
 We look forward to receiving your order...
 We will be pleased to receive your order...

15th August 2006

Hamilton & Bradford Ltd.
 16 Av. North East
 9675 Jamestown
 Oklahoma, OK, 55500

Dear Sir or Madam,

Thank you for your inquiry of 20th July. We can send shirts 10432 and ties 10433 immediately from stock. However, we regret that we cannot supply them in navy blue before July as they are out of stock.

We feel you may be interested in some of the other colours we have in stock. I enclose samples of colours available.

Shirts cost \$15.20 each and ties \$10.45 for orders over 100 units. We look forward to receiving your order.

Yours faithfully

1. Create a quotation letter with the following information.

In stock
 BX 214
 BX 215
 BX 216
 Credit period: 60 days
 5% additional discount for payment within 30 days

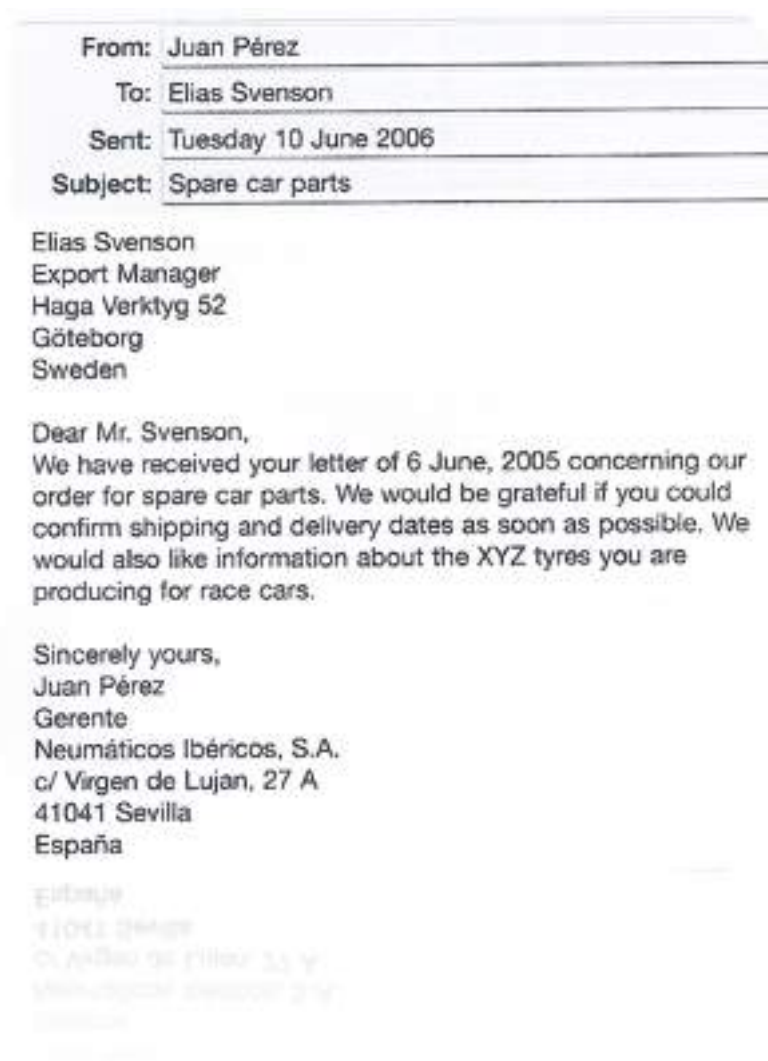
Not available til
 13th October
 BSS 217



E-mail writing

E-mail has revolutionized the office. Businesses use the Internet for external e-mails outside the office and sometimes they use instant messages or intranet for internal e-mails. Regardless of the method, use the correct formal or informal letter writing style you have already learned.

1. Look at the e-mail below. In pairs, rewrite it using a more informal style. Use some abbreviations or acronyms.



4. Gap year

Vocabulary	Gap year time out
------------	----------------------

What is a “Gap Year”?

A gap year is constructive time out – it can be anywhere, doing anything and everything. You could be building a school in Chile, doing some work experience, basking on a beach in Fiji or simply working for a year to save enough money for university. It is up to you, it is achievable and there is a world of opportunity just waiting to be explored...

Traditionally a “gap year” is viewed as the activity in the UK of taking time out before university. Traditionally it involved travel and, as a result, was only undertaken by those from wealthy families willing to bankroll the experience. Despite the fact that it has moved a long way from this over the past 10 years, many in the media, the Government, schools and careers advisors in the UK still refuse to move from this antiquated view.

A gap year now is one of the most talked about phenomena of this new Millennium. With the baby-boomer generation now reaching retirement, globalization changing the nature of society and young people now heading into a life of “Portfolio careers”, taking time out is now seen as a positive, not a negative thing.

