

MANUAL DO ALUNO

# DISCIPLINA INGLÊS TÉCNICO

Módulos 7, 8 e 9

República Democrática de Timor-Leste  
Ministério da Educação



## FICHA TÉCNICA

### TÍTULO

MANUAL DO ALUNO - DISCIPLINA DE INGLÊS TÉCNICO  
Módulos 7, 8 e 9

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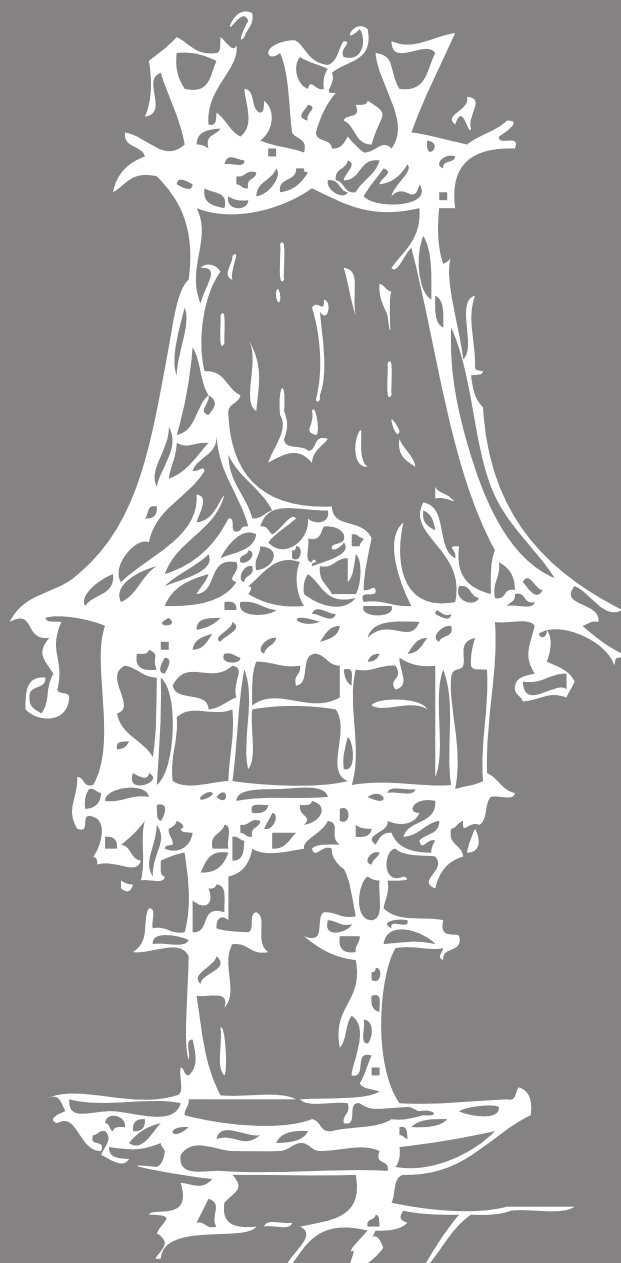


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# Young People and Consumerism

Módulo 7

## Apresentação

Neste módulo, procura-se levar o aluno a refletir sobre os seus próprios hábitos de consumo e a compreender os mecanismos que subjazem à sociedade de consumo. Confrontar os alunos com questões de ordem ética que envolvem técnicas e estratégias da publicidade e do marketing nos diferentes *media* (print media, rádio, TV, Internet) é também um dos objetivos deste módulo, que pretende apelar à responsabilidade social dos alunos, enquanto consumidores, promovendo a formação para a cidadania. Nesta perspetiva, será pertinente desafiar os alunos a comparar hábitos de consumo dos jovens em outros contextos socioculturais, propiciando instâncias de reflexão e discussão.

Os domínios de referência selecionados proporcionam o enquadramento temático para que o aluno aborde vários tipos de texto, os seus padrões estruturais, incluindo os aspetos paratextuais (disposição gráfica, logótipos, tipos de letra ...), e simultaneamente explore os aspetos morfossintáticos, léxico-semânticos e fonológicos que contribuem para a construção da mensagem do texto. Note-se que os textos deverão ser abordados em níveis crescentes de complexidade e abrangência.

## Objetivos de aprendizagem

- Descrever características de alguns tipos de texto.
- Compreender textos simples e variados no âmbito da temática a ser abordada.
- Compreender as estratégias utilizadas no discurso publicitário (linguagem apelativa através do recurso a jogos verbais, metáforas, adjetivação, ...).
- Escrever textos simples e coesos (texto publicitário, logótipo, questionário, ...).
- Distinguir diversos tipos de consumo.
- Descrever e comparar hábitos de consumo dos jovens em diversos contextos socioculturais.
- Identificar algumas consequências do consumismo.
- Avaliar criticamente o papel do consumo, publicidade e marketing no seu quotidiano.
- Explicar a importância das organizações de defesa do consumidor.





- Utilizar uma gama de vocabulário sobre assuntos relacionados com o consumismo.
- Intervir numa discussão sobre direitos e deveres dos consumidores.
- Relacionar informação de várias fontes, sintetizando-a de modo claro e coerente.

## Âmbito de conteúdos

### Interpretação e Produção de Texto

Apresentam-se alguns tipos de texto que poderão ser abordados ao longo deste módulo

- logotipo
- slogan
- texto publicitário
- página de Internet
- artigo de jornal
- inquérito / sondagem
- questionário
- carta de reclamação

### Dimensão Sociocultural

Esta componente fornece o enquadramento temático para a abordagem integrada das estratégias de interpretação e produção de texto, e dos conteúdos linguísticos

### Domínios de Referência

- Hábitos de consumo
  - alimentação
  - moda e vestuário
  - entretenimento
- Publicidade e marketing
  - marcas e logos
  - estratégias e linguagens nos diferentes media
- Defesa do consumidor
  - publicidade enganosa



- organizações de defesa do consumidor

### A Língua Inglesa

Em função do diagnóstico da situação do aprendente o professor deverá selecionar os itens gramaticais, léxico-semânticos ou fonológicos necessários para o desenvolvimento das competências e para a consecução dos objetivos de aprendizagem enunciados no módulo

### A Palavra / A Frase / A Prosódia

- Formação de nomes por derivação e composição
- Comparativos e superlativos irregulares / intensificação
- Usos de determinantes indefinidos: *quantifiers*.
- Advérbios e locuções adverbiais
- Gerúndio
- Frase composta por subordinação: adverbial (final, temporal ...)



## QUIZ: What's your spending profile?

The following 15 statements refer to spending techniques. From the five possible responses, choose the one that best indicates your degree of likeness to each statement. Just mark the number in the space provided.

1. Totally like me      2. A lot like me      3. Equally like and unlike me  
4. A little like me      5. Not like me at all

- |   |  |
|---|--|
| 1 | <b>Each time I receive money, I usually put a small amount of cash aside as savings.</b>       |
| 2 | <b>Each time I receive any money, I usually deposit it into a checking or savings account.</b> |
| 3 | <b>I keep track of the money I receive from all sources.</b>                                   |
| 4 | <b>I set aside a pre-determined portion of my money for regular weekly expenses.</b>           |
| 5 | <b>I never buy anything by impulse.</b>  |
| 6 | <b>My money is managed (both spending and saving) according to a spending plan or budget.</b>  |
| 7 | <b>I don't buy accessories or clothes more than once a month.</b>                              |
| 8 | <b>I rarely make less than two trips a week to the grocery or convenience store.</b>           |
| 9 | <b>I use coupons whenever possible.</b>  |



10	I always compare products (quality, value, price, etc.) before I decide to purchase them.
11	I don't dine out (breakfast, lunch or dinner) more than two times a week.
12	I account for all my cash spending by collecting receipts.
13	I am saving money towards my college education.
14	I have given money/food to needy people in the last two weeks.
15	For me, shopping 99% necessity and 1% fun.
<b>TOTAL OF ALL RESPONSES</b>	

**Key:**  
**15 to 25: Very perceptive** time to teach others how to do it; **26 to 39: Pretty good** concentrate on improving a few weaker spots **40 to 50: Average** An hour-a-week on improving spending = savings **51 to 60: Lousy** immediate change required to avoid financial disaster **Over 65: It Stinks!** You need to re-evaluate all your spending habits

**Tips**

Did you know that...

- The creator of NIKE swoosh symbol was paid only \$35 for the design?
- I was illegal to sell E.T. dolls in France because there was a law against selling dolls without human faces?
- According to U.S laws, a beer commercial can never show a person actually drinking?
- Tablecloths were originally meant to serve as towels with which guests could wipe their hands and faces after dinner?



# Clothes and Fashion

## A. Tick the things you like to spend your money on:

- Cinema / Theatre visits
- Clothes
- Sweets or chocolate
- Shoes (trainers)
- Computer games
- Sporting events
- Books
- Mobile phone
- Magazines
- Cosmetics
- CDs
- Videos
- others

## B. Are you addicted to any of these things? Are you a material girl/boy?



## READING COMPREHENSION

Fashion addiction getting out of hand?



**Olivia, 17**

"I'm a freshman in high school and I am addicted to clothes, shoes, handbags, jewelry, hair, nails, you name it, I love it. The thing is that all of it is very expensive. Chanel, Coach, Louis Vuitton, etc. My parents control my money so my spending isn't very extreme, but I have a feeling that as soon as I get a job and get to be the one who controls my money, I will spend every penny. How can I break my addiction to fashion before it becomes a problem?"

**Best answers**

**Barbara, 19**



"Remember that you're just a student. I'm a college student and I don't even have Chanel, Coach or Louis Vuitton. That stuff is too expensive and overrated. Honestly, it just feels so materialistic and fake. Give me stuff from urban outfitters any day, lol."

**Ruben, 19**



"Go to college and major in fashion merchandising. Then get a job as a purchaser for a department store; this will satisfy your craving to buy high-end fashion items... you just won't be buying them for yourself."

**Kelly, 16**



"I have the same problem except I don't call it an addiction. My parents control my spending money, but they can't always control it, so I found a solution. For every Tous Tous bag, I add \$50 to my savings account, for every pair of Von Dutch jeans I add \$50 to my account, etc. that way, when I'm 18, I won't suffer."



**Anna, 17**

“I can’t stand it when people say “How can I stop this?” How about, just STOP?! You need to be able to control yourself whether it’s shopping or anything else. Find a hobby or a sport to play; you may have too much time on your hands.”

<http://answers.yahoo.com>

**1. Match the words and phrases taken from the text to their definitions.**

- |          |           |          |  |
|----------|-----------|----------|--|
| <b>1</b> | freshman  | <b>a</b> | not real   |
| <b>2</b> | addicted  | <b>b</b> | great desire   |
| <b>3</b> | overrated | <b>c</b> | a student in the first year of a course fo studies       |
| <b>4</b> | fake      | <b>d</b> | the most expensive and sophisticated                     |
| <b>5</b> | outfitter | <b>e</b> | physically or psychologically dependent on something     |
| <b>6</b> | craving   | <b>f</b> | not as good or important as some people say              |
| <b>7</b> | high-end  | <b>g</b> | a shop that provides equipment for some specific purpose |

**2. Are the statements true (T) or false (F)? Quote from the text to support your answer.**

1. Olivia is addicted to expensive fashion and cosmetics.
2. The problem is even worse because her parents can’t control her spending.
3. She thinks that when she gets a job she will learn to value money.

**3. Who advised Olivia to...**

- a) Get a hobby or sport?
- b) Save a percentage of what she spends?
- c) Work in the fashion business?
- d) Be less materialistic and fake

**4. Writing**

**What advice would you give to Olivia? Write another Yahoo answer with your opinion.**



## VOCABULARY

Here's some vocabulary about clothing.



A. I think I'll wear my new **shirt** today.  
B. Good idea!



- |                                      |                                  |  |                      |
|--------------------------------------|----------------------------------|--|----------------------|
| 1. shirt/<br>long-sleeved shirt      | 7. blouse                        | 15. shorts                               | 22. jacket           |
| 2. short-sleeved shirt               | 8. turtleneck                    | 16. sweater                              | 23. blazer           |
| 3. dress shirt                       | 9. pants/slacks                  | 17. V-neck sweater                       | 24. suit             |
| 4. sport shirt                       | 10. (blue) jeans                 | 18. cardigan sweater                     | 25. three-piece suit |
| 5. polo shirt/jersey/<br>sport shirt | 11. corduroy pants/<br>corduroys | 19. overalls                             | 26. vest             |
| 6. flannel shirt                     | 12. skirt                        | 20. uniform                              | 27. tie/necktie      |
|                                      | 13. dress                        | 21. jacket/sports jacket/<br>sports coat | 28. bowtie           |
|                                      | 14. jumpsuit                     |  | 29. tuxedo           |
|                                      |                                  |  | 30. (evening) gown   |





**Describing clothing**

1-2 long - short  
 3-4 tight - loose/baggy  
 5-6 large/big - small  
 7-8 high - low

9-10 fancy - plain  
 11-12 heavy - light  
 13-14 dark - light  
 15-16 wide - narrow

17, striped  
 18, checked  
 19, plaid  
 20, polka dot

21, print  
 22, flowered  
 23, paisley  
 24, solid blue

A. Describe what your partner is wearing in as much detail as you can.

B. Here are some cultural tips...

**BRITISH ENGLISH VS AMERICAN ENGLISH**

 borsa	 bag	 purse
 bretelle	 braces	 suspenders
 smoking	 dinner jacket	 tuxedo
 collant	 tights	 pantyhose
 pantaloni	 trousers	 pants
 camicia da notte	 nightdress	 nightgown
 scarpe da ginnastica	 trainers	 sneakers
 pigiama	 pyjamas	 pajamas
 panciotta	 waistcoat	 vest
 canottiera	 vest	 undershirt
 vestaglia	 dressing gown	 robe



## GRAMMAR

### COMPARATIVES AND SUPERLATIVES

How do we form the comparatives and superlatives forms? Study the rules below:

Number of syllables	Comparative ~ Superiority ~	Example
one syllable	+ ER <b>than</b>	A car is faster <b>than</b> a bike.
one syllable (Cons.+Vowel+Cons.)	double consonant + ER <b>than</b>	A car is <b>bigger than</b> a mouse.
Two syllables (ending in Y)	drop Y + IER <b>than</b>	English is <b>easier than</b> Chinese.
two or more syllable	<b>more... than</b>	John is <b>more</b> intelligent <b>than</b> peter.

Comparative ~ Inferiority ~	Comparative ~ Equality ~
<i>not + as / so + adjective + as</i> A motorcycle is <b>not as (=so)</b> fast <b>as</b> a car.	<i>as / so + adjective + as</i> I am <b>as (=so)</b> intelligent <b>as</b> you.

Number of syllables	Superlative	Example
one syllable	<b>the... + EST</b>	She is <b>the youngest</b> girl in class.
one syllable (C+V+C)	<b>the... + double consonant + EST</b>	She is <b>the thinnest</b> model in the show.
Two syllable (ending in Y)	<b>the... + drop Y + IEST</b>	He is <b>the laziest</b> student of all.
two or more syllable	<b>the most...</b>	This is <b>the most</b> comfortable sofa here.

Some irregular adjectives:

Positive Form	Comparative Form	Superlative Form
bad	worse (than)	the worst
good	better (than)	the best
little	less (than)	the least
many/much	more (than)	the most



Practice

**A. Put the words in the correct order to make meaningful sentences:**

1. Mine clothes more are Cathy's than colourful  
\_\_\_\_\_
2. the fashionable more black dress is red the one than  
\_\_\_\_\_
3. best are computers the Macintosh  
\_\_\_\_\_
4. of the is I've exciting Transformers most ever one movies seen  
\_\_\_\_\_

**B. Fill in the blanks with the correct form of the adjective or adverb in brackets.**

1. Which is \_\_\_\_\_ (good) clothes shop in town?
2. She is \_\_\_\_\_ (wonderful) fashion designer in the world.
3. The clothes in Bershka are \_\_\_\_\_ (cheap) than in Massimo Dutti.
4. You can buy \_\_\_\_\_ (awesome) accessories online.
5. Julie dresses \_\_\_\_\_ (well) any top model.
6. My clothes don't fit me anymore because I'm \_\_\_\_\_ (fat) now.

**C. Compare the celebrities on the red carpet in terms of:**

- Clothes
- Style
- Body shape
- (...)

Smart    fashionable    elegant    short  
 long    beautiful    stylish    simple  
 modern    expensive    good    bad



# Entertainment

**A. How often do you go to the cinema? What's your favourite film? Can you summarise the plot?**

## READING COMPREHENSION

### "Music and Lyrics" – plot synopsis

A professional collaboration between a popular lyricist and a washed-up musician takes a decidedly personal turn as the pair gradually finds their relationship developing into something much deeper.

Alex Fletcher (Grant) may have been all the rage in the 1980s, but these days he's lucky to get a gig playing at the local county fair. Just when it seems as if things couldn't get



any more bleak for the dejected has-been rocker, reigning pop diva Cora Corman (Haley Bennett) offers Alex the opportunity of a lifetime -- write and record a duet to be sung with her and watch his career receive a much-needed boost as the nostalgia-crazed public laps it up. Little does Cora realize that not only has it been years since Alex has written a song, but he's never actually written a single lyric.

Now, if he hopes to make the comeback needed to save him from a life of complete and utter obscurity, Alex will have to craft a radio-friendly hit in a matter of mere days. Luckily for Alex, his quirky plant-keeper Sophie Fisher (Barrymore) has quite a way with words and may possess just the kind of songwriting talent needed to make such a hit happen. Unfortunately the beguiling Sophie is still reeling from a recent break-up with newly famous novelist Sloan Cates (Campbell Scott), and she isn't quite sure if she's ready for any kind of collaboration right now -- romantic or otherwise. Despite Alex's hesitation to commit and Sophie's reluctance to collaborate, the pair quickly discovers that a little chemistry can go a long way in healing the wounds of the past and laying the foundation for a much-deserved future of happiness and success.

By Jason Buchannan in <http://www.allmovie.com>



**A. Find in the text words that mean the same as the following:**

- a) Failed (adj.)
- b) Music concert on tour (n.)
- c) Hopeless or desolate (adj.)
- d) No longer successful or popular (n.)
- e) An increase (n.)
- f) Complete or absolute (adj.)
- g) To make something by hand (v.)
- h) Peculiar or unconventional (adj.)
- i) Feeling shocked or confused (v.)
- j) Injuries (n.)

**B. Put the film events in order.**

1. Alex can't write the lyrics for the duet with Cora.
2. Sophie, Alex's plant keeper, helps him write the lyrics.
3. Alex was a successful pop singer in the 80s.
4. Sophie and Alex fall in love with each other and they're a big success.
5. Alex lost his popularity and is fighting to survive in the business.
6. Pop diva Cora Corman offers Alex the opportunity of singing a duet.