Life is a series of “gaps”. Pre-university gaps, during and post-university gaps, career gaps (fastest growing gap year market), pre- and post-baby gaps, “stag” and “hen” gaps, post-wedding gaps, pre-retirement gaps (second fastest growing market) – the list goes on. From the age of 18 people will now become “serial gappers” as they head through each life stage taking a “gap” to prepare themselves for the transition ahead.

The result will be a change in the mentality of society, away from the “live to work, work to live” routine of a slow climb up a career ladder to a more exciting life path which simply involves doing what they enjoy in life and achieving that dream.

www.Gapyear.com



Time-off

WHAT NEXT QUIZ

It's time to start thinking about what you want to do for the next few years. Is a degree right for you? Does it fit in with your chosen career? Would you rather be getting your hands dirty and getting to the job market quicker? What about a gap year?

Answer a few questions and find out what's good for you.

1 How long would you like to spend in higher education?

- a. Five or six years.
- b. Four years at the most.
- c. I want a while to think about it.

2 How are your school grade predictions?

- a. Exactly what I need to get on to the degree course I want.
- b. Less good than I hoped but good enough to get me into a good course somewhere.
- c. As I had expected but not really high enough for a degree course.

3 What kind of course were you planning on taking?

- a. A traditional subject such as biology, maths, history or a language.
- b. They don't seem to do many degrees for my choice – beauty therapy, childhood studies or similar subjects.
- c. Law, architecture, engineering, accountancy, etc.

4 What are your plans for the future?

- a. I want to get a job as quickly as I can with a qualification specifically related to it.
- b. I want to carry on in higher education and gain a Master's degree.
- c. I want to see some of the world and think about university or college later.



5 How would you like to study?

- a. I would like to get in some good practical work as well as some classroom-based study.
- b. I've had enough of study for a while. I need a break.
- c. c) I prefer theory work. I would rather learn lots at university or college and then apply
- d. my knowledge and gain experience when I'm actually working.

QUIZ ANALYSIS

- | | | | |
|---|-----------|-----------|-----------|
| 1 | a) 15 pts | b) 10 pts | c) 5 pts |
| 2 | a) 15 pts | b) 10 pts | c) 5 pts |
| 3 | a) 15 pts | b) 10 pts | c) 5 pts |
| 4 | a) 10 pts | b) 15 pts | c) 5 pts |
| 5 | a) 10 pts | b) 5 pts | c) 15 pts |

0-25 pts – Are you tired from all that study? Or are you just eager to see the world? Take this opportunity to get out and travel. Get yourself a 10-year passport ad a backpack and live life while you're young!

26-50 pts – Maybe you're keen to get a job and start earning fast but still want to go to university or college. Have you considered taking a professional course? You can gain a practical qualification ideally suited to your chosen profession.

51-75 pts – A degree would be good for you. You'll enjoy the study and the path you have chosen means that you need at least a Bachelor's degree to get where you want. You'll thrive at university or college and you'll have a great time learning.



A Year off

Discuss as a class.

1 Do you know or have heard about any student who has taken a year off before going to university?

2 If so, tell the class about his/her experience:

- a. what he/she did;
- b. in which country he/she worked;
- c. if he/she liked/disliked the experience;
- d. if it was useful.

3 Listen to the introductory passage and write the missing words in you notebook.

As many British students approach the age of 18, independent ⁽¹⁾ _____ travel is a highly anticipated event. Taking a “gap year” between secondary school and university is far more ⁽²⁾ _____ in the UK than it is in America, where students “take a year off”. ⁽³⁾ _____ the two phrases share the same meaning, the American version emphasizes the school or work that person is ⁽⁴⁾ _____. British universities and parents not only accept that students take a gap year, it’s ⁽⁵⁾ _____ expected – even Prince Harry went to Australia before ⁽⁶⁾ _____ his studies. But there are more ⁽⁷⁾ _____ for the American student wanting to take time off. Parents, friends, and even college counsellors advise ⁽⁸⁾ _____ it, afraid that the student will never return to school. While some American students are ⁽⁹⁾ _____ on to the idea of a gap year, they are still having a ⁽¹⁰⁾ _____ time letting go of structure.

Dave Berry, an independent college counsellor based in Pennsylvania claims that although a year off before college can instil ⁽¹¹⁾ _____ perspectives and even maturity in the right student, “For others, it can lead to a ⁽¹²⁾ _____ of motivation about higher education”.

Let us see what two English teenagers say about that experience.



VOCABULARY IN CONTEXT

year off (title) (AmE) – year out; gap year (BrE)

A-level (1st text) – Advanced level

fees (1st text) – amount paid to join the organization

took for granted (2nd text) – was so familiar that she no longer appreciated their full value

a pain in the neck (2nd text) – annoying or boring person

Andrew Ainge

Andrew Ainge, 19, from Leyton, London, start his degree in music at Huddersfield University this term. In his gap year he has been working on a project organised by CSV (Community Service Volunteers). He worked in Grays, Essex, befriending adults with learning disabilities.

“I was unsure what A-level grades I would get and what to study at university. I therefore wanted some time out to think. I wanted to do something constructive with my gas year and I also didn’t want to go and work overseas at that time, especially when I found out that you normally have to raise a few thousand pounds in sponsorship to do that. Then I found CSV which was perfect because there are no fees. I’ve learnt a hell of a lot. I feel that I understand people a bit more and how to work with other people. I’ve also learnt loads about learning disabilities, something I knew nothing about before. I have a lot more confidence and I know that I can live away from home on my own now.”

Miranne Hill

Miranne Hill, 18, also from London, got several jobs in her year off as crew for sailing boats, helping to deliver the boats from one port to another. She sailed in the Mediterranean, through the Suez Canal to the Indian Ocean and Australia.

“It all sounds very romantic, but it’s hard work and there’s a lot of sea between the ports”.

“You make it sound dull.”

“No, not dull, but everyone I talk to imagines I was just lying about sunbathing and drinking Champagne. Most of the time I was in a tiny, cramped galley trying to cook for a very hungry crew...not to speak of the washing up!”



“Was it useful? Did it prepare you for university?”

“Useful? Yes. I am far more independent. I always took my family for granted but now I realize what a pain in the neck I must have been – I mean, how I took everything they did for me for granted. As for my studies, I did get a bit rusty, not studying for a year. It took me a few weeks to get back into sitting still, writing for hours, listening to lectures. But actually I have become more efficient at learning somehow.”

Internet, You can, Sure

READING COMPREHENSION

1. After listening to the introductory passage, say:

- if the phrases *take a gap year* and *take a year off* mean exactly the same.
- why taking a gap year is more popular in the UK than in the USA.
- why American parents, friends and college counsellors are against it.

2. Close your books. Listen to the two youngsters and do the following tasks.

What have you learnt about the two young people? Complete the table accordingly.

	Andrew Ainge	Miranne Hill
Age		
Nationality		
Job(s)		
Advantages		
Disadvantages		

3. Find words or phrases in the first text which mean the following:

- being kind to
- for that reason
- having a useful purpose
- in a foreign country
- to manage to obtain
- alone



4. Give another word or phrase to replace the following vocabulary items taken from the second text:

- a. crew
- b. dull
- c. tiny
- d. cramped
- a. rusty

5. Complete the following sentences according to the information given in the first text.

- a. Andrew has spent his gap year _____
- b. As he was unsure what to study _____
- c. CSV offered him _____
- d. That experience helped him _____
- e. In conclusion, _____

6. Answer these questions on the second text.

- a. Why doesn't Miranne think her experience was very romantic?
- b. In what ways was her year off useful?
- c. If you could have such an experience, what jobs would you like to do? Why?
- d. In which countries would you like to work in? Why?



The University of Life

After taking his A-levels, Oliver decided not to continue with his academic studies, but desperately wanted to go travelling.

This is a personal account of a year spent in the “university of life”.

I have always been keen on the idea of travelling. My parents have both travelled quite extensively and I guess that’s rubbed off on me. Once I left school and turned eighteen, I realized I could do it. I spent eight months away altogether - four months in South East Asia (Thailand, Cambodia, Laos, Vietnam) three months in Australia, and then a final month back in Thailand.

South East Asia had always interested me. No one from my family had ever been there so it seemed new and different and so very far away from home. I was searching for something that wouldn’t be easy. It was hard saying goodbye – both for me and for my family – but they understood because going travelling was something I always talked about; I was doing it for me, not for anyone else. I went with few expectations but I knew that it would change me. Looking back, I suppose I didn’t prepare myself emotionally for what I was going to do.

1. Look at the pictures and describe the places.





2. Have you ever been to any of these countries? If so, when did you go here? What interesting places did you see?
3. Work in pairs. Choose two places/countries that you would like to visit.
4. Use some of the words below to help you write a brief description about them.

Describing places

Historic buildings – romantic/lively atmosphere – populated streets – interesting buildings
– beautiful city – ideal for sight-seeing – lively nightlife – varied cultural activities

5. Read aloud your descriptions and share your opinions with the rest of the class.
6. Talk about the advantages and disadvantages of living in the places you have chosen.

Culture Shock

I threw myself in at the deep end although I wasn't completely alone. At first I travelled in Asia with my pal, Deke, and then met up with another surfing friend from home in Australia. But I realized that you can still feel lonely, whoever you are with, wherever you are. The biggest culture shock for me was being in the ethnic minority for the first time in my life. Once I got over the shock of being the only white person on the street, I began to love it. It was a wonderful lesson for me and allowed me to understand the immigrant population at home much more.