**C. Answer the following questions about the text.**

1. What kind of film is "Music and Lyrics"?
2. Where can Alex get a gig these days?
3. What is Alex expecting to achieve with his duet with Cora Corman?
4. Why is Alex having difficulties in writing song lyrics?
5. Why was Sophie reluctant to cooperate?

**D. Explain the meaning of the following expressions in context. You may use a dictionary if necessary.**

1. *May have been all the rage in the 1980s*
2. *Nostalgia-crazed public*
3. *Has quite a way with words*
4. *Laying the foundation*



## WRITING

Write a film synopsis like the one you've read. Don't reveal the name of the film or any of the characters. Just tell the plot. Then read it class and see if any of your colleagues can guess which one it is.



## LISTENING

**A. Listen to Alex's big hit in the 80s and complete the gaps.**

### Pop! Goes my heart

I never thought that I could be so satisfied,  
Every time that I look in your \_\_\_\_\_<sup>1</sup> eyes.

A \_\_\_\_\_<sup>2</sup> inside me that words just can't describe,  
And there's no explaining.

There's something in the way you \_\_\_\_\_<sup>3</sup>, I can't deny,  
Every word from your lips is a \_\_\_\_\_<sup>4</sup>

A twist of fate makes life \_\_\_\_\_<sup>5</sup>,  
You are gold and silver.

I said I wasn't gonna \_\_\_\_\_<sup>6</sup> my head, but then  
POP! Goes my heart.

I wasn't gonna fall in love again, but then  
POP! Goes my heart.

And I just can't let you \_\_\_\_\_<sup>7</sup>,  
I can't lose this feeling.

These precious \_\_\_\_\_<sup>8</sup>, we have so few,  
Let us go far away, where there's nothing to do but \_\_\_\_\_<sup>9</sup>.

You've showed to me that my destiny's with you,  
And there's no explaining.

Let's \_\_\_\_\_<sup>10</sup> so high, will you come with me tonight?  
In your dress, I confess, you're the source \_\_\_\_\_<sup>11</sup>



The way you shine in the starry skies,  
You are gold and silver.

A twist of fate makes life worth while,  
You are gold and silver.

You can access YouTube to watch the video.

<http://www.youtube.com/watch?v=xVku8dDSC9w>

**B. Listen to Alex's big hit in the 80s and complete the gaps.**

1. What is the song about?
2. How would you describe 80s pop music?
3. How much do you think music is commercialised and made into an addictive business like fashion? Do you feel TV and radio control the type of music you listen to?



# Eating



## *Portion Distortion!*

**Do you think you know how much food you eat?**

**In the past decades, serving sizes have grown so much that a snack today sometimes means two or three times more food than 20 years ago.**

**Do the following quiz to see how today's portions are compared to those of the past.**

**Portion Distortion.ppsx**

## *READING COMPREHENSION*

### *A Nation's eating habits*

For Americans, rushing to get dinner on the table between work, soccer, ballet class and bedtime, time is often the missing ingredient, and it leads many people to rely on take-out, fast food and easy-to-fix convenience foods, diet experts say.

But most Americans still eat at home, according to Harry Balzer, a vice president at the The NPD Group. The marketing information group has been studying our eating habits since 1980.

"We've always eaten in the home," Balzer said. "In fact, the trend has been toward eating more meals in home, always. It's just [that we've] been getting more and more of those meals at a restaurant to eat at your house."



And, he said, that's changed over the past three or four years. Frozen and pre-prepared foods have gotten more popular, and people are not ordering out as much.

"You want to eat in your house, you don't want to really go out t. But you don't want to prepare the meal, or you want to spend as little time preparing the meal," Balzer said.

"So one of the ways to do that is to just prepare fewer dishes, and that's the driving force in the way we're eating right now."

He said that about half of all main dishes are still put together with fresh ingredients or from scratch. "But that number's been declining for 10 years, and that doesn't show any sign of slowing down because assembling a meal takes time and effort."





Lola O'Rourke, a spokeswoman for the American Dietetic Association, said that grocery stores are offering more foods that are both good for you and easy to fix.

"I think that there are very healthful options available," she said. "If you look in the produce department, there are pre-prepped vegetables that are ready for stir-fry or whatever.

"One characteristic of produce that some people view as making it difficult to consume is that it requires a little bit of preparation, usually," O'Rourke said, "and I think that there are options out there that can help people."

Balzer also said he keeps track of his respondents' body mass index -- and that number has been rising steadily. (BMI measures weight in relation to height.)

"The numbers of meals we eat over these last 20 years really has not changed significantly, but the weight people reported to me has," Balzer said. "So, by inference, I have to conclude that the average meal is getting larger."

Barbara Rolls, a professor of bio behavioral health at Penn State University, said that portions served in the home and typical recipes in cookbooks are all bigger now than in the '70s.

[www.cnn.com](http://www.cnn.com)

**A. Explain the meaning of the following words in context.**

- |   |             |   |              |
|---|-------------|---|--------------|
| 1 | rushing     | 3 | ordering out |
| 2 | easy-to-fix | 4 | fast-food    |

**B. The following statements are all wrong. Correct them with expressions taken from the text.**

1. American people have plenty of time to have dinner at home.
2. They normally eat home-made food.
3. They usually eat out.
4. Americans eat a lot more meals.



**C. Complete the sentences according to the text.**

1. Americans eat at home but ...
2. Even though they don't eat more meals ...
3. In order to attract customers, restaurants...
4. Eating more is poor value because...

**D. Answers the questions.**

1. What kind of food do Americans eat?
2. Why then are they getting bigger and bigger?
3. What kind of person are you when it comes to food?

## PROJECT 1

### Survey

With this survey find out if the students in your school are heavy consumers. Interview at least 20 people and then present a report in class. You can also try to create an infographic to show your results.

Check the following infographics to find out where teenagers spend their money on.

<http://vimeo.com/16308346>

<https://www.billmyparents.com/resources/teens-money-infographic/>

### Are you a shopaholic?

- 1 Do you go shopping for clothes, shoes, CDs, etc., more than once a week?  
 Yes  No
- 2 Do you consider shopping the perfect remedy for depression?  
 Yes  No
- 3 Do you usually ask for supersized menus like Big Big Mac?  
 Yes  No
- 4 Do you feel like you've saved money if you buy an item for half the price?  
 Yes  No
- 5 Does MTV and Hollywood influence your tastes in music and cinema?  
 Yes  No



## GRAMMAR

### WORD FORMATION

**Affixation: addition of prefixes or suffixes to make nouns out of other nouns, adjectives or verbs**

Prefixes	Suffixes
<p><b>un / de / dis / mis / mal / in / im + NOUN</b>  <b>meaning: not</b>  <b>e.g. importance – unimportance</b>  <b>forestation – deforestation</b>  <b>connection – disconnection</b>  <b>understanding – misunderstanding</b>  <b>formation – malformation</b>  <b>convenience – inconvenience</b>  <b>possibility - impossibility</b></p>	<p><b>NOUN + hood / ship</b>  <b>meaning: quality</b>  <b>e.g. neighbour – neighbourhood</b>  <b>child – childhood</b>  <b>leader – leadership</b>  <b>friend - friendship</b></p>
<p><b>pre / post + NOUN</b>  <b>meaning: before and after</b>  <b>e.g. school – pre-school</b>  <b>elections – post-elections</b></p>	<p><b>ADJECTIVE + ity / ness</b>  <b>meaning: state of being</b>  <b>e.g. active – activity</b>  <b>possible – possibility</b>  <b>flexible – flexibility</b>  <b>happy - happiness</b></p>
<p><b>ex / re / mono / bi + NOUN</b>  <b>meaning: former / again / one / two</b>  <b>e.g. boyfriend – ex-boyfriend</b>  <b>use – reuse</b>  <b>cycle – bicycle</b>  <b>rail - monorail</b></p>	<p><b>VERB + tion (sion)</b>  <b>meaning: process of</b>  <b>e.g. communicate – communication</b>  <b>discuss – discussion</b>  <b>classify - classification</b></p>



<p><b>super / mini</b></p> <p><b>meaning: big and small</b></p> <p><b>e.g. structure – superstructure</b></p> <p><b>market – mini-market</b></p>	<p><b>VERB + er</b></p> <p>meaning: person who performs an action</p> <p>e.g. bake – baker</p> <p>write – writer</p> <p>clean - cleaner</p>
<p><b>Compounds: one word made up of two or more words used together</b></p>	
<p><b>One word: teapot, keyboard, armchair, newspaper, notebook, homework, skyscraper, boyfriend, babysitter</b></p>	
<p><b>Hyphenated: after-effect, cross-roads, tide-mark, editor-in-chief</b></p>	
<p><b>Two words: junk food, police officer, seat belt, high school</b></p>	

*Practice*

**A. Match the prefixes to the words to form new nouns.**

- |                |                         |
|----------------|-------------------------|
| <b>a</b> mal   | <b>1</b> employment     |
| <b>b</b> mis   | <b>2</b> husband        |
| <b>c</b> dis   | <b>3</b> function       |
| <b>d</b> ex    | <b>4</b> centralisation |
| <b>e</b> bi    | <b>5</b> fortune        |
| <b>f</b> de    | <b>6</b> infection      |
| <b>g</b> un    | <b>7</b> furcation      |
| <b>h</b> im    | <b>8</b> script         |
| <b>i</b> pre   | <b>9</b> school         |
| <b>j</b> super | <b>10</b> war           |
| <b>k</b> post  | <b>11</b> chrome        |
| <b>l</b> mono  | <b>12</b> partiality    |



**B. Fill in the gaps with the correct noun formed after the adjective or verb in brackets.**

1. It's your \_\_\_\_\_ to look after your health condition (responsible).
2. There was an American teenager who lost \_\_\_\_\_ after eating 35 Big Macs (conscious).
3. I'll call the restaurant to see if they have \_\_\_\_\_ for next weekend. (available)
4. Parents fails in their children's \_\_\_\_\_ when it comes to their eating habits. (educate)
5. Millions of children die of \_\_\_\_\_ all over the world (starve).
6. I can't cook without a \_\_\_\_\_. (blend)
7. If you want to lose weight, you just have to eat less and have some physical \_\_\_\_\_ (active)
8. Your biggest character flaw is \_\_\_\_\_ (selfish)
9. Fat kids suffer from severe \_\_\_\_\_ (humiliate)
10. You need \_\_\_\_\_ to go in there (permit)

**C. Complete the following table with the missing verbs and nouns.**

VERB	NOUN
apply	
	description
fight	
erase	
	repetition
	solution
organise	
	identification
accuse	

**D. Form compound nouns and then write A sentence with each of them**

A	B
tooth	cleaning
hair	up
dry	alarm
out	paste
water	ache
washing	flower
burglar	cut
sun	tank
head	cast



# Brands and Logos

What's wrong with these logos?



## READING COMPREHENSION

A. Read the text carefully.



Ruth Kedar of KedarDesigns.com designed the Google logo in the version that became famous around the world (the original tries at designing the logo were by Google co-founder Sergey Brin, reportedly, using the Gimp software). She was asked how the Google logo design came about originally, and here's her reply.

"I was teaching design at Stanford University in 1999 when I was introduced to Larry Page and Sergei Brin by a mutual friend at Stanford. They were looking at designers to



design their logo and website and I was asked to present them with some preliminary design ideas. They liked my approach and design style and I was hired to design both. Google wanted to create a unique logo that would clearly differentiate them from the other search players at the time (Yahoo, Excite, HotBot, LookSmart and Lycos), as well as embody their unique vision. These other players were commercial portals first, and search engines second. Google wanted to convey that it was as a search provider first and foremost. It offered fast, comprehensive, and above all trustworthy search results. It was innovative, algorithmically complex yet incredibly simple to use. Furthermore, Google as a brand should repudiate all things corporate, conventional or complacent.

Based on these guidelines there were many design iterations, and many directions were explored. At every meeting we managed to better reconcile the vision and its visual expression leading to the final design.

In the end this particular logo was selected because it reached its goal in many levels: It was playful and deceptively simple. The design subtle as to look almost non-designed, the reading effortless. The colors evoke memories of child play, but deftly stray from the color wheel strictures so as to hint to the inherent element of serendipity creeping into any search results page and the irreverence and boldness of the “I am feeling lucky” link. The texture and shading of each letter is done in an unobtrusive way resulting in lifting it from the page while giving it both weight and lightness. It is solid but there is also an ethereal quality to it.

Times-Roman was the font of choice for the web at that time, while sans-serif fonts were the darling of the printed world. I wanted the readability of a serifed font, but looked for a typeface that had the same qualities we were looking for – subtly sophisticated, but with some humor and irreverence. The chosen typeface is based on Catull, an old style serif typeface. Catull borrows elements from traditional writing instruments such as the quill and the chisel with a modern twist. Search, by nature, is an activity that requires we look into the past. Therefore Catull’s historical ties seemed appropriate, as did the bridging between the old analog world and the new emerging digital era.

Visually, there were two main schools of thought at the time: those wanting to emulate the conventional non-web giants such as Sun and SGI (bold all-caps sans-serifed fonts), and those who viewed the irreverence of Yahoo’s non-designed approach as “the look”



for the new medium. This design managed to break with the existing conventions landing Google with the unique visual expression it was looking for.

Google today is a much more complex entity – it has evolved and grown beyond our wildest imagination – who knew that it would become one of the most ubiquitous and recognized brands worldwide and that google would be a noun and a verb?

It gives me great pleasure that the design has transcended both its time and original needs, being as relevant today as it was then. Furthermore, it has become the canvas upon which Dennis Hwang’s Google Doodles can flourish. :) ”

<http://blogoscoped.com>

## B. Are the following statements true (T) or false (F)?

1. Google was looking for designers to create their logo and website.
2. Ruth was hired to design only the logo.
3. Google wanted something similar to Yahoo.
4. Ruth’s logo proposal fitted their objectives.
5. The logo is childlike, funny and simple.

## C. Answer the questions.

1. What did Google like about Ruth?
2. Why did they want their logo to be unique?
3. What are the main features of this logo that have made it special?

## D. Chose the correct synonym for each of the words taken from the text.

- |   |             |   |                      |
|---|-------------|---|----------------------|
| 1 | embody      | a | personify / magnify  |
| 2 | deceptively | b | special / misleading |
| 3 | effortless  | c | difficult / easy     |
| 4 | typeface    | d | font / face          |
| 5 | ties        | e | connections / bows   |
| 6 | landing     | f | falling / placing    |





## SPEAKING

In pairs, describe your favourite logos and say why you think they are so special and how they relate to the brands they represent.



## PROJECT 2

### Campaign

Create a campaign and a logo for a product that most of your friends would like to buy. If you try to sell a product that they would not buy, then it's to your credit if they want it after they've seen your campaign.

Remember to create an appealing slogan, one that fits the product's characteristics and a public campaign.

Here are some ideas:

- A magazine advertisement
- A leaflet to be given out in the street
- An ad on billboard by the Roadside
- A TV commercial\*
- A direct mailing or mailshots
- A website on the internet
- Etc.

\* watch these funny commercials: <http://www.youtube.com/watch?v=fwyFSWlAr8>





## GRAMMAR

QUANTIFIERS			
A few + countable nouns	A little + uncountable nouns	Few + countable nouns	Little + uncountable nouns
Describes the quantity in a <b>positive</b> way (enough) e.g. I still have a few friends. I watch a little television		Describes the quantity in a <b>negative</b> way (not enough) e.g. I have few friends. I watch little television	



## Practice

### A. Fill in the gaps with *a few*, *a little*, *few* or *little*.

1. I'm hungry, and I have \_\_\_\_\_ money, so I'll probably grab a sandwich.
2. This project is giving me \_\_\_\_\_ headaches.
3. Why don't you spend \_\_\_\_\_ time with me?
4. \_\_\_\_\_ people know about this, so keep quiet.
5. I'm still young but I've read \_\_\_\_\_ books.
6. The witness gave \_\_\_\_\_ information to the police.
7. They're sleeping late because they had \_\_\_\_\_ drinks last night.
8. In summer, I always read \_\_\_\_\_ books.

### B. Replace the words in colour with an adequate quantifier.

1. There's **not much** I can do to help.
2. There is **some** water left in the fridge if you are thirsty.
3. I was only **some** minutes late but I missed the best part of the movie.
4. I have **not many** CDs. I prefer to read.
5. John is a great student. He has **not many** difficulties in English.
6. The teacher gave the students **some** advice before the test.
7. **Not many** people remember TV commercials after a while.
8. Hurry up! There's **not much** time left.

### C. Complete the following sentences with your own ideas.

e.g. I spend a little time **a week doing exercise**.

1. Few girls in my school ...
2. A few boys ...
3. People spend little money on ...
4. It is always good to have a little ...



## GRAMMAR

### GERUND vs INFINITIVE

**Look at these sentences:**

Marketing is a powerful business.

Shopping is dangerous at an early age.

As you can see –ing forms can be used as nouns.

**As the subject of a sentence**

e.g Smoking is a fatal habit.

**After verbs like admit, avoid, deny, hate, love, enjoy, mind, imagine, start, finish, suggest, keep (on), carry on, give up, etc.**

e.g I love watching TV after dinner.

I admit having a shopping disorder.

I gave up playing football a long time ago.

**After *I can't* followed by a verb**

e.g I can't stand listening to this song anymore.

I can't resist eating a cheesy sandwich.

**After prepositions**

e.g We use money for buying things.

Check your bank accounts before going shopping.

**After expressions like *is (not) worth; there's no point; is no good***

e.g There's no point arguing about this.

This house is worth buying.



## Practice

### A. Fill in the gaps putting the following verbs in the gerund.

Smoke   write   buy   wash   play   study   talk   do

1. She loves \_\_\_\_\_ golf at the weekend.
2. I can't resist \_\_\_\_\_ clothes in the sales.
3. You cannot keep on \_\_\_\_\_ like that to your teacher.
4. You shouldn't go to bed immediately after \_\_\_\_\_ your hair.
5. There's no point in \_\_\_\_\_ for a test 10 minutes before \_\_\_\_\_ it.
6. I think you should give up \_\_\_\_\_
7. I started \_\_\_\_\_ the book but I can't finish it.

## GRAMMAR

### GERUND vs INFINITIVE

The infinitive form of the verb is used:

After question words

e.g She didn't tell me what to do.

I don't know how to act in front of him.

After certain verbs like agree, need, choose, forget, hope, refuse, learn, decide, promise, regret, want...

e.g I've chosen to go abroad for the summer.

I promise to take you with me.

I want to learn another language.

After adjectives

e.g I am happy to be here.

She was so excited to be there.

Before verb + object

e.g I need you to sign this for me.

She helped me to study for the exam.