The surfing wizard of Oz

Every day in South East Asia was a new experience. You learn new things about the way the world works and you learn new things about yourself. I went to Australia for one reason only – surfing. I might seem a little shallow to ignore the whole tourist side of Oz, and the things most backpackers do, but that’s the way it is. I’ve surfed since I was fourteen and have always dreamed of surfing perfect waves in warm water instead of the freezing water temperatures of Cornwall.

Close encounters of the people kind

While I was away I met so many people from different backgrounds, both locals and also travellers like myself. I learned so much from them all and even some of those I just talked briefly to had an impact on me. For example, I talked to a Thai monk for only about twenty minutes but I learned such a lot about the culture that surrounded me. After a few months on the road you have a bank of amazing memories; you never know who you are going to meet and what lesson that person will teach you.

Current (abridged)

VOCABULARY IN CONTEXT

Rubbed off on me (l.7) – transferred to me as a result of my parents’ example

I threw myself in at the deep end (l.22) – (infml) I introduced myself to the most difficult part

Oz (l.32) – (Austral sl) Australia

Mini-project

1. Go to: http://www.prospects.ac.uk/cms/ShowPage/Home_page/Gap_year/plleLdabbe
 1. In your own words, say what a gap year is.
 2. Home page. Click on: Why do a gap year: Is it right for you? What are the reasons why some people take a gap year? List them.
 3. Home page. Click on: Planning a gap year: types of gap year. Quote 4 different projects you can have during a gap year.



4. Home page. Click on: case studies then volunteering with Raleigh.
- a. Why did Olivia choose to take a gap year?
 - b. What organization did she choose for her project and why?
 - c. Where did she go to?
 - d. What were the three phases of her project?
 - e. Did she have any leisure time? What kind of things did she use to do?
Name at least four of them.
 - f. How long was her project?
 - g. What kind of satisfaction did it bring her?

2. Complete the following definition with the words given.

GAP YEAR: Also known as,,,,
.....,,

A yearlong from taken by some on leaving school before
starting, often spent gaining work or

University, overseas experience, study, deferred year, break, year out, experience,
bridging year, students, time out, year off, travelling, time off.



5. Look for job

Vocabulary	job advertisements application letter CV
Communication skills	going to a job interview

Job advertisements

Companies use newspapers, job service agencies and recruiters or job search websites to post their job vacancies.

Ads are short and concise.

1. Look at these excerpts from advertisements. What do they refer to?

1 - 5 years experience req'd.

£12 to £13 per hour

\$35 - 40k per year

Temporary position

Attractive rate!!

New offers!

Firm offers a competitive salary and benefits package.

Professional Engineering Registration a plus.

EIT certification required.

Bachelor's degree in Accounting is required.

Position Type:
Full-Time Employee
Date Posted:
Dec. 10, 2006
Relocation covered: No



Debate



Look at these job ads. Which job is most appealing to you?


PRINCIPAL ANATOMIST

Employer: UNIVERSITY OF DUNDEE	7 days left	College of Life Sciences	
Posted: 17 December 2012		Centre for Anatomy and Human Identification	
Ref: LS0251		PRINCIPAL ANATOMIST	
Location: Dundee, Angus		Ref: LS0251	
Industry: Charities, Education - Higher - Head of Department, Education - Higher - Researcher, Health - Academic & research		The Centre for Anatomy and Human Identification in the College of Life Sciences is seeking to appoint a Principal Anatomist who will have overall responsibility for the provision of anatomy teaching and all anatomy-related research at the University of Dundee. Following recent major investment, the University is the first in the UK to introduce Thiel embalming. A further core role of this post will be to lead on the expansion and integration of Thiel as it applies to scientific, medical and surgical opportunities. The appointment will be made at Senior Lecturer, Reader or Professorial level depending on background and experience. The role of Principal Anatomist can coincide with appointment to the Cox Chair of Anatomy.	
Level: Management		The individual appointed is expected to have experience of teaching anatomy to science, medical and/or dental students through lectures, practical classes and full body dissection; senior management and leadership within anatomy, including both research and teaching; managing technical and academic staff; developing taught modules, including at Honours and Masters level; developing new programmes of study.	
Contact: Permanent		To apply please visit our website via the button below.	
Hours: Full Time		Closing date: 4 January 2013.	
Salary: Unspecified			

[Visit website](#)
(This will open in a new window)

- Add to shortlist
- Email to a friend
- Share

People who viewed this job also viewed

Employer: RICHMOND HOUSING PARTNERSHIP	RHP Group is a dynamic organisation which values its employees and loves its customers. We want to be the best, and most of all, we want to be best at customer service. We only hire people who want to join us on this journey and help us get there. Listed as one of the top 5 organisations to work for in the Sunday Times Best Companies List, and awarded gold Investors in People status, we're serious about investing in our people and delivering for our customers.	
Posted: 19 December 2012	Doing your job brilliantly means using your energy, knowledge and enthusiasm to manage a team that provides a seamless customer experience which is honest and helpful, fixes things fast, and is always on the customer's side.	
Location: South West London	Your experience of managing a team that delivers excellent customer service and contributes to business success will mean that you are always looking for new ways to delight our customers!	
Industry: Housing - Maintenance & asset management, Housing - Housing services, Housing - Property & estate agency, Charities - Housing & homelessness, Housing - Community, Housing - Tenant liaison	Our managers shape our personality and share our ambition to be the best service provider, both in the housing sector and beyond. You will have a proven track record of inspiring and motivating a high-performing team to provide an excellent service to customers.	
Level: Management	We take real pride in developing our people and celebrating success. Our employees are proud to say I am RHP. That means being positive and most of all, having a commitment to delight our customers with a service that just keeps on getting better and better.	
Contact: Permanent		
Hours: Full Time		
Salary: up to £35,000 depending on experience		

[Request an information pack](#)

- Add to shortlist
- Email to a friend
- Share

People who viewed this job also viewed

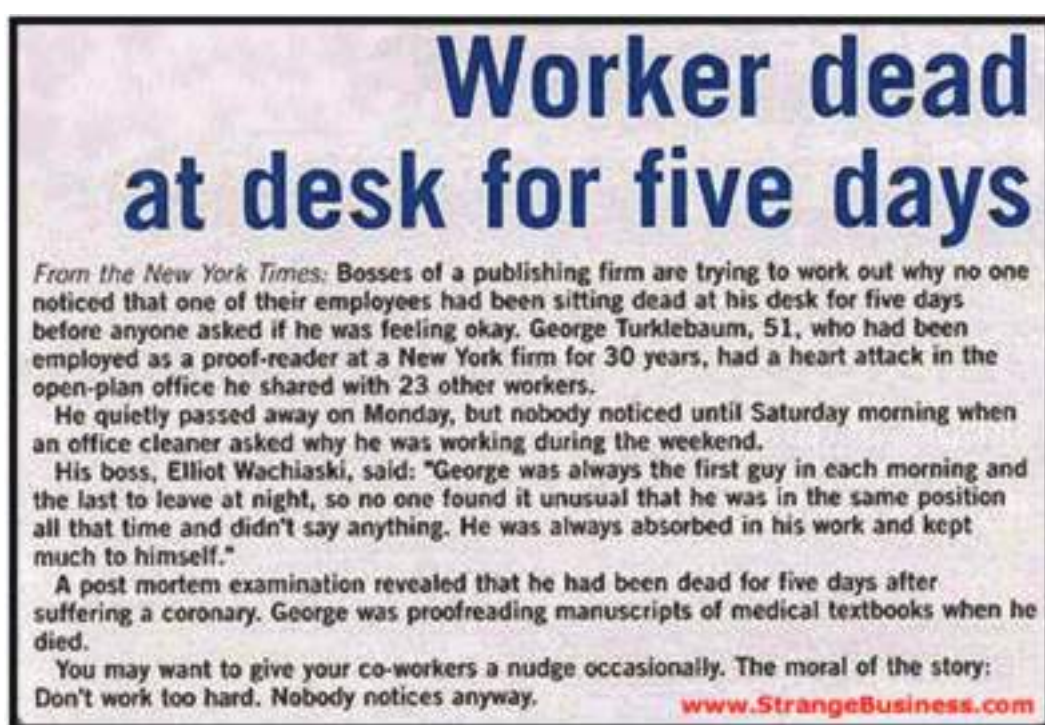
Team Leader: Sheltered and Support
£27,824 - £31,337 pa
Head of Customer Contact

<http://jobs.guardian.co.uk/>



2. Once you've chosen a job, what do you do next? In groups, discuss the different steps to follow.

Hard work never killed anybody,
but why take a chance?



1. Translate the following words into your language:

A publishing firm; to work out; employee; to employ; a proof-reader; a heart attack; open-plan office; to share; to pass away; an office cleaner; unusual; in the same position; absorbed in work; keep to oneself; a post mortem examination; reveal; to suffer; a coronary; manuscript; a nudge; anyway.

2. Say whether these statement are **TRUE** or **FALSE**:

- The man died in his office bathroom.
- He had been five days dead when he was found.
- He was found by his co-workers.
- He passed away on Friday.
- George was a hard-working guy.
- Nobody found it unusual that he was in the same position all the time.



- A post mortem examination revealed that he had been killed.
- George was proofreading manuscripts of scientific books.
- The moral of the story is that you still must work hard.