*Practice*

**A. Gerund or Infinitive? Choose the correct option for each case.**

1. Do you know what **to do / doing** if you have an accident?
2. Paula and Mark decided **to buy / buying** a house by the lake.
3. I used to dream about **to become / becoming** a famous movie star.
4. You should avoid **to make / making** the same stupid mistakes.
5. He is a bright kid and eager **to learn / learning**.
6. All my friends enjoy **to surf / surfing** on the net in the evening.
7. Oops! I forgot **to post / posting** that letter for Judy!
8. Look, Ross! I'm learning **to swim / swimming**!

**B. Fill in the gaps with the correct form of the verbs in brackets.**

1. There's no reason for \_\_\_\_\_ (cry) over this.
2. They told me \_\_\_\_\_ (cancel) my Google account.
3. I must apologise for \_\_\_\_\_ (be) late.
4. He refused \_\_\_\_\_ (come) with us to the party.
5. She loves \_\_\_\_\_ (cycle) because it gives her a feeling of \_\_\_\_\_ (fly).



# False advertising

What would you consider false advertising? Can you give some examples? Think about this and then use the words given to fill in the gaps in this definition:



gain    false  
deception    advantage

False advertising is the use of deliberately **false** statements or **deception** in advertising, in order to **gain** a commercial **advantage**.

## READING COMPREHENSION

A. Read the following complaints published by consumers in a blog.

To be or not to be deceived...

I ordered a magazine in October 2006. I was told it would take 12 weeks. I waited; it never came. I emailed the service area repeatedly. I got one email back telling me there had been a mistake, to be patient that it would arrive in 12 weeks. Again, no magazine. No one picks up the phone, no one responds to my emails. No return of my \$30.

Patrick, Maine, USA

Like hundreds of people before me, I am being billed twice a month for video which I didn't order and do not want. It is impossible to contact the company about this, their email is always on auto response and if you can get through on the phone line, they immediately put you on hold and then never pick up again. these people are crooks pure and simple.

Patrick, Maine, USA

We purchased a queen size bed and a mattress, which was great in the beginning. However, since our purchase one year ago, the seams in the middle of the bed started to break from the mattress. When I called to have this exchanged, I never got an answer back!! after months of trying to get hold of someone, we never got a reply. what do we do now? We are very disappointed with this product.

Anne, Ohin, USA

<http://www.pissedconsumer.com>

B. The people from the texts complain about different situations. Complete the sentences with information from the text.

1. Billaird paid \$30 for a magazine but...
2. Patrick didn't order any videos, but still ...
3. Anne and her husband bought a bed and a mattress and she is very disappointed because...



**C. Find out who...**

1. is billed although she /he hasn't purchased any item.
2. ordered an item that she / he didn't get.
3. wants to exchange an item she / he has purchased.

**D. Establish the right connections between the words from the text and their meaning.**

- |           |                        |          |  |
|-----------|------------------------|----------|--|
| <b>1</b>  | to order               | <b>a</b> | to buy   |
| <b>2</b>  | to be billed           | <b>b</b> | to give someone something in place of another thing                |
| <b>3</b>  | to put on hold         | <b>c</b> | to be sent a written statement of money owed for goods or services |
| <b>4</b>  | crook                  | <b>d</b> | to catch someone to complain                                       |
| <b>5</b>  | to purchase            | <b>e</b> | connection; junction   |
| <b>6</b>  | seam                   | <b>f</b> | to request   |
| <b>7</b>  | to exchange            | <b>g</b> | discontented   |
| <b>8</b>  | mattress               | <b>h</b> | to ask somebody who is calling to wait                             |
| <b>9</b>  | to get hold of someone | <b>i</b> | fabric case used for sleeping on                                   |
| <b>10</b> | disappointed           | <b>j</b> | criminal; villain  |

## VOCABULARY

**A. Choose the best title for each description related to false advertising.**

- |          |                                    |          |                               |
|----------|------------------------------------|----------|-------------------------------|
| <b>a</b> | <b>Misrepresentations</b>          | <b>d</b> | <b>Bait and Switch</b>        |
| <b>b</b> | <b>Buy One Get One Free</b>        | <b>e</b> | <b>False Price Comparison</b> |
| <b>c</b> | <b>Going Out Of Business Sales</b> |          |                               |





1. \_\_\_\_\_  
 this type of advertising is the offer of certain product or services at bargain prices with no intention of selling them as advertised. The real purpose of the bait and switch scheme is to lure consumers into a business establishment with attractive offers and then sell them other more expensive products.

2. \_\_\_\_\_  
 Legitimate advertisers often compare a sale price to a “regular” price. Unscrupulous advertisers use falsely inflated “regular” prices in order to deceive consumers into thinking that they are getting a bargain.

3. \_\_\_\_\_  
 Some retail sales establishments falsely advertise that they are going out of business to deceive consumers into thinking they will be able to buy products at considerable savings. Such false sales are advertised as: “bankruptcy sales”, “lost our lease”, “building coming down”, “forced out of business”, “final days”, “liquidation sales”, “fire sales” or similar names.

4. \_\_\_\_\_  
 In many cases, when this offer is made in an advertisement, the price of the product you pay for is inflated to cover the cost of the “free” product. In other cases, the “free” product is of low quality.

5. \_\_\_\_\_  
 unscrupulous advertisers often intentionally misrepresent the characteristics, origins, uses, benefits or qualities of products offered for sale. Used cars are advertised as “one owner” cars when they have had already several owners; “late model” TV sets turn out to be 10 years old; watches are advertised as “railroad watches” when they are in fact ordinary watches of relatively low quality.



**B. Connect each of the following examples to the correct types of false advertising from the previous exercise.**

1. Advertising a fridge at an unprofitably lower price, then revealing to potential customers that the advertised good is no longer available but a more expensive one is.
2. Advertising a shampoo that comes with hair conditioner for free, when in fact the price of the shampoo corresponds to the cost of both items.
3. Advertising that a store is about to close its doors and liquidate any remaining stock quickly, indicating big savings and limited-time offers but after several months they continue to bring in new merchandise.
4. Advertising carrots at 0,65€ / kilogramme as a bargain when this would be their regular price.
5. Advertising “Maine lobsters” when in fact the lobster are from the Pacific Ocean.

## GRAMMAR

### ADVERBS

words which are used to modify verbs or adjectives are usually referred to as adverbs. Take a look at the following sentences taken from the text:

*I waited; it **never** came.*

*I emailed the service area **repeatedly**.*

*when I called to have this exchanged, I **never** got an answer **back!***

the words in colour are adverbs. They basically let us know when or how something happened.

as you can see, there are different types of adverbs. Look at the table below:

Types of adverbs	Answer the question	Examples
Adverbs of frequency	How often?	always, never, often, usually, sometimes
Adverbs of manner	How?	quickly, correctly, well, carefully



<b>Adverbs of location</b>	Where?	<b>here, there, outside, inside, back</b>
<b>Adverbs of time</b>	When?	<b>yesterday, today, tonight, tomorrow, now</b>

## Practice

### A. Choose the best adverb to fill in the gaps.

today   inside   outside   sometimes   **safely**   carefully

e.g. The money is **safely** kept in the most powerful vault in the whole country.

1. Wendy put the garbage \_\_\_\_\_, but the flies didn't disappear.
2. They are quite annoyed \_\_\_\_\_ because the journalists' questions were rude.
3. She looked \_\_\_\_\_ in both directions and then she crossed the road.
4. \_\_\_\_\_, the most talented athlete doesn't manage to win the competition.
5. Get ready. We're going \_\_\_\_\_ in a few minutes.

### B. Which is the best option to complete the sentences?

1. Don't shout into the microphone or we will suffer \_\_\_\_\_.  
 a. great                                      b. greatly                                      c. big
2. You \_\_\_\_\_ get home late. Why does that happen?  
 a. inside                                      b. after                                      c. always
3. \_\_\_\_\_ we are going to the company to complain  
 a. Late                                      b. Tomorrow                                      c. Outside
4. Let's do this \_\_\_\_\_. I still have to go back to the office.  
 a. quickly                                      b. now                                      c. here





## Organisations that protect consumers

If something you have bought turns out to be faulty or a service you have paid for is unsatisfactory, what will you do? Do you know what your consumer rights are? Are you reluctant to complain or not?

### READING COMPREHENSION

#### A. Read the following text.

Restaurants, hotels and other places related to this kind of service must have, by law, a book where customers can write their complaints about service or products. In Portuguese, it is called “Livro de Reclamações” and it could be translated as “Complaints Book”.

Everything you write there will be sent to the Tourism Service and the hotel or restaurant will have to justify what happened and why. I would advise you not to play with this, but use it if you feel that service and products weren't good.

Probably the manager will try to “solve” things so that you don't write on that book, because it might have serious consequences for the place.

I once asked for this book at a restaurant and

was told that they couldn't give it to me as it was closed in someone's desk and that the manager was out in a meeting and had the key with him.

If this happens you should insist and also write in your complaint that the establishment attempted to deny you access to the book. If they continue to make it difficult for you, you may call the Police.



<http://www.virtualtourist.com> (adapted)



**B. Answer the following questions about the text.**

1. What can the Portuguese “Livro de Reclamações” be used for?
2. To whom will those complaints be sent?
3. The author asked for the book at a restaurant but the staff said they couldn’t get it. Why?
4. What should you do if you feel that is important to write your complaint in the “Complaints book”?

**C. The following information is wrong. Correct it according to the text.**

1. There is a “Complaints book” only in expensive restaurants and five star hotels.
2. Whenever you write in that book the information will be sent to organizations that protect consumers.
3. People will always be willing to hand over the Book for you to complain.
4. You should never call the police in any situation.

## VOCABULARY

**A. Find words in the text that are opposite of the following ones:**

- |            |               |
|------------|---------------|
| 1 nothing  | 3 unimportant |
| 2 received | 4 allow       |



B. The following excerpt talks about DECO. Use the words given to fill in the gaps.



DECO is the portuguese Association for the **protection**<sup>1</sup> of consumers, a non profit assiciation created in 1974. It aims to protext consumer **rights**<sup>2</sup> and interests, inform consumers and help solve their **problems**<sup>3</sup>. DECO Has created a magazine called DECO-PROTESTE in which you can find different information that is very useful for **consumers**<sup>4</sup>.

## SPEAKING

At some stage in our lives, most of us will find ourselves with a complaint about unsatisfactory goods or services. Complaining can be time-consuming and frustrating. Why do you think people often decide not to complain?

## GRAMMAR

**SUBORDINATE / ADVERBIAL CLAUSES OF TIME AND CAUSE**

A subordinate or adverbial clause cannot stand alone as a sentence because it soen not provide a complete thought.

Look at the following example:

*Probably the manager will try to solve things because it might have serious consequences for the place.*

- When the adverbial clause begins the sentence use a comma to separate it from the main clause: *Before he arrived, we didn't go to the supermarket.*
- When the adverbial clause finishes the sentence there is no need for a comma: *We didn't go to the supermarket before he arrived.*

Study the following adverbs / expressions and examples



TIME	Examples
<b>before</b>	They had left <b>before</b> I called.
<b>after</b>	I will only leave <b>after</b> writing down my complaint.
<b>when</b>	They were paying their employees <b>when</b> we got there
<b>since</b>	I have been coming to this shop <b>since</b> I was very young.
<p>These clauses are used to say when something happens by referring to a period of time or to another event.</p>	
CAUSE AND EFFECT	Examples
<b>because</b>	I can't work full-time <b>because</b> I've got a small child.
<b>since</b>	<b>Since</b> we got a raise, we bought a bigger car.
<b>as long as</b>	You can go out <b>as long as</b> you don't come home late.
<b>due to the fact that</b>	We will be staying another week in Glasgow <b>due to the fact that</b> the machines aren't ready.
<p>These clauses are used to indicate the reason for something.            "since", "as long as" and "due to the fact that" mean the same as "because". They're usually used in informal spoken English.</p>	

## Practice

### A. Choose the best adverb to fill in the gaps.

- \_\_\_\_\_ you arrive, give me a call.
  - Before
  - Due to the fact that
  - After
- I have had some difficulties in understanding this language \_\_\_\_\_ I started working at the company two months ago.
  - since
  - as long as
  - after
- The manager didn't tell us the good news \_\_\_\_\_ we got to the office.
  - because
  - since
  - when
- We opened the shop quite early \_\_\_\_\_ there were already customers waiting outside.
  - due to the fact that
  - after
  - when



**B. Complete the sentences using *as long as*, *because*, *after* or *since*.**

1. People have started to have protection from corporate abuse \_\_\_\_\_ the creation of consumer organizations.
2. \_\_\_\_\_ there are many examples of unsafe products, predatory lending and false advertising, you should be careful with advertising.
3. You won't have to worry when you go abroad \_\_\_\_\_ you know your consumer rights.
4. Consumer organizations work extra time to solve many different problems \_\_\_\_\_ they want to enforce consumer's rights.

**WRITING**

**A. Use the words in the box to complete the letter of complaint**

begin finally faithfully discount so misleading because complain  
forward above but attention point refund advertisement

Dear sir/Madam

I feel I must \_\_\_\_\_ (1) about the lunch we had at your restaurant on Thursday 17th December. Unfortunately, both the food and the service were not satisfactory.

To \_\_\_\_\_ (2) withm the dishes we ordered were inedible \_\_\_\_\_ (3) of heavy seasoning. There was \_\_\_\_\_ (4) much salt and pepper on the food that it was impossible to eat the whole meal.

I must also \_\_\_\_\_ (5) out that your advertisement was \_\_\_\_\_ (6) as there were only two vegetarian dishes on the menu.

\_\_\_\_\_ (7), when we asked for the bill, we were surprised at the staff's ignorance of the 10% \_\_\_\_\_ (8) for group bookings. Again, this was something highlighted in your \_\_\_\_\_ (9). We could have made a fuss about it, \_\_\_\_\_ (10) we decided not to.

Considering all the \_\_\_\_\_ (11), I believe I am entitled to partial \_\_\_\_\_ (12). I am confident that this matter will receive your prompt \_\_\_\_\_ (13). I look \_\_\_\_\_ (14) to hearing from you.

Yours \_\_\_\_\_ (15),





**B. Study the structure of a complaint letter and the examples. Then write your own letter of complaint.**

**Opening paragraph:**

I am writing to complain about.....

I feel I must complain about.....

I am writing to you in connection with.....

It was completely different from.....

I am dissatisfied with.....

Unfortunately, it was nothing like what I expected.

**Expressions for middle paragraphs:**

I must mention / point out .....

To make matters worse....

I was shocked / surprised / disappointed.....

As if that was not bad enough...

To my surprise / amazement...

**Closing paragraph:**

I demand a full refund / immediate action / a replacement.

I would be grateful if you dealt with this matter immediately.

I would appreciate if we could sort this matter out as soon as possible.

I am afraid that if this matter is not dealt with immediately, I will....

I look forward to hearing from you.

I hope to hear from you as soon as possible.

Thanking you in advance.



GRAMMAR

SUBORDINATE / ADVERBIAL CLAUSES OF PURPOSE, CONCESSION AND CONDITION	
<p>An adverbial clause is a clause that functions as an adverb. It contains subject and predicate and it adds information to the main clause, modifying the verb.</p> <p>Study the following selection of adverbs / expressions and examples that may help you in your written and spoken English:</p>	
PURPOSE	Examples
in order to	They had to rent a car <b>in order to</b> get back.
<p>These clauses are used to indicate the purpose of an action.</p>	
CONCESSION	Examples
although	We usually go shopping on Saturdays <b>although</b> there are always a lot of people at the market
<p>These clauses contain a statement, which contrasts with or somehow opposes the one in the main clause, making it seem surprising.</p>	
CONDITION	Examples
unless	This jar was already broken. I'll complain to the manager <b>unless</b> you get me another one.
<p>These clauses add a condition to the statement contained in the main clause to actually happen.</p>	

Practice

A. The following sentences don't make sense. Replace the word/expression in colour with the correct one. Use **in order to**, **unless** or **although**.

- I went shopping today **although** buy a pair of shorts for my summer holiday.
- We'll arrive on time **in order to** our car breaks down.
- She got the job **unless** she had no experience in sales.
- She won't pass her exam **although** she studies hard.
- Mike is going to the mechanic next week **unless** fix the brakes.



**B. Establish connections between the first part of the sentence and its ending (the first is already done as an example).**

- |   |  |   |  |
|---|--|---|--|
| 1 | <i>I went to bed early</i>               | a | in order to explain how Microsoft Office works         |
| 2 | Don't call me...                         | b | although it is quite uncomfortable.                    |
| 3 | She gave me a wonderful present...       | c | although she can't afford it.                          |
| 4 | I won't be coming early tomorrow...      | d | in order to attend an important interview.             |
| 5 | Jessie is calling you tomorrow...        | e | unless it's really urgent.                             |
| 6 | You should do more practice exercises... | f | although I would like to finish these reports.         |
| 7 | He flew to Scotland...                   | g | unless you already feel comfortable about the grammar. |
| 8 | We travelled by bus...                   | h | <i>in order to rest a lot</i>                          |

**C. Match the pictures with the character's speech.**

- Stay still unless you want to fall! Ah, ha, ha, ha!
- You got to be bold in order to jump!
- I need to get out of here quickly in order to visit Moe's.



A



B



C



# Progress test

## You might be a shopaholic!

**Turns out 1 in 20 of us – men and women alike – can't control the urge to spend.**

Manhattan psychologist April Benson, author of "I Shop Therefore I Am: Compulsive Buying and the Search for Self," has seen firsthand how destructive compulsive shopping



can be."One patient of mine got fired because she was compulsively shopping on the Internet all day. There are other people who neglect their children and park them in the mall constantly because that is what they need to feed their habit.

Lots of marriages break up over compulsive buying. In fact, we don't call it compulsive buying unless there is some significant impairment in some aspect of your life."

Not only is compulsive shopping tacitly condoned by our materialistic society, it is just as widely misunderstood.

For starters, according to Dr. Donald Black, a University of Iowa psychiatry professor who specializes in obsessive-compulsive disorder, compulsive shopping isn't a true compulsion at all, but instead an impulse control disorder.

"A compulsion is a behavior that is produced to counteract an upsetting thought; for example, I'm contaminated or dirty, therefore I will deal with that anxiety by washing my hands more," he says. "There is no upsetting thought prompting compulsive shopping. It is a very pleasurable impulse and people act on those impulses."

[www.bankrate.com](http://www.bankrate.com)



## READING COMPREHENSION

### A. Match the words taken from the text to their definitions.

- |   |            |   |  |
|---|------------|---|--|
| 1 | first hand | a | understood, implied                                    |
| 2 | neglect    | b | a strong, usually irresistible impulse to do something |
| 3 | tacitly    | c | direct from the original source                        |
| 4 | compulsion | d | disturbing   |
| 5 | upsetting  | e | To pay no attention or too little attention to someone |

### B. Are these statements true (T) or false (F)? Correct the false ones.

- 5% of people are compulsive buyers.
- April Benson has studied compulsive buying as an economist.
- Compulsive shopping is understood by our society.
- Compulsive shopping is considered to be a true compulsion.