3. Find in the story words with the same meaning as these:

- difficult
- to find and correct mistakes
- to die
- colleagues
- preoccupied
- to be a lonely and secluded person
- a medical survey after death
- from time to time

4. Now fill in the blanks with the suitable words from the story:

1. The _____ showed that Sir Henry Baskerville died of heart failure.
2. I didn't know my grandmother. She _____ when I was a baby.
3. At first I didn't _____ that Alice had changed the colour of her hair.
4. I work at a very big office. There are 3500 _____ working here.
5. My _____ Mr. Price gave me a rise recently.
6. George, who was 51, had a _____ and died in his office.
7. My brother is not a very sociable person. He always _____.
8. At the office I always go to have lunch with my _____.
9. My son is a college student and works very hard. He is always _____ in his studies.
10. On the wedding day Louise, that devilish woman, had one of her _____ and died gently forgiving her daughter Iris for having killed her.

CVs and resumés

The Curriculum Vitae (CV) or resumé is a written account of a person's education and employment history. The information must be brief but as complete as possible. A CV



always includes a heading, an education section (most recent first), and a list of work experience (most recent first). If you have room, or it is relevant to the job, include additional information such as languages spoken, interest, references, special skills (computer programs, other languages) or hobbies.

1. Read this CV.

PERSONAL STATEMENT

Experienced in administrative duties; scheduled meetings, handled travel arrangements and purchasing. Computer skills include Microsoft Excel, Access, Word, and PowerPoint. Excellent problem solving and communication skills. Accustomed to long work hours. Winner: Employee of the Month '999 for October and December.

CAREER OBJECTIVE

To obtain an executive sales /marketing management position within a growth oriented, progressive company. I want to apply my business development/sales skills to an environment where they will make a significant impact on the bottom line. The ideal atmosphere would be entrepreneurial and one in which new ideas are welcome and decision making is required.

KEY SKILLS

This is the main summary of my skills.

Negotiating (Intermediate) Sales Auditing (Expert) Access (Beginner)
Invoicing (Intermediate) Accounting (Beginner)

EDUCATION

- 2002 - 2006 Bachelor's Degree – Marketing
The University of Oxford
Bachelor of Business Administration May 2001 Major: Marketing, Minor: International Business

WORK EXPERIENCE

- Oct 2001 to Present University Hallmark Oxford, MS
Sales Clerk (Invoicing, Administration)
Full time role overseeing the operation of the sales and marketing department.
 - Successfully perform managerial duties during manager's absence
 - Train new employees and conduct company and product orientations
 - Calculate and transmit weekly sales reports to headquarters
 - Conduct monthly inventory/audit of product
- Jul 2004 to Aug 2006 Most States Insurance Jackson, MS
Sales Intern (Customer Service, Bar work, Administration)
Performed bar and night manager duties for one of the country's leading low-budget hotel chains.
 - Proposed travel expense budget for summer assignments
 - Maintained accurate record of travel expenses within budget allowance
 - Compiled, edited, and recorded customer profiles
 - Conducted professional presentations to prospective clients

RACHEL GARNER

MARKETING MANAGER

07346 736889

rachelgarner@gmail.com

www.google.com



Personal Profile Builder

It is highly recommended that a CV includes a Personal Profile. This describes you as a professional and a person. Your Personal Profile should be only three sentences. The first sentence should describe who you are; the second should present a summary of your skills and experience and the final sentence should explain your personal career target.



A - Who you are (current position):

highly skilled

highly motivated

knowledgeable

reliable

A creative _____ with _____ years
hardworking experience in _____.

versatile

confident

flexible

competent

enthusiastic

effective

qualified

adaptable

energetic

B - What you can do (skills and experience):

Specific Wide-ranging expertise in _____.

Responsible for _____.

Proven ability in _____.

Excellent _____ skills.



C- What you want (career target):

Looking for a position in _____ .

Seeking an opportunity in _____ .

Seeking to continue career as _____ .

Objective is to develop a career in _____ .

Now that you've created your profile, write a CV for yourself. Use the style shown here or go to the following websites and download the files.

<http://europass.cedefop.europa.eu/pt/documents/curriculum-vitae>

<http://cv.monster.co.uk/>

Letter of application

The first step in applying for a job is to send a CV and a letter of application. The CV is a “more generic advertisement” for yourself. The letter of application is a way to tailor your application to each specific job. You can use your CV over and over again to apply for different jobs, but your letter of application must be specific to each job you're applying for. The purpose of your CV and its application letter is to give a prospective employer all the information he or she needs to decide whether or not you will reach the next phase in the application process: the interview.



Mr. Dean Rogers
Personnel Manager
Canberra

June 17th 2005

Dear Mr Rogers,

I read your advertisement in THE PRIME NEWS of June 15th for the position of secretary in your Sales department and I am interested in applying for the post.