### C. Answer the questions.

- What three examples has April Benson given on how destructive compulsive shopping can be?
- When do people start to see those behaviours as compulsive?
- What's a true compulsion?
- Why aren't shopaholics considered obsessive-compulsive?

### D. Explain the meaning of the following phrases. Use a dictionary to help you if necessary.

- turns out
- the urge to spend
- I Shop Therefore I Am
- feed their habit



## GRAMMAR

**A. Choose the correct answer. Remember the rules for making comparative and superlative sentences.**

- 1 It's better \_\_\_\_\_ I thought.  
**a** as                                      **b** then                                      **c** than
- 2 It was \_\_\_\_\_ expensive restaurant I've ever been to.  
**a** more                                      **b** the more                                      **c** the most
- 3 There were \_\_\_\_\_ people at the game than was expected.  
**a** most                                      **b** more                                      **c** many
- 4 She drives even \_\_\_\_\_ than I thought!  
**a** dangerous                                      **b** more dangerous                                      **c** more dangerously

**B. Gerund or infinitive. Choose the correct form of the verb**

1. He agreed **to speak / speaking** about this problem.
2. This is very important, we can't afford **to make / making** a mistake.
3. I decided **to drop / dropping** out of school.
4. They've just finished **to work / working** on that project.

**C. Choose the best adverb to complete the sentences.**

1. I **often / rarely** go shopping with my friends. I love it!
2. I forgot some packages in the other room. Please go there **quickly / well** and bring them so that we can finish this work.
3. I don't see anyone **back / outside**. Are you sure someone rang the bell?
4. We are going to watch an awesome film **yesterday / tonight**. Would you like to come and join us?



**D. Choose *until*, *as soon as*, *when* or *after* to fill in the gaps.**

1. I 'll pick you up \_\_\_\_\_ you're ready.
2. He only closes the shop \_\_\_\_\_ all the costumers have left.
3. She was buying a new pair of shoes \_\_\_\_\_ we saw at the shopping centre.
4. Wait \_\_\_\_\_ we finish this paper work. Then, we'll go home.

**WRITING**

Are you a shopaholic? What are your shopping habits? What do you spend most money on?

Write about 100-130 words.

Reading comprehension	Grammar	Writing
A. 5 x 4 = 20	A. 4 x 5 = 20	40
B. 4 x 5 = 20	B. 5 x 4 = 20	
C. 4 x 5 = 20	C. 4 x 5 = 20	Total
C. 4 x 5 = 20	D. 4 x 5 = 20	200



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## Sites:

Compras <http://home.about.com/shopping/index.htm>

Comida saudável <http://www.healthychoice.com>

<http://herbsforhealth.about.com/aboutaus/herbsforhealth/mbody.htm>

Marcas <http://www.ausbuy.com.au>

Ética de Marketing <http://www.ama.org/about/ama/ethcode.org>

Publicidade <http://www.columbiaadclub.com>

Organizações de defesa do consumidor

<http://home.vicnet.net.au/~fcrc/other/consumer.htm>

Inquéritos sobre atividades de lazer <http://www.stat.go.jp/english/data/shakai/>





# Notas

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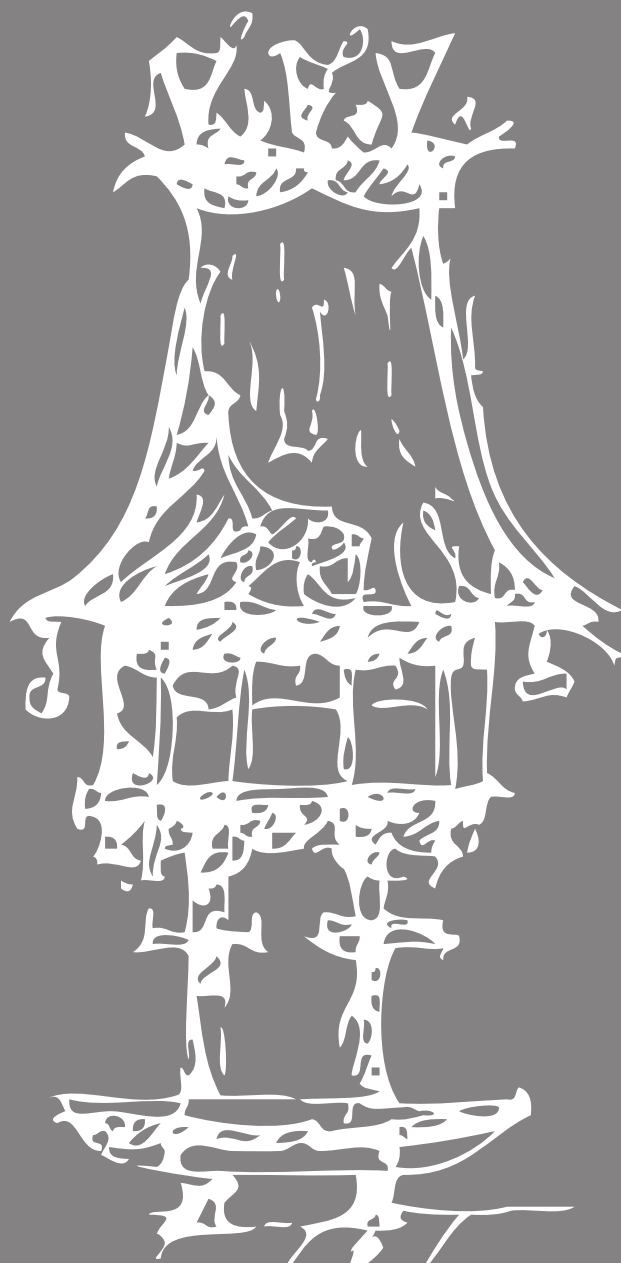
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# The World of Work

Módulo 8

## Apresentação

Este módulo visa estimular, através do contacto com outros universos socioculturais, a reflexão crítica dos alunos acerca das constantes alterações a nível laboral, que obrigam a uma atualização contínua de conhecimentos, numa dinâmica de aprendizagem permanente. Sensibilizar e preparar os jovens para esta nova conceção de trabalho, com a consequente internacionalização e flexibilização do emprego, e para a diversidade de percursos formativos e profissionais, ajudá-los-á a problematizar o seu itinerário pessoal e vocacional e os seus projetos futuros.

Os domínios de referência selecionados proporcionam o enquadramento temático para que o aluno aborde vários tipos de texto, os seus padrões estruturais, incluindo os aspetos paratextuais (disposição gráfica, logótipos, tipos de letra ...), e simultaneamente explore os aspetos morfossintáticos, léxico-semânticos e fonológicos que contribuem para a construção da mensagem do texto. Note-se que os textos deverão ser abordados em níveis crescentes de complexidade e abrangência.

## Objetivos de aprendizagem

- Descrever características de alguns tipos de texto.
- Compreender textos variados no âmbito da temática a ser abordada.
- Escrever textos claros e variados, de modo estruturado (CV, carta de candidatura, anúncio, ...).
- Caracterizar diversas profissões e locais de trabalho.
- Reconhecer a importância das condições de trabalho (segurança, ambiente, qualidade de vida no trabalho ...).
- Comparar organização laboral e condições de trabalho em diversos contextos socioculturais.
- Avaliar criticamente as alterações a nível laboral.
- Utilizar uma gama de vocabulário sobre assuntos relacionados com o mundo do trabalho.
- Desenvolver capacidades de negociação e de trabalho em equipa.
- Relacionar informação de várias fontes, sintetizando-a de modo claro e coerente.



## Âmbito de conteúdos

### Interpretação e Produção de Texto

Apresentam-se alguns tipos de texto que poderão ser abordados ao longo deste módulo

- CV
- Carta de candidatura
- Formulários
- Carta de recomendação
- Correio electrónico
- Anúncio
- Entrevista
- Regulamento
- Aviso

### Dimensão Sociocultural

Esta componente fornece o enquadramento temático para a abordagem integrada das estratégias de interpretação e produção de texto, e dos conteúdos linguísticos

### Domínios de Referência

- O mundo do trabalho em mudança
  - Alteração de ritmos e locais de trabalho (flexibilização de horário, criação de espaços de lazer, a casa como local de trabalho, ...)
  - Condições de trabalho (saúde e higiene, segurança, ambiente de trabalho, ...)
  - A formação ao longo da vida
- O jovem perante as mudanças
  - Diversidade de percursos (gap year, time-off, voluntariado, ...)
  - Escolha de atividades profissionais
  - Lazer

### A Língua Inglesa

Em função do diagnóstico da situação do aprendente o professor deverá seleccionar os itens gramaticais, léxico-semânticos ou fonológicos necessários para o desenvolvimento das competências e para a consecução dos objetivos de aprendizagem enunciados no módulo



### A Palavra / A Frase / A Prosódia

- Preposições e Locuções prepositivas
- Conjunções e Locuções conjuntivas
- Pronomes relativos
- Frase composta por subordinação: adjetiva
- Frase composta por subordinação: adverbial (causal, concessiva, ...)
- Prosódia: entoação, ritmo, acento



# Life at Work Quiz

The world of work is among the most intensively studied areas of human endeavour. It is also unusually prone to myth and misconception.



Can you sort the properly professional from the awfully amateur?

**1 The average British adult spends 508 minutes per day asleep. How long is spent working?**

- A: 134 minutes
- B: 169 minutes
- C: 208 minutes
- D: 312 minutes

**2 What proportion of the British walk to work?**

- A: 4%
- B: 10%
- C: 16%
- D: 26%



**3 In a recent survey, what proportion of people agreed that their most important relationships were in the workplace?**

- A: 6%
- B: 18%
- C: 30%
- D: 42%

**4 At any one time, how many British workers are actively looking for a new job?**

- A: 5%
- B: 14%
- C: 22%
- D: 33%



**5 How long is the average British lunch break?**

- A: 21 minutes
- B: 39 minutes
- C: 53 minutes
- D: 71 minutes



**6 Which of these is not among the 10 worst-paid jobs in Britain?**

- A: Coalminer
- B: Farmer
- C: Bartender
- D: Newsagent

**7 Only one of these countries has less-productive workers than the British. Which?**

- A: Germany
- B: France
- C: US
- D: Japan

**8 What proportion of CVs contain at least one lie or inaccuracy?**

- A: 20%
- B: 48%
- C: 65%
- D: 86%

**9 Which of these jobs does not figure among the US Labor Department's top 10 fastest-growing professions?**

- A: Newsreader
- B: Nurse
- C: Fitness instructor
- D: Systems analyst

brighter  
thinking,  
brilliant  
results





**10 What proportion of British men have viewed online pornography at work?**

- A: 3%
- B: 14%
- C: 22%
- D: 25%

Key : 1.b; 2.b; 3.d; 4.c; 5.a; 6.a; 7.d; 8.d, 9.a; 10.c

## VOCABULARY

**A. How many jobs can you name?**



## B. Webquest

### Webquest

#### Ten things I love about work...



Work in groups. Go online and, with your teacher's help, search about jobs, careers and workplaces. You do not need an online translator, just Google's information.

Here's what you have to do:

- 1<sup>st</sup> – list your 10 favourite CAREER AREAS (for example, Hospitality, Electronics, etc.)
- 2<sup>nd</sup> – mention 10 WORKPLACES associated with the career areas mentioned above
- 3<sup>rd</sup> – name 10 jobs you'd like to do in one of the career areas

Here are some websites to help you get started:

- [www.google.pt](http://www.google.pt)
- <http://en.wikipedia.org>
- [www.careerbuilder.com](http://www.careerbuilder.com)



# Teleworking

Once upon a time teleworking was the future that would free us from the yoke of office life. Armed with phone, computer and internet connection, human potential would blossom in the comfort of our own homes.



## SPEAKING

**A. Discuss the following points with your classmates:**

1. What do you understand by the term home-worker\*?
2. What do they call someone who works from home in your country?
3. To what extent is home-working a tendency in your country?
4. Are there regulations or laws about this type of work?
5. Why do you think some people prefer to work from or at home?
6. What are some of the drawbacks or difficulties linked to this relatively recent form of employment?

## READING COMPREHENSION

### Teleworking – a mixed blessing?

**In the text below, can you predict from the title how the author will present the issue of “Teleworking”?**

**A. Read the text.**

Estimates put the number of teleworkers in the UK currently at over 4 million, many working from home for two or three days each week. This mix of office and home working seems to offer the best of both worlds - the flexibility to adapt your working hours to suit yourself on your days at home, while still maintaining contact with colleagues, and your manager, in the office on other days. But it may not prove to be as straightforward as it seems at the moment: Teleworking means that employment rights may be downgraded,



career development issues become more complex; new managerial skills are required and there are health and safety issues to be resolved. A growing number of companies are shaping their businesses around Call Centres as large numbers of people see the benefits of buying insurance, pensions, air tickets, ordering bank statements and so on by telephone, many of which are open 24 hours per day. 70% of their staff are female and some Centres record annual staff turnover rates of 50%. 'Low skill, low pay' may characterize many Call Centres but a more sophisticated use of ICT\* has enabled some companies to progress and develop more sophisticated systems, multilingual Centres for example. One local government region in England has used what is called a case study approach to great effect. It enables their telephones to answer more complicated questions - adding to their levels of job satisfaction, and also saving money as fewer enquiries have to be referred to other, more highly qualified and therefore more expensive staff.

\*Information and Communication Technology

Issue 2 - The changing world of work 01/10/2000 extract

<http://osha.europa.eu/publications>

## B. Answer the following questions

1. Teleworking appears to be a good compromise between home-life and work-life for most people. However, the author points out some of the downsides to this form of employment. What are they?
2. What are "Call Centres" and who uses them? What are working conditions like in these centres in your opinion and according to the text?

## C. Find the words in the above text which have the same meaning as the words below.

- do according to (one's wishes)
- easy to do and understand
- minimised
- arranging
- renewal





**Over 1% of the British work force now work in Call Centres**

## WRITING

### Drawing up a contract

1. When working at home the issue of health and safety arises. Who do you think should be responsible for a safe working environment, the employer or the employee?
2. Decide in small groups what you think a contract of employment for teleworkers should include.
3. Now read the text which points out some of the legal issues that companies have to address if they wish to develop Teleworking.

#### **Teleworking/Telecommuting: Contracts of Employment**

Source: [www.eto.org.uk](http://www.eto.org.uk) extracts

A lot of Teleworking/telecommuting happens on an informal basis, agreed between the employee and his or her immediate manager. In this case the standard contract of employment applies to teleworkers and other workers alike. However, many companies now establish formal arrangements for Teleworking, in which case they and their employees may want to formalize the terms on which people may – or may not - telework. It is important that a particular Teleworking arrangement reflects the local ethos and environment of the company concerned.



Some aspects are controversial. For example some of these contracts stipulate that a company representative will conduct a survey of the employee's proposed "home office" to ensure that it meets required health and safety, security and other standards. In some countries and industry sectors this is regarded as quite normal, in others it would be regarded as an invasion of privilege. However, to give an example of how a good contract can address such issues, the contract might alternatively stipulate that when working at home the employee not the employer is responsible for safe working environment and practice. In this case the company would probably wish to provide clear guidance on safe and unsafe practice, and perhaps some training. Making the employee responsible for their own environment and practices within their own home appears to be common sense; whether such a contract clause is legitimate would depend on employment law in the country concerned. Much of our employment law has been framed in the context of a factory, where the employer controls the environment; it takes little account of the idea that the employee may effectively control the situation, for example at home or when driving on business but in the employee's own car.

#### 4. Work in small groups.

Imagine you work for a company in the Human Resources department and you and your team have to decide on the contents of a contract of employment for a teleworker. Use the headings below to guide you.

#### Headings

- Type of work appropriate
- Place of work
- Working hours
- Holidays
- Remuneration
- Business travel
- Equipment and workstation
- Team structure and meetings



- Health and safety and security
- Termination of the contract



*What should a teleworker's contract include?*

## GRAMMAR

RELATIVE CLAUSES	
Defining relative clauses	Non-defining relative clauses
<ul style="list-style-type: none"> <li>• to identify which person, thing, place or reason we are talking about</li> </ul> <p>e.g. <i>He's the bartender <b>who</b> works at Hard Rock Café</i></p>	<ul style="list-style-type: none"> <li>• To give extra information on the person, thing, place or reason we are talking about</li> <li>• Always between commas</li> </ul> <p>e.g. <i>Google, <b>which</b> is the biggest Internet browser, is one of the best companies to work for.</i></p>
Relative pronouns	
<b>Who</b>	<p>refers to people only</p> <p>e.g. <i>The man <b>who</b> lives next door is a doctor.</i></p>
<b>Which</b>	<p>Refers to things and animals</p> <p>e.g. <i>I bought a computer <b>which</b> is ten times faster than my previous one.</i></p> <p>Refers to a whole sentence</p> <p>e.g. <i>In my new job I can work from home, <b>which</b> is great!</i></p>



<b>Whose</b>	Refers to possession for people, things and animals e.g. Mandy, <b>whose</b> brother works in Hollywood, is moving to LA next summer.
<b>That</b>	Refers to people, animals or things only in defining relative clauses e.g. The dog <b>that</b> attacked Nancy was never found.
<b>Relative adverbs</b>	
<b>When</b>	refers to a time expression e.g. <i>Do you remember the day <b>when</b> we first met?</i>
<b>Where</b>	Refers to a place e.g. <i>A factory is a workplace <b>where</b> hundreds of people work.</i>
<b>Why</b>	Refers to a reason e.g. <i>The reason <b>why</b> we didn't tell you anything is your bad temper.</i>
<b>NOTE</b>	You can leave out the relative pronoun when it is the object of the relative clause. e.g. The job ad ( <b>that</b> ) I saw yesterday was really interesting.

### Practice

**A. Match the words to the expressions and then make sentences using a relative pronoun.**

e.g. hotel – people rent rooms to stay for the night

**A hotel is a place where people rent rooms to stay for the night.**

- |                       |   |
|-----------------------|---|
| <b>1</b> Restaurant   | <b>a</b> indispensable for many things              |
| <b>2</b> Secretary    | <b>b</b> designs buildings                          |
| <b>3</b> Photographer | <b>c</b> people used to send messages and documents |
| <b>4</b> Computer     | <b>d</b> arranges people's holidays and trips       |
| <b>5</b> Architect    | <b>e</b> people pay for meals                       |
| <b>6</b> Fax machine  | <b>f</b> take pictures of people and places         |
| <b>7</b> Travel agent | <b>g</b> works in an office and does paperwork      |





**B. Say whether the sentences are defining (D) or non-defining (ND). Put commas where necessary.**

1. The letter that I sent you last week was classified.
2. Joanne lives in Cambridge now which is very far.
3. Michael whose sister got married this week is leaving the country.
4. Leeds is the city where I grew up.
5. Night shifts are the reason why I quit my job.
6. I can't wait to see the pictures you took of our last holidays.
7. Tom's house which has a swimming pool is the perfect place for a barbecue.
8. Last weekend I went to a party which was not very interesting.
9. The Jacksons who recently bought a beach house are divorced.
10. This is man I told you about.

**C. Complete the sentences with correct relative pronoun or adverb. Put an X whenever you can leave out the pronoun.**

1. This is the building \_\_\_\_\_ Julia used to work.
2. Peter, \_\_\_\_\_ got fired last week, has already found a new job.
3. Mark now works for a model agency, \_\_\_\_\_ is amazing!
4. There's somebody in this room \_\_\_\_\_ hasn't done their homework.
5. I never liked discos \_\_\_\_\_ are too crowded.
6. There were times \_\_\_\_\_ I thought I could make all my dreams come true.
7. She can't find the files \_\_\_\_\_ she needs for the presentation.
8. Sandra, \_\_\_\_\_ son is very ill, had to quit her job to take care of him.
9. I don't remember the place \_\_\_\_\_ I parked my car.
10. The DVD \_\_\_\_\_ you gave me last Christmas is outstanding.

**D. Complete the sentences with your own ideas and a relative pronoun or adverb.**

1. My school is a place \_\_\_\_\_
2. My friends are all people \_\_\_\_\_
3. I live in a house \_\_\_\_\_
4. I usually buy clothes \_\_\_\_\_
5. Summer holidays are a time \_\_\_\_\_



## VOCABULARY

### Employment

Entering the world of work means revising your dictionary... there are many concepts and expressions that you need to learn before you start working.

Work in groups and try to complete the following tasks. When you're finished, check your answers with your teacher and score 1 point for each correct answer. The first group to finish gets an extra 10 points. Ready, set, GO!



#### A. Match the words to their definition.

1. bonus

2. CV

3. apply

4. fire / sack

5. employer

6. employee

7. maternity

8. sick leave

12. recruit

13. resign

14. retire

9. notice

10. personnel / staff

11. promotion

17. take on

15. salary / wages

16. income tax

- a v. To remove or discharge someone from their job
- b v. To stop working, usually because of age
- c n. To move to a more important job or position in a company
- d n. A fixed, regular payment, usually paid monthly
- e n. A period of absence from work (for a woman) when having a baby
- f n. Short account of one's education, career, etc.
- g n. A written statement communicating the intention to resign
- h v. To give up a job
- i n. Additional pay given to employees as an incentive or a reward
- j n. The group of people who work for a company or factory



- k** v. To employ; to hire
- l** v. To look for and employ personnel
- m** n. The person who is in charge of employment (the boss)
- n** n. A period of absence from work because of an illness
- o** n. The percentage of what you earn which you pay to the government
- p** n. Someone who is paid to work for someone else (worker)
- q** v. To make a formal request for a job

## GRAMMAR

### PREPOSITIONS OF PLACE

Look at the sentences and study the prepositions of place in colour.



- |   |  |
|---|--|
| 1. Mark is at the office.                 | 10. The office is opposite the supermarket.            |
| 2. The files are in the filing cabinets.  | 11. The phone is between the computer and the printer. |
| 3. The computer is on the desk.           | 12. There's a picture frame among office papers.       |
| 4. The lamp is above the desk.            | 13. The photocopier is beside the printer.             |
| 5. The recycle bin is under the desk.     | 14. There's a chair by the window.                     |
| 6. The office temperature is below 20°C.  | 15. The filing cabinets are in front of the desk.      |
| 7. There's a plant behind the desk.       | 16. There's a vending machine inside the office.       |
| 8. The office is near the hospital.       | 17. Mark's car is outside the office.                  |
| 9. The office is next to the post office. |  |



Practice

**A. Choose the correct preposition in each sentence.**

- 1. He likes sitting \_\_\_\_\_ the window watching cars drive by.  
a. in    b. on    c. by
- 2. They found a lost ball \_\_\_\_\_ their kitchen table.  
a. outside    b. under    c. above
- 3. The little was hiding \_\_\_\_\_ the fence.  
a. below    b. inside    c. in front of
- 4. Nancy sat \_\_\_\_\_ her mother while she was working.  
a. beside    b. inside    c. in front of
- 5. The kids are \_\_\_\_\_ school. I'll pick them up.  
a. on    b. in    c. at
- 6. They have a marvelous painting \_\_\_\_\_ the TV set.  
a. below    b. above    c. in

**B. Complete the sentences with the prepositions from the box.**

**Near   opposite   in   in front of   on   between   by   at   next to**

- 1. My house is **near** the beach.
- 2. The store is \_\_\_\_\_ the library.
- 3. I parked my car \_\_\_\_\_ the house.
- 4. We always have breakfast \_\_\_\_\_ home.
- 5. I lost my bag somewhere \_\_\_\_\_ the office and the restaurant.
- 6. Tidy your room! Put the books \_\_\_\_\_ the shelves.
- 7. Did you remember to put the champagne \_\_\_\_\_ fridge?
- 8. I can see your office from my window. It's \_\_\_\_\_ mine.
- 9. Don't just stand there \_\_\_\_\_ the door. Knock!



C. Describe the picture. Where is...

1. the computer?
2. the vending machine?
3. the recycling bin?
4. the fax machine?
5. the photocopier?
6. the vase?
7. the printer?



# New Jobs and Careers



The world is changing. That’s a fact! And the world of work is no exception. There are jobs that will eventually disappear, new ones will appear and others that will remain forever. Put the following jobs in the category you think they belong.

<b>teleport specialist</b>	<b>artist</b>	<b>tax collector</b>	<b>animal guardian</b>
<b>grocery store cashier</b>	robot mechanic	gene screener	CD store manager
<b>politician</b>	Hollywood holographer	hairstresser	
<b>miner</b>	soldier	construction worker	

Jobs that will disappear

Forever jobs

New jobs

## READING COMPREHENSION

### Tara’s story

When Tara left school, she really didn’t know what she wanted to do, so she went fruit picking in the orchards down south. Not having any previous experience, she was able to get a job by using her networks – a friend of her cousin in Donnybrook needed pickers, and the cousin was able to put in a good word for Tara.



This work helped her to decide one thing – she liked being in the city! On moving back to the city, Tara asked at the local fruit and vegetable shop about work possibilities, and on the strength of her experience picking fruit, she scored a part-time job there. It was 20 hours a week, and not enough to live on.

Thinking about other options, and since she has always loved animals, especially dogs, she put up a sign in the shop window offering to walk people’s dogs. She was surprised how many people were prepared to pay her to exercise their dogs.



Now she also spends another 10 to 15 hours a week doing what she loves most of all – being with dogs.

By targeting a high density housing suburb, Tara’s dog walking service is growing.

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**A. Find the synonyms of the following words in the text.**

- |                  |                |           |
|------------------|----------------|-----------|
| 1. fruit farmers | 3. connections | 5. got    |
| 2. collecting    | 4. advantage   | 6. aiming |

**B. These sentences are all wrong. Correct them by quoting from the text.**

1. Tara knew she wanted to be a dog-walker when she left school.
2. She had previous experience working in an orchard.
3. She got the job as a fruit picker by herself.
4. She didn’t want to go back to the city anymore.
5. Working 20 hours a week was more than enough to live on.
6. Not many people want to pay another person to walk their dog.



**C. Make questions for the answers.**

1. \_\_\_\_\_ ?

Yes, she does, especially dogs.

2. \_\_\_\_\_ ?

She went fruit picking down south.

3. \_\_\_\_\_ ?

She got the job with the help of her cousin.

4. \_\_\_\_\_ ?

She was working 20 hours a week.

5. \_\_\_\_\_ ?

In order to get another job, she put a sign in the local fruit and vegetable shop window offering to walk people's dogs.

6. \_\_\_\_\_ ?

Her service is growing because she works in a high density housing suburb.

**WRITING**

**Think about the NEW jobs you listed on the previous page. Describe briefly what you think their main responsibilities will be.**





## GRAMMAR

## PREPOSITIONS OF MOVEMENT

Look at the sentences and study the prepositions of movement in colour.



1. Jessica is going up the stairs.

2. Alec is going down the stairs.

3. Mr. Jones is going into the lift.

4. Mrs. Parker is coming out of the lift.



5. Sarah is getting on / onto the metro.

6. The metro is going to London.

7. Joss is walking from the escalators to the platform.

8. An old woman fell off the stairs.

9. Justin is moving towards the lifts.



10. Judith is running across the street.

11. They are walking along the pavement.

12. Richard is driving around / round the roundabout.

13. There's a bridge over the lake in the park.

14. Joe is going past the chemist's.

15. Andrew is going through the park.



Practice

**A. Underline the correct preposition for each case.**

1. While they were walking **across / around / along / through / over / under** the forest, they saw a grizzly bear.
2. We walked **across / around / along / through / over / under** the river trying to find a bridge to get **across / around / along / through / over / under**.
3. When they heard they had won the prize they started running **across / around / along / through / over / under** screaming hysterically.
4. I usually go for a walk **across / around / along / through / over / under** the beach in the morning.
5. I tried to jump **across / around / along / through / over / under the table**, but I slipped and ended up going **across / around / along / through / over / under it**.

**B. Fill in the blanks with the correct proposition from the box.**

into    out    to    down    up    in    out of

1. Josh went \_\_\_\_\_ the bar, but he didn't find his friends there. So, he came back \_\_\_\_\_.
2. He loves going \_\_\_\_\_ the street fast on his bike.
3. The students were walking \_\_\_\_\_ the room, but the teacher called them back \_\_\_\_\_ because he had a big announcement to make.
4. I never climbed \_\_\_\_\_ a mountain, not even when I went \_\_\_\_\_ the Pyrenees.

**C. There's a fly in Mark's office! Read the instruction and draw the fly's flight path around the room.**

The fly came into the office through the window and flew over the fax machine. Then, it went under the chair and rapidly around the recycling bin. Next it went up and landed on the photocopier for a short moment. After that it went up again, flew past the computer and went out of the office through the toilet door.



## LISTENING

A. Do you know Vanessa Williams? She is the actress that plays an evil creative director at Mode in Ugly Betty? When she was younger, she sang this song about work. Listen to it and complete the blanks with the words you listen.

### Work To Do

I can't wait to get \_\_\_\_\_<sup>1</sup> to you  
 I got so much work to do, work  
 I'm taking care of \_\_\_\_\_<sup>2</sup> baby can't you see  
 I gotta make it for you, and I gotta make it for me  
 Sometimes it may seem boy I'm \_\_\_\_\_<sup>3</sup> you  
 But I'd love to spend more time  
 But I got so \_\_\_\_\_<sup>4</sup> to do  
 Ooh, I got work to do, I got work baby  
 I got work to do, I got a \_\_\_\_\_<sup>5</sup> yeah  
 I got work to do, said I got work to do  
 Oh I'm out here trying to make it baby can't you see  
 It takes a lot of \_\_\_\_\_<sup>6</sup> to make it let's talk truthfully  
 So keep your love light \_\_\_\_\_<sup>7</sup>  
 Oh you gotta have a little faith  
 You might as well get used to me coming home a little \_\_\_\_\_<sup>8</sup>, oh  
 Ooh, I got work to do, I got work baby  
 I got work to do, I got a job yeah  
 I got work to do, said I got work to do  
 I can't wait to get home to you  
 I got so much work to do



Vanessa Williams



**B. Answer the questions.**

1. Why is she so busy?
2. Who is working for?
3. What is she asking him for?
4. What does “trying to make it” mean?

*Project 1*

**Career of the future**

As you’ve seen, many jobs have disappeared because they weren’t useful to our society anymore, but there are many others appearing every day. Think of a new career, a job or a line of business that you think will be successful in the future.



Complete this clipboard with information about:

A clipboard with a checklist for a new career. The clipboard has a brown border and a silver clip at the top. The checklist items are: Name of business \_\_\_\_\_, Job description \_\_\_\_\_, Workplace \_\_\_\_\_, Salary \_\_\_\_\_, and Working hours \_\_\_\_\_.

Name of business \_\_\_\_\_

Job description \_\_\_\_\_

Workplace \_\_\_\_\_

Salary \_\_\_\_\_

Working hours \_\_\_\_\_



# New working conditions



**What new skills and knowledge do you think employees should have nowadays?**

**Are you ready to face the market?**

## READING COMPREHENSION

**A. Read the following text and find out how you must prepare for the changes.**

### The Changing World of Work... It's happening!

In days gone by, it was common for people to have only one job for life. Today, most of us can expect to have a range of different jobs in our lifetime, and this may involve having several jobs at one time.

For many of us, this means more flexible working arrangements and increased variety in our lives – but for others who find it difficult to adapt to the changes it can mean more stress.

Employability skills are the skills needed to gain employment, retain employment, and become a self-directed learner and progress in the world of work. Skills include communication, problem solving, teamwork and personnel attributes like self-management, honesty, enthusiasm, adaptability and openness to new ideas.



The new world of work requires knowledge of the labour market, skills to assess this knowledge and confidence to manage one's own learning and employment direction. Development of employability skills seeks to achieve these outcomes.

With the development of the internet and home computers, many people do not even have to go to an office anymore – they can go to work down the phone via their



computer! While we do not all have to be “computer nerds”, basic computer skills are now very important for most of us to have in the workplace.

The importance of communication skills is increasing all the time. These days, the ability to communicate clearly with customers, the employer and other workmates is becoming more important. For many of us, this can be a whole new challenge!

The secret to remaining in the workforce is to be multi-skilled, and to be able to transfer skills from one area of your life to another. We must continually learn new skills.

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**B. Complete the sentences with some concepts taken from the text.**

teamwork      Problem solving      self-directed learner

employability      Self-managemnet      openness

adaptability      multi-skilled

1. \_\_\_\_\_ is the ability to adjust oneself readily to different conditions.
2. I need a \_\_\_\_\_ - someone who seeks knowledge independently.
3. I’m a \_\_\_\_\_ worker – I can do just about everything!
4. If you have the ability to get and maintain a job through on-going learning, then you have \_\_\_\_\_ skills.
5. \_\_\_\_\_ are the methods, skills, and strategies by which individuals can effectively direct their own activities toward the achievement of objectives.
6. This project requires people working together - \_\_\_\_\_.
7. \_\_\_\_\_ is the ability to take on new ideas, technologies and methods without rejecting them straight away.
8. \_\_\_\_\_ is the ability to work out any difficult situation with efficiency.

**C. Find evidence in the text for the following statements.**

1. Nowadays, people have many jobs throughout their lives.
2. Flexibility isn’t accepted by everyone yet.



3. New employees must be in touch with the market.
4. Homework is increasing.
5. IT skills are essential.
6. A good employee is always learning.

#### D. Answer the questions.

1. What does the new world of work require?
2. Which specific skill is increasing these days?
3. What's the secret to remaining in the workforce?

## GRAMMAR

PREPOSITIONS OF TIME		
<b>in</b>	<ul style="list-style-type: none"> <li>• months</li> <li>• years</li> <li>• seasons</li> <li>• parts of the day</li> </ul>	<i>I was born <b>in</b> December. It was <b>in</b> 1988, <b>in</b> winter and <b>in</b> the morning.</i>
<b>on</b>	<ul style="list-style-type: none"> <li>• days of the week</li> <li>• dates</li> <li>• special days and holidays</li> </ul>	<i>I got married <b>on</b> July 6<sup>th</sup>, <b>on</b> a Saturday and <b>on</b> my birthday!</i>
<b>at</b>	<ul style="list-style-type: none"> <li>• time of day</li> <li>• celebrations</li> <li>• night</li> <li>• the weekend</li> </ul>	
<b>before / after</b>	<i>I hate working <b>before</b> and <b>after</b> meals. I'm either hungry or sleepy.</i>	
<b>for</b>	<i>Sheila has been working there <b>for</b> 10 years.</i>	
<b>during</b>	<i>I always work <b>during</b> the summer.</i>	
<b>from... to</b>	<i>I never wanted to work <b>from</b> 9 to 5. It's so monotonous.</i>	
<b>since</b>	<i>I've known her <b>since</b> 1999.</i>	
<b>until/till</b>	<i>You can stay here and wait <b>until</b> you're bored.</i>	



<b>between</b>	<i>They told me to go to the interview. It's <b>between</b> 9 and 10 a.m.</i>
<b>ago</b>	<i>I can't remember when I met you. It was such a long a long time <b>ago</b>.</i>
<b>by</b>	<i>I have to get these reports finished <b>by</b> tomorrow morning.</i>
<b>up to</b>	<i>The staff is working <b>up to</b> 10 hours a day. It's insane!</i>

### Practice

#### A. In, on, or at? Fill in the gaps with the correct preposition.

1. Yesterday I got to work \_\_\_\_\_ 10.45 a.m.! The traffic was insane!
2. Our friends always go to the cinema \_\_\_\_\_ Mondays.
3. He's tried so hard, but he can't work \_\_\_\_\_ night.
4. Don't you just love walking along the beach \_\_\_\_\_ spring?
5. His family always travels abroad \_\_\_\_\_ Easter.
6. The meeting will be held \_\_\_\_\_ March 31<sup>st</sup>.
7. What are we going to do \_\_\_\_\_ our anniversary?
8. Mary gets up early \_\_\_\_\_ the morning to go to work.
9. I started working at Bloomingdale's \_\_\_\_\_ 2003.
10. I just hate staying at home \_\_\_\_\_ weekend. It's depressing!

#### B. Choose the correct preposition in each sentence.

- 1 Judith has never been the same \_\_\_\_\_ the accident.  
a. before                      b. until                      c. since
- 2 Poor Jonathan! He's been working on that project \_\_\_\_\_ months.  
a. for                              b. during                      c. by
- 3 Whenever we go to the cinema, Paul always falls asleep \_\_\_\_\_ the film.  
a. between                      b. during                      c. since
- 4 The first time I went to a rock concert was 10 years \_\_\_\_\_.  
a. ago                              b. before                      c. by





- 5 Everything has to be prepared \_\_\_\_\_ tomorrow.  
 a. after                                      b. during                                      c. by
- 6 I'll be in a meeting \_\_\_\_\_ 6 p.m., so call me at 6.30.  
 a. at    b. until    c. during
- 7 Cathy has a dream job. She only works \_\_\_\_\_ 10 a.m. to 3 p.m.  
 a. from    b. before    c. until
- 8 Don't worry about the test. You have \_\_\_\_\_ 3 hours to do it.  
 a. by    b. for    c. up

**C. Look at Brenda's weekly schedule and answer the questions. Don't forget to use the prepositions correctly.**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10 a.m. gym	9 a.m.	9 a.m. to	10 a.m.	9 a.m. to	"Do nothing day"
3 p.m. to 7 p.m. classes	Ikea's job interview	11.30 a.m. classes	doctor	11.30 a.m. classes	
	3 p.m. to 7 p.m. classes	12 p.m. meet Sonya for lunch	3 p.m. to 7 p.m. classes	1 p.m. shopping	
		2 p.m. gym		8 p.m. dinner at Martha's	

1. What time is she going to have a job interview on Tuesday?

---

2. When does she go shopping?

---

3. When is she going to meet Sonya for lunch?

---

4. For how long does she have classes on Friday?

---



# Job search



## What information should a job ad include?

- Name of the company?
- Job description?
- Salary?
- Working hours?
- Skills required?
- Qualifications required?
- Experience required?