I obtained my secretarial diploma at the International Academy for Secretaries in 2001 and began working with Burns and Jackson four years ago.

Although I have gained experience in office work and attending customers, I do not use any of the foreign languages or accounting I have studied. Because of my interest and experience in these two areas, I believe I could make a direct and immediate contribution to your sales Department.

I have enclosed my CV, which details my qualifications and interest. I hope you will consider me for an interview, thank you for your time and consideration.

Sincerely,
Mary Davies

1. Read the application letter and answer the questions:
 1. Is Ms. Davis currently unemployed?
 2. How long has she worked for Burns and Jackson?
 3. Is she happy there?
 4. Did it take Ms. Davis long to get her first job after finishing Secretarial School?
 5. Why does she think she might be a good candidate for this new job?
 6. Would you interview Ms. Davis? Say why or why not.



2. Look at the Internet job advert and write an application letter and a CV.

WANTED

OCC Board Administrative Assistant

The main role of the Oneota Co-op Board Administrative Assistant position is to maintain effective record-keeping and expedite the taking of consistent and effective minutes at board meetings.

Duties include:

- Effective and consistent minute-taking of each Board meeting.
- Consistent record keeping and clerical assistance to Board officers.

Qualifications required:

- Able to effectively transcribe most of a conversation
- Good listening skills
- Fast and accurate typing
- Able to adhere to confidentiality rules
- Available during meeting times on the fourth Tuesday of each month from 6:00 pm to whenever.

Preferred:

- Helpful to have own laptop

Financial compensation is provided.

Interested parties should contact Lyle Luzum at oneotalyle@gmail.com.

Job interview

Read the text.

Marsha's Terrible Job Interview

Marsha had a job interview with the Sunshine Biscuit Company last Monday. Her appointment with the interviewer was for 10:00 am. She had forgotten to set her alarm clock, so she woke up at 9:30 am and got to the interview an hour late, at 11:00 am.

Because she woke up so late, she didn't have much time to get ready. She took a quick shower and put on the first dress that



she found in her closet. It was a very short dress that showed a little too much, the kind of dress a woman wears when she's trying to attract a boyfriend at a cocktail party. She also put on a lot of very cheap perfume, the kind you can smell down the street.

She left the house without eating breakfast and she ran to the bus stop. The bus was late in coming, but she didn't want to spend the money on a taxi. When she finally got to the Sunshine Biscuit company, she ran into the building and ran into the interviewing office. She ran up to the secretary's desk and screamed, "I'm here! My bus was late!" The secretary was a bit surprised, but asked her who she was and what time her appointment was for. Marsha answered, "I'm Marsha and my interview is for right now." Of course, it was already 11:00 am and her interview had been scheduled for an hour earlier.

The secretary called the interviewer, Mr. Green, on the intercom and he told her to send Marsha in.

Marsha was chewing gum as she entered the office. She took a seat without saying anything to Mr. Green. Mr. Green was slightly surprised to see Marsha act so boldly even though she was an hour late. He introduced himself and asked how she was. She said that she was feeling lousy and that the public transportation in the town was awful. He asked her what kind of position she was looking for, and if she had a resume. She said that she had no resume because she didn't have time to write one. She also had no idea of what kind of job she wanted; she just wanted one that paid well. He asked her if she had any questions for him, and she asked him if she could have Wednesday afternoons off so that she could see her psychiatrist. She also asked him if the company gave at least a two week vacation. He asked her what skills she had and she answered that she could type, but that she couldn't take a typing test because tests made her nervous.

Mr. Green thanked Marsha for coming, and she asked, "Do I get a job or not?" He said that he would call her if there was an opening, and she said, "Well, hurry please, because I'm broke and I can't pay the rent."

Answer the questions:

1. Marsha made a few mistakes last Monday. Go through her night before and day of the interview and tell us all the things that she should have done differently.
2. What could she have done to make a better impression on Mr. Green?
3. How should she have prepared for the interview?



4. How should she have acted in the morning when she knew she was late?
5. What would you have done if you had been in her situation?
6. How should she have answered some of his questions?
7. What could she have asked him in order to make him consider her to be a serious person?
8. What would *you* have asked him if this had been *your* interview?
9. How would *you* have finished the interview if it had been yours?

Mini-project

Do some research online and create a top 10 tips for an interview.

Watch the following video about a job interview and then create a dialogue about a job interview, and roleplay it.

<http://www.youtube.com/watch?v=PpqcN1CiKEo>



JOBS AND OCCUPATIONS

Rules:

- 1) throw the dice then make a sentence according to the square that you land on, e.g He is a doctor, She is a nurse...etc
- 2) If you say it correctly, then you can move ahead 2 more spaces
- 3) Two or more players can be on the same space.
- 4) Continue to play until some reaches the finish, and then see who will finish second, third, etc.