## READING COMPREHENSION

### A. Read and analyze the following jobs advertisements.

#### Job advertisement # 1

##### **Riverside Hotel**

We are looking for a Receptionist to join our front office team.

The successful candidate must have:

- Previous experience as a Receptionist at a high quality hotel
- Excellent communication skills, both verbal and written
- Experience in using Fidelio
- Outstanding customer service skills
- Fantastic attention to detail

Hours: 40 hours per week (early shift 6 a.m. / 3 p.m.; late shift 3 p.m. / 11 p.m.; this will also include some weekends)

Salary: £15,000 - £17,000 per annum

The traits we value at Riverside Hotel are a positive “can do” attitude, being enthusiastic and passionate, consistently professional, friendly and attentive, interested and driven and genuine / loyal / honest.



**Job advertisement # 2****Fantastic opportunity for a Highly Experienced PA!**

Work for an organization that cares about you!

Do you want to work for a prestigious organization providing a premium PA service at the highest level? Do you have excellent time management and organization skills with the ability to plan and prioritise conflicting demands?

If you thrive to work under pressure in a fast moving environment, then this role in a medical regulatory body that values their people and offers excellent benefits is for you!

You will be an experienced PA who is adept at complex diary management, international travel organization, minute-taking and servicing meetings, establishing relationships with key clients and communicating clearly and effectively with customers both verbally and in writing. You will also have to be diplomatic and confident with excellent communication and presentation skills in a politically sensitive environment.

Based in Oxford Circus, you will work with a fantastic team, earn a competitive salary, and progress your career further up the ladder.

There is no time like the present – send your CV to Tara Konchak today at [taram@juliaross.co.uk](mailto:taram@juliaross.co.uk) for immediate consideration!

**B. Which job ad...**

1. includes the salary and the working hours?
2. highlights the skills and competences required?
3. mentions previous work experience as a requirement?
4. is more informal and appealing?
5. describes daily tasks?



**C. Answer the questions.**

1. What skills are required for the receptionist position?
2. What competences are required for the PA position?
3. What tasks will the PA have to do?
4. Which job will the PA have to do?

**WRITING**

Create a job ad to be posted in your school newspaper. Follow one of the examples and be objective and creative.



**GRAMMAR**

REFLEXIVE PRONOUNS			
	First person	Second person	Third person
<b>Singular</b>	myself	yourself	himself / herself / itself
<b>Plural</b>	ourselves	yourselves	themselves
<b>When the object of a sentence is the same as the subject, we use a reflexive pronoun.</b>			
e.g. <i>Michael hurt himself at work,</i>			

*Practice*

**A. Put the words in order to make meaningful sentences.**

1. Herself doesn't Karen only she love loves anyone because.

---

2. Themselves tree houses built all they a by

---

3. Myself people crazy because I'm talk thin I do

---



4. Himself he's he arrogant king that so calls the

---

5. Yourselves both going hurt you're to

---

6. Themselves working more people by more are

---

7. Yourselves you work and do all Max the should by

---

**B. Fill in the gaps with the correct reflexive pronoun.**

1. Take a look at \_\_\_\_\_ ! You're hideous!
2. We have to do this \_\_\_\_\_. No one will help us.
3. You've been working for hours. Give \_\_\_\_\_ a break!
4. Thomas is brilliant! He can teach \_\_\_\_\_ anything.
5. Dinner is ready! Help \_\_\_\_\_ !
6. That cat is constantly washing \_\_\_\_\_.
7. Mary burned \_\_\_\_\_ on the oven!
8. Brian cut \_\_\_\_\_ shaving this morning.



# Applying for a job

Have you ever created your CV or written a letter of application? What should both include?



## READING COMPREHENSION

A. Complete the CV with information from the box.

<p><b>Curriculum Vitae</b></p> <p>1. _____</p> <p>Janet Andersen 76 Independence Street 37589 LA, USA</p> <p>2. _____</p> <p>21 years old Phone: 555-678-245</p> <p><b>Education and Training</b></p> <p>3. _____</p> <p>Two months, professional training in Health and safety at Work</p> <p>4. _____</p> <p>Bartender at Sunset bar for two years * Responsible for mixing and serving alcoholic drinks to customers</p> <p>5. _____</p> <p>* Responsible for collecting payments for customer purchases; dealt with cash transactions and customer complaints</p> <p><b>Professional skills and competences</b></p> <p>Languages: English and French (fluent)</p> <p>6. _____</p> <p>Computer and technical skill: phone and IT skill (Microsoft Office)</p> <p>7. _____</p> <p>Cinema, tennis and sailing</p> <p>References</p> <p>8. _____</p>	<ul style="list-style-type: none"> <li>• A three-year old vocational course in Tourism</li> <li>• Interests</li> <li>• <a href="mailto:jandersen@hotmail.com">jandersen@hotmail.com</a></li> <li>• Social skills : communication and interpersonal skills in customer care</li> <li>• Work experience</li> <li>• Mrs. Parker, 78, 23rd Street, New York</li> <li>• Supermaket cashier for 1 year</li> <li>• Personal details</li> </ul>
--	---



**B. Read Janet's application letter and put the paragraphs in the correct order.**

*Janet Andersen*  
76 Independence Street  
37589 LA, USA  
[jandersen@hotmail.com](mailto:jandersen@hotmail.com)

Riverside Hotel  
Sunset Boulevard  
33128, Los Angeles, California

Dear Sir or madam,

- a.** I believe my skills and experience are a good match for this position as I am a highly-motivated, hardworking and versatile young woman. If given the opportunity, I am confident that I could make a valuable contribution to the running of the hotel.
- b.** I am writing with reference to the position of Hotel Receptionist as advertised in gumtree.com on 7th March.
- c.** please find enclosed a copy of my CV with detailed information on my background and qualifications. I am available for interview at a time and place of your convenience. I can be reached at the above email address or on 555-678-245. I appreciate your time and consideration and I am looking forward to hearing from you soon.
- d.** I am 21 years old and I have just graduated from a vocational course in Tourism. For the last five years, I have had many part-time jobs related to the tourism industry where I could improve my communication and interpersonal skills in dealing with guests. I have excellent IT skills and I can speak English and French fluently.

Janet Andersen



## GRAMMAR

### PREPOSITIONAL PHRASES

Look at the following sentences:

e.g. She took the car to go to work **because of** the heavy rain.

I'd rather have a full time job **instead of** a part-time one.

We have to stay home **in case of** an emergency.

I speak **on behalf of** all the company's associates.

The words in colour are prepositional phrases that are used to connect, explain and show the relationship between ideas and things.

Here's a list of some of the most common:

<b>because of</b>	for better or worse	apart from	for a change
<b>instead of</b>	by heart	by means of	at least / most
<b>in case of</b>	as for	by far	under control
<b>on behalf of</b>	according to	at short notice	at a profit / loss
<b>by the time</b>	in common with		

### Practice

#### A. Choose the correct prepositional phrase.

- Why are you late? You should have been here \_\_\_\_\_ two hours ago.  
a. at last                                      b. at least                                      c. as for
- \_\_\_\_\_ you get here everybody will be gone  
a. By means of                                      b. For better or worse                                      c. By the time
- He knows most of Amy's songs \_\_\_\_\_.  
a. by heart                                      b. by far                                      c. according to





- 4 I'm so happy because I managed to sell my car \_\_\_\_\_.
- a. at a loss                      b. at a profit                      c. at most
- 5 Everybody had a great time last night, \_\_\_\_\_ Miranda.
- a. apart from                      b. on behalf of                      c. for a change
- 6 You shouldn't go out with Janice. You have nothing \_\_\_\_\_ her.
- a. under control                      b. by heart                      c. in common with
- 7 \_\_\_\_\_ our boss, we have too many public holidays!
- a. For better or worse                      b. According to                      c. By far

## GRAMMAR

### PRESENT TENSES – WITH FUTURE MEANING

Look at these sentences:

e.g. *I'm meeting Ronald at 5 p.m. tomorrow.*

*We have to go! The plane leaves at 7 a.m.*

*Don't leave now! Your favourite show is about to start.*

these sentences are in the present tense but they all express the future.

<b>Present Continuous</b> (future arrangements)	<i>I'm going to a job interview next week.</i> <i>What are you doing tonight?</i> <i>He's having lunch with Tim at 12 p.m.</i>
<b>Present Simple</b> (schedules and timetables)	<i>What time does the class start?</i> <i>The train leaves at 6 p.m.</i> <i>Hurry! The football match starts in five minutes.</i>
<b>be about to + verb</b> (very near future)	<i>It's so much work, I am about to lose my mind.</i>



Practice

**A. Present Simple or Present Continuous?**

1. They **are going / go** to John’s house next weekend.
2. The gym class **is starting / starts** at 9 p.m. sharp. I can’t be late.
3. According to the trip itinerary, we **are spending / spend** four days in Paris.
4. We’ll have dinner after the film because it **is finishing / finishes** early.
5. They **are driving / drive** to Liverpool on Saturday.
6. We **aren’t going / don’t go** on holiday this year, because we have no money.
7. Don’t worry, the train **isn’t leaving / doesn’t leave** until 8 p.m.

**B. Complete the sentences with the *Present Continuous*, *Present Simple* or *be about to structure* of the verbs in brackets.**

1. The President is at the microphone. He \_\_\_\_\_ (to speak).
2. Tomorrow I \_\_\_\_\_ shopping. The fridge is empty. (to go)
3. I \_\_\_\_\_ that interview tomorrow after all. (not have)
4. Don’t forget: the party \_\_\_\_\_ at 8 p.m. (to be)
5. Michael and I \_\_\_\_\_ tennis tomorrow morning. (to play)
6. She \_\_\_\_\_ a doctor’s appointment on Wednesday. (to have)

**C. Remember Brenda’s weekly schedule? Write sentences in the *Present Continuous*.**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10 a.m. gym	9 a.m.	9 a.m. to	10 a.m.	9 a.m. to	“Do nothing day”
3 p.m. to 7 p.m. classes	IKea’s job interview	11.30 a.m. classes	doctor	11.30 a.m. classes	
	3 p.m. to 7 p.m. classes	12 p.m. meet Sonya for lunch	3 p.m. to 7 p.m. classes	1 p.m. shopping	
		2 p.m. gym		8 p.m. dinner at Martha’s	



1. On Monday morning, \_\_\_\_\_.
2. On Tuesday morning, \_\_\_\_\_.
3. On Wednesday noon, \_\_\_\_\_.
4. On Thursday morning, \_\_\_\_\_.
5. On Friday evening, \_\_\_\_\_.

**D. For each situation, write a sentence with the *Present Continuous*, *Present Simple* or *the be about to* structure.**

1. The train is going to leave the station in 2 minutes.

\_\_\_\_\_

2. Martha is studying for her Maths test tomorrow at 9 a.m.

\_\_\_\_\_

3. John has booked us rooms in a hotel in Ibiza for next summer.

\_\_\_\_\_

4. They have arranged to study on Saturday afternoon at Rita's.

\_\_\_\_\_

5. I already have the tickets for the movie at 9.30 p.m. tomorrow.

\_\_\_\_\_

6. She has an appointment with her dentist tomorrow.

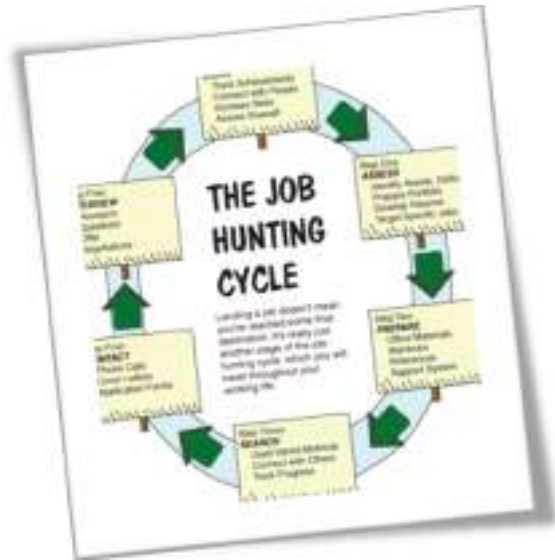
\_\_\_\_\_



# Progress test

## *Dos and don'ts of Job Hunting – by Kate Southam*

Successful job hunting is a job in itself. And, while most of us find researching jobs, writing resumes and getting through interviews gruelling, even torturous, it has to be done. Strange as it may sound, if you try to enjoy the process you will find it much easier and do a better job. Skills shortage or not, a slapdash effort will lose you the job. Follow this list of dos and don'ts to avoid having your application discarded. Do read the job ad carefully and pick out the key words used in the ad to re-use in your cover letter and resume. However, make sure your claims are genuine or you will come unstuck at the interview.



Don't create just the one resume or cover letter to send out to every potential employer. Tailor each application to the job you are applying for.

Do keep a track of all your applications and the people you deal with. A hiring manager or recruiter does not want to hear "Tell me again what job did I apply for?"

Don't use zany email addresses on your resume and cover letter. Save partygirl@acme.com.au for your friends and instead create a plain email incorporating your name, such as susan.brown@acme.com.au.

Do re-record the messages on your mobile message bank and home answering machine to sound professional even if it is only for the duration of the job hunt. Some people use novelty answer messages or worse, indifferent sounding voice messages. This is a huge turn off for employers.

Don't spend a lot of time and energy on your cover letter and resume only to revert to email English when sending your application via the internet. This would include not writing proper sentences, using numbers instead of words, and not using capitals letters. For example, "I have attached my cover letter and resume 4 u to take a look at."



Do proofread emails, cover letters and resumes. If you are keen on the job, check, double check and then ask a friend or family member to triple check your documents.

Don't save your best behaviour just for the employer. When dealing with a recruiter by phone or at a first interview understand you are being assessed. If you don't impress the recruiter, you will never meet the employer.

Do find out prior to interview who you will be meeting with, and the person's title. If you are being interviewed by more than one person, answer questions individually but make eye contact with the whole panel.

Don't bring up salary at the first interview. In fact, the best time to discuss salary is after you have been offered the job and before you have accepted it. That is the time when you have the most power.

Do prepare to be asked about salary. If you are asked a direct question about salary, make sure you have done your research on market rates for your role and industry so you can answer it honestly.

Don't tell a recruiter one salary and then change it when talking to an employer. The recruiter represents the employer and will have passed on the information prior to your discussion with the employer.

## READING COMPREHENSION

### A. Match the words taken from the text to their definitions.

- |             |                                    |
|-------------|------------------------------------|
| 1 pick out  | a read a text searching for errors |
| 2 tailor    | b before                           |
| 3 proofread | c choose, highlight                |
| 4 assessed  | d create, design                   |
| 5 prior     | e evaluated                        |



**B. The following statements are all wrong. Correct them by quoting from the text.**

1. Searching for a job is easy.
2. A job seeker should create just one CV and one letter of application.
3. It's not important to know the person who's interviewing you since he/she isn't the employer.
4. An applicant should discuss payment terms in the first interview.

**C. Complete the sentences according to the text.**

1. Job hunting will be easier if you \_\_\_\_\_.
2. When reading the job ad \_\_\_\_\_.
3. Try to impress \_\_\_\_\_.
4. Discuss salary when \_\_\_\_\_.

**D. Answer the questions.**

1. Who's the recruiter?
2. Why should you only discuss salary after you've been offered the job?
3. Why should research market rates for salaries?
4. Have you ever been job hunting? Is it that difficult? Why (not)?

## GRAMMAR

**A. Fill in the gaps with *who*, *which*, *whose* and *where*.**

1. I know a fantastic restaurant \_\_\_\_\_ you get the opportunity of cooking.
2. There's a teacher in my school \_\_\_\_\_ is a famous writer.
3. Amanda, \_\_\_\_\_ daughter is very sick, spends all her time in the hospital.
4. Next Friday is a public holiday and I'm staying home, \_\_\_\_\_ is great!



**B. Complete the sentences with the prepositions from the box.**

1. I have yoga classes \_\_\_\_\_ Tuesdays and Thursdays.
2. When I came \_\_\_\_\_ the lift I immediately bumped into him.
3. My house is \_\_\_\_\_ to the cafeteria.
4. I was born in \_\_\_\_\_ 1987 – the best year in music!
5. I'm not going \_\_\_\_\_ that mountain. It's too high!

Up  
In  
Opposite  
On  
Out of

**C. Join the sentences together using conjunctions in brackets.**

1. You can stay here tonight. You must bring a sleeping bag (provided)
2. I love watching *Tom and Jerry*. I hate cats and mice. (though)
3. I left home very early. I was late for work. (even though)
4. You must speak slowly. We can write everything down. (so that)

**D. Put the verbs in brackets in the Present Simple or in the Present Continuous (to express future meaning).**

1. I \_\_\_\_\_ out with Tom tonight. (to go)
2. Karate lessons \_\_\_\_\_ at 10 p.m. it's too late (to start)
3. If you \_\_\_\_\_ anything tomorrow, you can come with me to the lake. (not do)
4. Next Tuesday, I \_\_\_\_\_ a recruit for a job interview. (to meet)



## WRITING

Write a letter of application for a job as front desk receptionist at a famous airline company. Make up names, personal details etc. but think about the skills and abilities you'd need for this particular job.

Reading comprehension	Grammar	Writing
A. $5 \times 4 = 20$	A. $4 \times 5 = 20$	40
B. $4 \times 5 = 20$	B. $5 \times 4 = 20$	
C. $4 \times 5 = 20$	C. $4 \times 5 = 20$	Total
C. $4 \times 5 = 20$	D. $4 \times 5 = 20$	200





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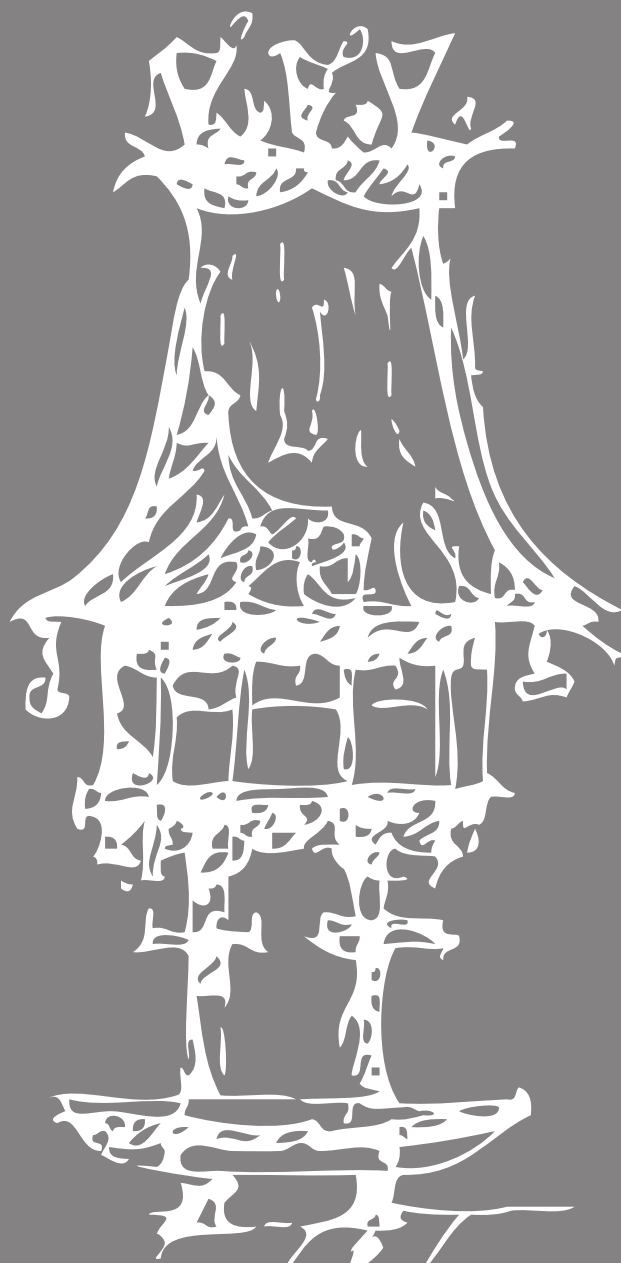
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Organizações de serviço de voluntariado <http://www.avso.org>







# Communication in the Professional World

Módulo 9

## Apresentação

Neste módulo, pretende-se levar os alunos a tomar consciência da importância que a comunicação assume em contexto laboral, sendo a capacidade de comunicação um requisito imprescindível não só à formação e ao desenvolvimento pessoal e profissional mas também ao desenvolvimento de relações humanas e contactos interpessoais. Com a internacionalização do mundo profissional, as várias formas de interação comunicativa processam-se frequentemente em contextos interculturais, exigindo o domínio de técnicas de comunicação e de mediação em vários suportes, incluindo o recurso às tecnologias de informação e comunicação. Será pertinente, no âmbito da problemática da comunicação no mundo profissional, levar o aluno a refletir sobre questões éticas relacionadas com a gestão da informação, a proteção dos dados pessoais e os direitos de autor na era digital.

Os domínios de referência selecionados proporcionam o enquadramento temático para que o aluno aborde vários tipos de texto, os seus padrões estruturais, incluindo os aspetos paratextuais (disposição gráfica, logótipos, tipos de letra ...), e simultaneamente explore os aspetos morfossintáticos, léxico-semânticos e fonológicos que contribuem para a construção da mensagem do texto. Note-se que os textos deverão ser abordados em níveis crescentes de complexidade e abrangência.

Propõe-se neste módulo o desenvolvimento de um projeto de leitura que pode incidir sobre textos funcionais relacionados com o mundo profissional ou radicar-se na abordagem de um conto. Sugerem-se na secção de Bibliografia/Outros Recursos algumas coleções de Graded Readers a selecionar em negociação com os alunos. É fornecida também uma indicação de alguns contos, que afluam questões relacionadas com o mundo profissional, o que não exclui a seleção de outros contos que eventualmente possam interessar aos alunos, ainda que não estejam ligados diretamente aos domínios de referência propostos em cada módulo.



## Objetivos de aprendizagem

- Descrever características de diferentes tipos de texto.
- Compreender textos variados no âmbito da temática a ser abordada.
- Escrever textos claros e variados, de modo estruturado (agenda, folheto informativo, convite, ...).
- Identificar e descrever diversas formas de comunicação no mundo profissional.
- Avaliar criticamente o papel da língua inglesa enquanto língua de comunicação no mundo profissional.
- Utilizar uma gama de vocabulário sobre assuntos relacionados com novas formas de comunicação no mundo profissional.
- Demonstrar capacidades de negociação e de trabalho em equipa.
- Demonstrar capacidades de interação e comunicação intercultural.
- Relacionar informação de várias fontes sintetizando-a de modo claro e coerente.
- Avaliar criticamente a mensagem global de um texto extenso.

## Âmbito de conteúdos

### Interpretação e Produção de Texto

Apresentam-se alguns tipos de texto que poderão ser abordados ao longo deste módulo

- mensagens (de voz, escrita, ...)
- e-mail
- contrato
- página de Internet
- agenda / ordem de trabalhos
- guião
- folheto informativo
- convite

### Dimensão Sociocultural

Esta componente fornece o enquadramento temático para a abordagem integrada das estratégias de interpretação e produção de texto, e dos conteúdos linguísticos



## Domínios de Referência

- A internacionalização do mundo profissional

- contactos interculturais (atendimento pessoal, contactos telefónicos, viagens ao estrangeiro, serviço ao cliente, ...)
- formas de interação (negociação, mediação, gestão de recursos humanos, ...)

- As TIC no mundo profissional

- novas formas de comunicação (cell-phone, e-mail, ...)
- o comércio internacional: e-commerce, e-business, on-line banking, ...
- questões de ética: privacidade, segurança, propriedade intelectual, ...

## A Língua Inglesa

Em função do diagnóstico da situação do aprendente o professor deverá selecionar os itens gramaticais, léxico-semânticos ou fonológicos necessários para o desenvolvimento das competências e para a consecução dos objetivos de aprendizagem enunciados no módulo

## A Palavra / A Frase / A Prosódia

- Voz passiva
- Construções infinitivas
- get e have com participio passado (causative use)
- Uso de formas verbais infinitas
- Frase composta por subordinação: adjetiva: relativa com antecedente: restritiva (defining) e explicativa (non-defining)
- Prosódia: entoação, ritmo, acento



# Abbreviations Quiz

In the professional world, there are many abbreviations used either orally or in written documents.

Can you guess what the following stand for? Choose the correct option: A, B, C or D. then, check your answers.



<b>1. asap</b>	<b>8. A.O.B.</b>	<b>15. P.T.O.</b>
A. please reply	A. annual meeting	A. with reference to
B. paid	B. please confirm	B. please turn over
C. value added tax	C. please reply	C. per annum
D. as soon as possible	D. any other business	D. incorporated
<b>2. qty</b>	<b>9. attn</b>	<b>16. cc</b>
A. value added tax	A. for the attention of	A. account
B. <b>quantity</b>	B. initial purchase offer	B. copies to
C. <b>with reference to</b>	C. approximately	C. please reply
D. <b>please confirm</b>	D. month	D. value added tax
<b>3. thx</b>	<b>10. re</b>	<b>17. PR</b>
A. <b>thanks</b>	A. with reference to	A. for the attention of
B. <b>please</b>	B. junior	B. please confirm
C. <b>please reply</b>	C. public relations	C. please reply
D. <b>for the attention of</b>	D. purchase	D. public relations
<b>4. @</b>	<b>11. E.T.A.</b>	<b>18. PA</b>
A. <b>value added tax</b>	A. please reply	A. personal assistant
B. <b>quantity</b>	B. any other business	B. please confirm
C. <b>at</b>	C. cash on delivery	C. please reply
D. <b>number</b>	D. expected time of arrival	D. any other business
<b>5. Ltd.</b>	<b>12. pls cfm</b>	<b>19. Nb</b>
A. <b>value added tax</b>	A. value added tax	A. for the attention of
B. <b>limited company</b>	B. quantity	B. initial purchase offer



C. <b>per annum</b>	C. with reference to	C. pay attention to this
D. <b>incorporated</b>	D. please confirm	D. month
<b>6. R.S.V.P</b>	<b>13. C.O.D.</b>	<b>20. VAT</b>
A. per week	A. thanks	A. with reference to
B. paid	B. cash on delivery	B. value added tax
C. please reply	C. please reply	C. public relations
D. value added tax	D. any other business	D. purchase
<b>7. a/c</b>	<b>14. approx</b>	
<b>A. for the attention of</b>	A. approximately	
<b>B. account</b>	B. month	
<b>C. taxes</b>	C. estimated time of arrival	
<b>D. at</b>	D. number	

Key: 1. d; 2. b; 3. a; 4. c; 5. b; 6. c; 7. b; 8. d; 9. a; 10. a; 11. d;  
12. d; 13. b; 14. a; 15. b; 16. b; 17. d; 18. a; 19. c; 20. b





# Business language



Is business language very different from everyday language?

What's your opinion?

## READING COMPREHENSION

A. Read the following email. Mr. Devine, a businessman from Singapore, is interested in investing in MOTHERCARE. Mr. Ransack, who works in the Head Office in Britain, is telling him about the structure of the company.

From:	ransack@mothercare.com
To:	mdevine@globalsolutions.net
Subject:	MOTHERCARE

Mr. Michael Devine,

Working in Head Office means that our job is to support every aspect of our stores, and ultimately our customers who shop in our stores. Our boardroom is very demanding, so this involves many different areas of knowledge and expertise.

The Commercial Department functions encompass the following: buying, merchandising, product marketing, design and technology.

The buying, merchandising, design and marketing teams are responsible for developing goods and buying competitive ranges across all our product categories.

Through the factories, warehouses and store that we have in various cities we meet the needs and aspirations of our customers worldwide.

The Accounts Department is responsible for providing the company's central accounting system, the auditing and processing of invoices and payments. Our employees speak at least two foreign languages.



We also rely heavily on the staff from Data Processing. They have developed our industry website, **www.motercare.com**, where customers can select from an extended range of products in the comfort of their home, or from within our stores, and have the products delivered to their door. Our website also provides customers with valuable resources and information for parents and parents-to-be.

I hope to hear from you soon,

J. Ransack

**B. Answer true (T) or false (F) and support your choice by quoting from the text.**

1. Working in Head Office is a great responsibility.
2. There is neither a design team nor a marketing team in this company.
3. The Data processing staff has created a website.
- 

**C. Answer the following questions about the text.**

1. What kind of functions are buying, merchandising, product marketing, design and technology?
2. How does the company meet the needs and aspirations of their customers worldwide?
3. What is the Account Department responsible for?

**D. Find synonyms of the following words/expressions in the text.**

1	to assist	5	clients
2	groups	6	universal
3	merchandise	7	bill of sale
4	desires	8	series



E. Most of the following workplaces are mentioned in the text. Choose the correct option (a, b, c or d).



<b>1</b>	Where goods are produced.	<b>4</b>	Where the directors meet.
	a. Head Office		a. Accounts Department
	b. Accounts Department		b. warehouse
	c. canteen		c. canteen
	d. factory		d. boardroom
<b>2</b>	Where finished goods are kept.	<b>5</b>	Where the accountants work.
	a. Head Office		a. Accounts Department
	b. warehouse		b. warehouse
	c. canteen		c. boardroom
	d. factory		d. factory
<b>3</b>	Where the workers have lunch	<b>6</b>	Where the computer people work.
	a. Canteen		a. Data Processing Department
	b. Head Office		b. warehouse
	c. Accounts Department		c. boardroom
	d. factory		d. factory

## VOCABULARY

“Meet the needs” is an idiom from the text that means to satisfy customers’ necessities. There are lots of business idioms. People don’t begin a project; they “get a project off the ground”. If the project is not going well, they don’t end it, they “pull the plug”.



## BUSINESS IDIOMS

### Practice

#### A. Study the following business idioms and their meanings.

- **Belt-tightening** = reduction of expenses
- **Cash cow** = a product, service, or business division that generates a lot of cash for the company, without requiring much investment
- **(to) climb the corporate ladder** = an advance in someone's career; the process of getting promoted and making it to the senior management
- **Dog-eat-dog world** = a cruel and aggressive world in which people just look out for themselves
- **(to) dot your i's and cross your t's** = to be very careful; to pay attention to details
- **(to) keep something under wraps** = to keep something secret; not let anybody know about a new project or plan
- **Nothing ventured, nothing gained** = if you don't try to do something, you'll never succeed
- **(to) pass the buck** = to blame somebody else for something
- **Shape up or ship out** = if a person doesn't improve her / his performance or behavior, she/he is going to get fired
- **Yes man** = an employee who always agrees with the boss or does whatever the boss says

#### B. Use the previous business idioms to fill in the gaps in the sentences:

1. Pay attention to accuracy when preparing annual reports. Don't forget to \_\_\_\_\_.
2. It was the supervisor's fault. He shouldn't have tried to \_\_\_\_\_.
3. I can't stand Daryl! He never argues with the boss! He's a \_\_\_\_\_.
4. Our company is going through a small economic crisis, so we have to do some \_\_\_\_\_.
5. What? Your co-worker stole your ideas for the new project?! we definitely live in \_\_\_\_\_!



6. If you work hard and put in some extra time, it won't be difficult for you to \_\_\_\_\_.
7. The board has had enough of Tom Bull's attitude. In the last meeting they told him to \_\_\_\_\_.
8. It's risky to spend so much money investing abroad, but \_\_\_\_\_.



“Maybe? Maybe? May I remind you, Fineberg, you're supposed to be a yes man!”

**C. Complete the gaps with the business vocabulary given (related to the structure of a company).**

1. The \_\_\_\_\_ is the highest executive officer of a company; head of a company.
2. The \_\_\_\_\_ is any of several executive officers, each one responsible for a separate division.
3. The \_\_\_\_\_ heads a Board of Directors; he / she is the chairperson.
4. The \_\_\_\_\_ is a member of the board of directors.
5. The \_\_\_\_\_ is the executive officer responsible for the day-to-day running of a department.
6. A \_\_\_\_\_ holds or owns shares in a company or corporation.
7. The \_\_\_\_\_ is responsible for administering a company's financial affairs.
8. The \_\_\_\_\_ puts goods on the market, taking care of packaging, advertising, etc.
9. The \_\_\_\_\_ is responsible for the physical creations of products.
10. The \_\_\_\_\_ is responsible for the recruitment and the welfare of staff or employees.

Reception  
Vice-president  
Production dept.  
Personnel dept.  
President  
Marketing dept.  
Chairman  
Shareholder  
Sales dept.  
Accounts dept.  
manager  
Director



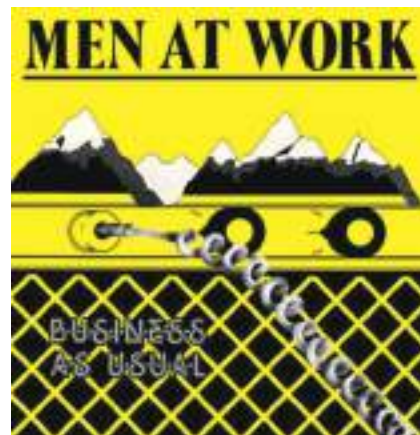
11. The \_\_\_\_\_ is responsible for finding customers and making sales.
12. The \_\_\_\_\_ is the place where visitors and clients report when arriving at a company.

## LISTENING

1. Listen to the song and fill in the gaps in the lyrics below.

### Dr. Heckyll and Mr. Jive

Dr. Heckyll works late at the laboratory  
 Where things are not as they seem  
 Dr. Heckyll wishes nothing more \_\_\_\_\_<sup>1</sup>  
 Than to fulfill all of his dreams  
 Letting loose with a scream in the dead of night  
 As he's breaking new ground  
 Trying his best to unlock all the secrets  
 But he's not sure what he's \_\_\_\_\_<sup>2</sup>  
 Dr. Heckyll is his own little guinea pig  
 'Cos they all think he's mad  
 Sets his sights on the search of a lifetime  
 And he's never, never \_\_\_\_\_<sup>3</sup>  
 Whoa oh, it's off to work he goes  
 In the name of science and all its \_\_\_\_\_<sup>4</sup>  
 This is the story of Dr. Heckyll and Mr. Jive  
 They are a person who feels good to be \_\_\_\_\_<sup>5</sup>  
 This is the story of Dr. Heckyll and Mr. Jive  
 Believes the underdog will eventually survive



### *Men at Work*

You can watch the video on: [http://www.dailymotion.com/video/x2cupd\\_men-at-work-dr-heckyll-and-mr-jive\\_music#.UNHQYW-6emE](http://www.dailymotion.com/video/x2cupd_men-at-work-dr-heckyll-and-mr-jive_music#.UNHQYW-6emE)



## 2. What do the following phrases from the lyrics mean? Link them to their meaning.

- |   |                                     |   |                               |
|---|-------------------------------------|---|-------------------------------|
| 1 | <i>to fulfill all of his dreams</i> | a | to find answers to his search |
| 2 | <i>he's breaking new ground</i>     | B | to make his wishes come true  |
| 3 | <i>to unlock all the secrets</i>    | c | he's discovering new things   |
| 4 | <i>is his own little guinea pig</i> | d | the fallen guy will win       |
| 5 | <i>the underdog will survive</i>    | e | experimental subject          |

## 3. Answer the questions.

- Who is Dr. Heckyll?
- What is he trying to do?
- Who's Mr. Jive?
- What do people think about Dr. Heckyll?

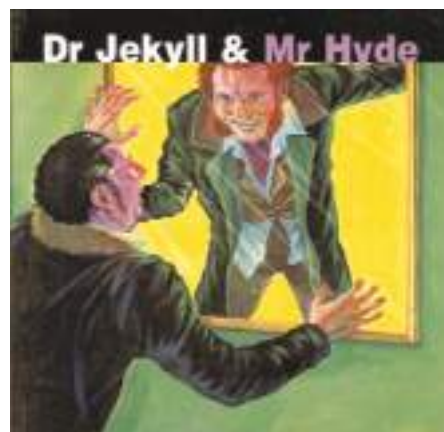
D. The lyrics are based upon Robert Loius Stevenson's novella "The strange Case of Dr Jeckyll and Mr Hyde". Fill in the following plot summary with the words given.

- a. nature      b. bad      c. potion      d. doctor

The Strange Case of of Dr Jeckyll and Mr Hyde is about a \_\_\_\_\_<sup>1</sup> (Dr Jeckyll) Who is hiding a secret life full of \_\_\_\_\_<sup>2</sup> deeds. Because of this, he feels as if he is always fighting within himself between what is good and what is evil. After drinking a \_\_\_\_\_<sup>3</sup> of his own making, he is transformed into the cruel hyde, who is the evil side of his own \_\_\_\_\_<sup>4</sup>.

## WRITING

Based on the lyrics of the song and on the synopsis of the novella by the Scottish writer, what do you think it means to say someone has a "Jekyll and Hyde" personality?



## GRAMMAR

### PASSIVE VOICE

Look at the following sentence

*Our employees speak at least two foreign languages.*

In the preceding example, which is in the active voice, the agent of the action (in colour) is the subject of the sentence.