TABOO – Rules of the game

1. Divide the students into teams of 5 or 6 students per group. In each group there are 2 teams. Team A has 3 students who are divided into one clue-giver and 2 students who do the guessing work. Team B also has 3 students (or 2) who are divided into one person who checks that the clue-giver does his work properly and into a group of two students (or one student) who watch the game and who are not involved during the first 2 minutes.
2. Team A designates a person to be the clue-giver. Have the clue-giver sit away from his team. Place the taboo cards face down in front of the clue-giver. Designate someone from team B to be the checker and look over the shoulder of the clue-giver.
3. When team A and the clue-giver are ready, start timing for 120 seconds. The clue-giver can turn over the first card and hold it in his hand so only he and the checker from team B can read it.
4. The object of the game is for the clue-giver to describe the “guess” word on the very top of the card **by using only the “taboo” words or phrases printed below**. No parts of the “guess” words are allowed. No rhyming words can be given. Do not use your hands or any sound effects. If the clue-giver mentions part of the “guess” word or the whole “guess” word, the checker from team B can say “taboo”. Then a new card is turned over.
5. Each time team A figures out the “guess” word, the team scores a point and a new card is turned over. This continues until time runs out. If the clue-giver mentions part of the “guess” word or passes a card and goes on to the next, the team loses a point.
6. When the 120 seconds have run out, the unfinished card does not count in the scoring. Switch the cards to team B and begin again.



<p><u>Working life:Apprentice</u></p> <ul style="list-style-type: none"> • Profession • Young • Beginner 	<p><u>Florist</u></p> <ul style="list-style-type: none"> • shop • flowers • Bunch
<p><u>shop assistant</u></p> <ul style="list-style-type: none"> • sell • store or shop • staff 	<p><u>Tailor</u></p> <ul style="list-style-type: none"> • suits • cloth • sew (nähen)
<p><u>interviewer</u></p> <ul style="list-style-type: none"> • job interview • candidate • weaknesses 	<p><u>postman</u></p> <ul style="list-style-type: none"> • letter • to deliver • postcard
<p><u>factory</u></p> <ul style="list-style-type: none"> • conveyor belt • piecework • shiftwork 	<p><u>sale</u></p> <ul style="list-style-type: none"> • a bargain • cheap • after Christmas
<p><u>bricklayer</u></p> <ul style="list-style-type: none"> • house • to build • mortar 	<p><u>strike</u></p> <ul style="list-style-type: none"> • to protest • salary rise • bad working conditions
<p><u>questionnaire</u></p> <ul style="list-style-type: none"> • ask • feedback • buying behaviour 	<p><u>living expenses</u></p> <ul style="list-style-type: none"> • money for food • money for water • bill for electricity
<p><u>canteen</u></p> <ul style="list-style-type: none"> • company • lunchtime • staff members 	<p><u>workaholic</u></p> <ul style="list-style-type: none"> • spend a lot of time in the office • addiction • obsession
<p><u>applicant</u></p> <ul style="list-style-type: none"> • job • interview • employ 	<p><u>reporter</u></p> <ul style="list-style-type: none"> • news • interview • story



<u>part-time job</u> <ul style="list-style-type: none"> • work • full-time job • days 	<u>decorator</u> <ul style="list-style-type: none"> • paint • colours • house
<u>Research and Development</u> <ul style="list-style-type: none"> • scientists • laboratories • invention 	<u>librarian</u> <ul style="list-style-type: none"> • book • shelves • work
<u>equipment</u> <ul style="list-style-type: none"> • computer • fax • biro 	<u>Cabin crew</u> <ul style="list-style-type: none"> • plane • serve food • take care
<u>Job centre</u> <ul style="list-style-type: none"> • find work • to sign on • to get job seeker's allowance 	<u>Checkout assistant</u> <ul style="list-style-type: none"> • supermarket • enter a code • accept a credit card
<u>Curriculum vitae</u> <ul style="list-style-type: none"> • letter of application • previous employment • diplomas 	<u>Male nurse</u> <ul style="list-style-type: none"> • patients • medicine • night shift
<u>Dead-end job</u> <ul style="list-style-type: none"> • promotion • satisfaction • motivation 	<u>accountant</u> <ul style="list-style-type: none"> • keep the records • expenses • income
<u>Electrical store</u> <ul style="list-style-type: none"> • toaster • plugs • flex (Kabel) 	<u>carpenter</u> <ul style="list-style-type: none"> • wood • plane (Hobel) • cupboards



Bibliografia

O docente que lecionar o módulo proporá os livros, revistas, endereços da internet ou outros recursos, para que os alunos possam desenvolver os seus estudos e pesquisas indispensáveis ao processo de aprendizagem.

Livros

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