*At least two foreign languages are spoken by our employees.*

Now the sentence is in the passive voice. It has the same meaning as the one in the active voice but now we have a different subject (in colour) in the sentence.

Although the verb tense does not change, notice the following changes:

Tense		Subject	Verb	Object / Agent
Present Simple	Active	<i>The secretary</i>	sends	an e-mail.
	Passive	<i>An e-mail</i>	is sent	by the secretary.
Past Simple	Active	<i>The secretary</i>	sent	<i>an e-mail.</i>
	Passive	<i>An e-mail</i>	was sent	<i>by the secretary.</i>
Present Continuous	Active	<i>The secretary</i>	is sending	<i>an e-mail.</i>
	Passive	<i>An e-mail</i>	is being sent	<i>by the secretary.</i>
Past Continuous	Active	<i>The secretary</i>	was sending	<i>an e-mail.</i>
	Passive	<i>An e-mail</i>	was being sent	<i>by the secretary.</i>

So, we use the verb to be in the same tense as the verb in the active sentence and we add the past participle of the main verb to form the passive voice (in the present continuous and past continuous we use **is/was being**).

When a sentence is written in the passive voice, the agent of the action can be omitted. If the writer wishes to obscure responsibility for an action, then the passive voice allows him to eliminate all reference to the person who committed the act, as in the example:

*The security guard opens the lockers every day.*

*The lockers are opened (by the security guard) every day.*





The passive emphasizes the lockers. It is not important who opens them.

It's important to pay attention to irregular verbs. You may need to take a look at the list of irregular verbs at the end of the book to check some past participle forms. Don't hesitate in doing so!

### Practice

#### A. Rewrite the following sentences in the passive voice.

1. Sam and Peter are teaching the employees.

---

2. The company was losing a lot of the money invested.

---

3. The manager hid the files.

---

4. Our boss bought new stationary.

---

5. The factories are offering lots of jobs.

---

#### B. Complete the sentences using the verb and the verb tense indicated.

1. The business trip \_\_\_\_\_ due to severe weather changes (to postpone – past simple)

2. That Chinese restaurant downtown \_\_\_\_\_ because it closes quite late (to recommend – present simple)

3. Some details of the project \_\_\_\_\_ by the manager (to explain – present continuous)

4. The reports \_\_\_\_\_ in to be signed (to hand – past continuous)



**C. Identify the mistakes and correct them.**

1. - The complaint letter was send yesterday.  
- Great.
2. - Our house is build in 1973.  
- It's really nice.
3. - Why are you learning English?  
- Well, mainly because it speak all over the world.
4. - The walls are be paint by a friend of ours.  
- I like the colour
5. - What's the matter?  
- I think I was be follow.
6. - Aren't you coming to Ann's party?  
- I isn't invite.



## On the phone

When you use English at work it is very important to communicate well on the telephone. Learning the common phrases and idioms that are used on the telephone will help you. Can you remember some of the specific telephoning phrases that are used?



### READING COMPREHENSION

A. Read the following dialogue and then role-play it.

- Operator: Hello, James and Sons, how can I help you?
- Ron: This is Ron Stewart from IKEA. I'm calling from Sweden. Can I have extension 546?
- Operator: Certainly, hold on a minute, I'll put you through...
- James: James O'Connell's office, James speaking.
- Ron: This is Ron Stewart calling, is Amanda in?
- James: I'm afraid she's out at the moment. Can I take a message?
- Ron: Yes... could you ask her to call me at 325789065? I need to talk to her about some of our new products, it's urgent.
- James: Oh, just hold on a second, she has just arrived.
- Amanda: Hello?
- Ron: Amanda, this Ron Stewart. I sent you an e-mail but I had no feedback. Would it be possible to schedule a meeting for next week?
- Amanda: Just a moment, let me check... I've been having some trouble with my e-mail, sorry. Would it be good next Wednesday in the afternoon? Would we have videoconference?
- Ron: Yes, I think it will be fine. Let me just confirm with the director and I'll let you know ASAP. Thanks, bye.
- Amanda: Meanwhile, you may use my personal mail. Bye.



**B. Identify**

- |                           |                                      |
|---------------------------|--------------------------------------|
| 1. who is calling.        | 3. with whom Ron wants to speak.     |
| 2. who answers the phone. | 4. who schedules a meeting with Ron. |

**C. Answer true (T) or false (F) and correct the false statements.**

1. Ron Stewart wants to talk to James O’Connell.
2. James O’Connell works for IKEA.
3. Amanda has been having trouble with the company’s e-mail.
4. Ron wants to schedule a meeting.
5. Amanda is not available for a meeting.

**D. Establish the right connections between the expressions in the text and their meanings.**

- |                      |                              |
|----------------------|------------------------------|
| <b>1</b> hold on     | <b>a</b> connect             |
| <b>2</b> put through | <b>b</b> as soon as possible |
| <b>3</b> to be out   | <b>c</b> wait                |
| <b>4</b> to check    | <b>d</b> not in the office   |
| <b>5</b> asap        | <b>e</b> to confirm          |

**VOCABULARY**

**A. Look at the chart below and study the key language and phrases used in telephone English. Practise these phrases asking and answering with a colleague.**

<p><b>Introducing yourself</b></p> <ul style="list-style-type: none"> <li>• This is Ron</li> <li>• Ron speaking</li> </ul>	<p><b>Asking who is on the phone</b></p> <ul style="list-style-type: none"> <li>• Excuse me, who is this?</li> <li>• Can I ask you who is calling, please?</li> </ul>
<p><b>Asking for someone</b></p> <ul style="list-style-type: none"> <li>• Can I have extension 321?</li> <li>• Could I speak to...?</li> <li>• Is Amanda in?</li> </ul>	<p><b>Connecting someone</b></p> <ul style="list-style-type: none"> <li>• I’ll put you through.</li> <li>• Can you hold the line?</li> <li>• Can you hold on a moment?</li> </ul>



**How to reply when someone is not available**

- I'm afraid Amanda is not available at the moment.
- The line is busy...
- Mr Stewart isn't in... is out at the moment

**Taking a message**

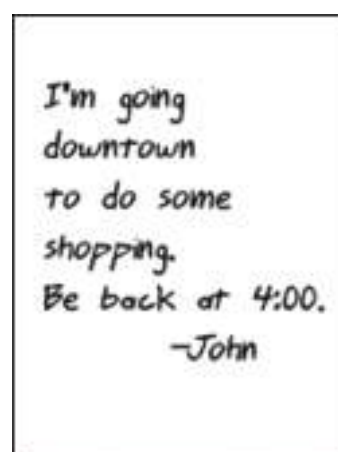
- Can/Could/May I take a message?
- Would you like to leave a message?

**B. Now build up sentences with the words given.**

1. I / hel / Can / you \_\_\_\_\_ ?
2. on / moment, / Hold / a / pelase \_\_\_\_\_ .
3. please / there / Tom Smit / is \_\_\_\_\_ ?
4. I'd / speak 7 like / to / please / Frank Mason / to \_\_\_\_\_ .
5. here / I'm / sorry / moment / he's / not / the \_\_\_\_\_ .
6. I'll / It's / later / ok, / call \_\_\_\_\_ .

**C. Play "Can I leave a message?" (Boggles world)**

You are going to play a game. The class is divided into two groups: callers and receivers. Callers get an activity A sheet and a role card. Receivers get an activity B sheet, a will-be-back note and a name tag. Receivers sit facing the wall and callers sit behind the receivers as in the picture to the right. When a caller wants to make a call, they tap the receiver on the shoulder and say, "Bring! Bring!" Receivers put the name tag on the back of their chair so that the callers know who they are calling.



## GRAMMAR

### PASSIVE VOICE (ii)

Remember that the sentence in the passive voice has the same meaning as the one in the active voice.

Although the verb tense does not change, notice the following changes:

Tense		Subject	Verb	Object / Agent
Present	Active	<i>The secretary</i>	has sent	an e-mail.
Perfect	Passive	<i>An e-mail</i>	has been sent	by the secretary.
Past	Active	<i>The secretary</i>	<i>had sent</i>	<i>an e-mail.</i>
perfect	Passive	<i>An e-mail</i>	<i>had been sent</i>	<i>by the secretary.</i>
Future	Active	<i>The secretary</i>	<i>will send</i>	<i>an e-mail.</i>
will	Passive	<i>An e-mail</i>	<i>will be sent</i>	<i>by the secretary.</i>
Future	Active	<i>The secretary</i>	<i>is going to send</i>	<i>an e-mail.</i>
going to	Passive	<i>An e-mail</i>	<i>is going to be sent</i>	<i>by the secretary.</i>

In the present perfect and past perfect, we place the word “been” in the middle of the verb. In the future, we add “be” and transform the main verb into the past participle.

The **active voice** is commonly used in ordinary conversation, and it indicates that the subject performs the action as in the following example:

*The accountant **has prepared** the form.*

The passive voice is not frequently used in ordinary conversation, but it is used in writing, such as news broadcasting, newspapers, and formal speeches.

*The form **has been prepared** by the accountant.*

Look at some more examples:

The bank **has given** me a loan. ð *A loan **has been given** to me (by the bank).*

The bank **had given** me a loan. ð *A loan **had been given** to me (by the bank).*

The bank **will give** me a loan. ð *A loan **will be given** to me (by the bank).*

The bank **is going to give** me a loan. ð *A loan **is going to be given** to me (by the bank).*



## Practice

### A. Choose the best verb to fill in the gaps.

- 1 This house has been \_\_\_\_\_ several times.  
a. thrown                      b. rented                      c. come                      d. done
- 2 The reports will be \_\_\_\_\_ by mail tomorrow evening.  
a. closed                      b. opened                      c. sent                      d. done
- 3 Our canteen has been \_\_\_\_\_ for a while.  
a. closed                      b. sat                      c. brought                      d. seen
- 4 Jim is going to be \_\_\_\_\_ to open the conference.  
a. invited                      b. presented                      c. answered                      d. caught
- 5 Smoking will not be \_\_\_\_\_ in the new building.  
a. suggested                      b. allowed                      c. given                      d. taken
- 6 The window had not been \_\_\_\_\_ by me.  
a. done                      b. closed                      c. written                      d. bought

### B. Correct the mistakes in the following passive voice sentences.

1. Our allies will be lend support.
2. The papers are going to be send soon.
3. Our bank loan will been paid off in two years.
4. Not all eventualities have been think of.
5. We hadn't been tolded about the incident.
6. The reports have been finish by the employees.



**C. Rewrite the sentences in the passive voice.**

1. They will spend lots of money on the project.

---

2. Someone has stolen some important documents from the safe.

---

3. They have explained the relevance of foreign sources.

---

4. The manager is going to establish a network in Brooklyn.

---

5. Our boss will fire some employees.

---

6. The team has helped the new staff.

---





# Business Trips

Do you know anyone who frequently travels on business? What kind of business is she / he in? how often does she / he travel to?



## READING COMPREHENSION

### A. Read the following text.

#### Business Travellers

John Thompson is an international sales representative for a large multinational corporation with its main office in San Francisco. He often has to travel overseas to visit factories and meet with foreign clients. Next week, he will be visiting his client in Taipei for three days before going on to Shanghai to visit another client.

His secretary, Tina, usually handles his travel arrangements. She calls the travel agency to make the reservation. She has to consider factors such as the check-in time, departure and arrival times, and visa requirements (if any). Once he



has his tickets and travel documents in order, she calls the travel agency to confirm his reservation. Tina is also responsible for making his hotel reservations.

When he goes abroad on business, his company pays for his flights. Mr Thompson usually travels in business class.

He usually arrives at the airport two hours before his flight is scheduled to depart. There, he checks and receives his boarding pass. He is also informed of his gate number and seat number. If he has enough time, he may visit the duty-free shops in the airport.

When he arrives at his destination, he makes sure his passport, visa, and arrival card are in order so he can quickly go through customs and immigration.

<http://www.mcu.edu.tw> (adapted)



**B. Answer the following questions about the text.**

1. What does Mr Thompson do for a living?
2. What does Tina, his secretary, handle?
3. Who pays for Mr Thompson's flights?
4. After arriving at the airport, what does he do if he has enough time?

**C. Match the words taken from the text with the correct definitions.**

- |    |                      |   |   |
|----|----------------------|---|---|
| 1  | sales representative | a | abroad  |
| 2  | overseas             | b | arranged for a certain time                           |
| 3  | to handle            | c | card allowing a person to board a plane               |
| 4  | arrangements         | d | doorway in an airport                                 |
| 5  | requirements         | e | to take care  |
| 6  | scheduled            | f | requisites  |
| 7  | gate number          | g | travelling salesperson                                |
| 8  | check in             | h | register as a passenger at the airport                |
| 9  | boarding pass        | i | able to be imported without payment of customs duties |
| 10 | duty-free            | j | preparations  |



**D. John Thompson has some advice for business travelers. Establish the right connections between columns A and B and build up sentences.**

**COLUMN A**

1. Always pack lightly. You don't want to worry about taking heavy bags with you everywhere you go...
2. Don't carry a lot of cash...
3. Try to get plenty of rest before and after your flight...
4. "Last but not least", remember the old saying – "When in Roman, do as Romans do..."

**COLUMN B**

- a. ... otherwise you'll feel tired and won't be alert to do business.
- b. ... just bring the essentials and leave the rest at home.
- c. ... that is, try to learn as much as possible about the country you are travelling and follow the local customs.
- d. ... since credit cards can be used almost anywhere.

**VOCABULARY**

**A. Find the best choice to complete the sentences.**

- 1 Mr. Joseph Lee has been an international ... since 2004.
  - a. multinational
  - b. travel agency
  - c. sales representative
- 2 How many bags will you be ... Ms Watson?
  - a. checking in
  - b. applying for
  - c. wanting for
- 3 Mr. Johnson will be flying in ... to India.
  - a. underwear
  - b. first class
  - c. duty-free
- 4 Traveller's cheques and ... are better than taking a lot of cash.
  - a. duty-free
  - b. credit unions
  - c. credit cards
- 5 All your ... have to be in order, otherwise you won't be able to travel.
  - a. travel documents
  - b. travel agency
  - c. bags



**B. Establish the right connections between the questions and the answers.**

- |    |                                      |   |   |
|----|--------------------------------------|---|---|
| 1  | What time is your flight?            | a | Sure. Petit's serves great food.                    |
| 2  | How many bags are there to check in? | b | I usually go to a bookshop.                         |
| 3  | Is the hotel far from the office?    | c | Just for a couple of days.                          |
| 4  | Am I too early?                      | d | No, Mr. Stone has already arrived and will see you. |
| 5  | Can you recommend a good restaurant? | e | Just one.   |
| 6  | How was your flight?                 | f | I'm sorry, but he's in a meeting at the moment.     |
| 7  | Can their staff speak English?       | g | It's at six p.m.                                    |
| 8  | How long do you plan to stay?        | h | Not really, just ten minutes walking.               |
| 9  | May I speak to your boss?            | i | Oh yes, and Italian, too.                           |
| 10 | What do you do after work?           | j | A bit tiring, I'm afraid.                           |

**C. You're planning a business trip. Place the expressions in the correct place (three for each).**

- Prepare travel documents
- Assess the market
- Purchase insurance
- Assess risks
- Study relevant cultural issues
- Check currency and exchange rates
- Book travel reservations
- Consider security and customs issues
- Make hotel reservations
- Evaluate competition
- Plan local transportation
- Plan an pack gifts



<p>Travel objectives</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p>Planning your travel</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p>Preparing to leave</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p>Final details</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

D. Imagine you are going on a seven-day business trip. You will be travelling around and staying in hotels; you must therefore pack lightly, and bring only ten of the following items. Decide which items you will take. Tick them (ü). Compare your answers with your partner's.



- |                       |                          |                |                          |                        |                          |
|-----------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|
| * chocolate           | <input type="checkbox"/> | * mobile phone | <input type="checkbox"/> | * camera               | <input type="checkbox"/> |
| * shampoo             | <input type="checkbox"/> | * toothbrush   | <input type="checkbox"/> | * shower gel           | <input type="checkbox"/> |
| * alarm clock         | <input type="checkbox"/> | * video games  | <input type="checkbox"/> | * credit cards         | <input type="checkbox"/> |
| * diary               | <input type="checkbox"/> | * MP3          | <input type="checkbox"/> | * hair brush /<br>comb | <input type="checkbox"/> |
| * traveller's cheques | <input type="checkbox"/> | * hairdryer    | <input type="checkbox"/> | * travel iron          | <input type="checkbox"/> |



* underwear	<input type="checkbox"/>	* briefcase	<input type="checkbox"/>	* a novel / e-book	<input type="checkbox"/>
* calculator	<input type="checkbox"/>	* socks	<input type="checkbox"/>	* travel documents	<input type="checkbox"/>
* printer	<input type="checkbox"/>	* laptop computer	<input type="checkbox"/>	* gifts for hosts	<input type="checkbox"/>

## GRAMMAR

### COMPOUND NOUNS

A compound noun is a noun that is made up of two or more words. Most compound nouns in English are formed by nouns modified by other nouns or adjectives.

*The word **black** is an adjective and **board** is a noun, but if you join them together they form a new word – **blackboard**.*

Sometimes the two words are joined together.

*tooth + paste = **toothpaste***

*bed + room = **bedroom***

*under + ground = **underground***

Sometimes they are joined by using a hyphen

***Check-in***

***Sergeant-at-arms***

***Daughter-in-law***

Sometimes they appear as two separate words

***Full moon***

***Swimming pool***

***Attorney general***



## Practice

**A. Match the words from column A to the words in column B to make 10 compound nouns. Each of the words in column A should only be compounded once to a word in column B.**

	COLUMN A		COLUMN B
1	travel	a	reservations
2	duty	b	card
3	business	c	class
4	customs &	d	arrival
5	Hotel	e	free
6	multinational	f	number
7	credit	g	cheques
8	gate	h	agency
9	departure &	i	immigration
10	traveller's	j	corporation

## PROJECT

When you go out of town on business you need to book a room. You can either do that through a travel agency or book it yourself. Write an e-mail to a foreign hotel and then write their reply as well. Take a look at the following examples of an e-mail Ashley O'Neil sent to the Trinity Capital Hotel in Dublin and the e-mail she got from them. Take a look at the vocabulary related to hotel accommodation.

### Useful phrases

- I would like to book...                      I am looking for a suitable hotel near the station.
- I would require ...                              Please answer as soon as possible.
- I would be grateful ...
- Is it possible...?



- I would require ...
- I would be grateful ...
- Is it possible...?

To : trinitycapitalhotel@gmail.com

Subject : booking a room

Dear Sir/Madam,

I would like to book a single room for the first week of March. I need an air-conditioned room with shower. I should be grateful if you would confirm my booking as soon as possible.

Please give me an indication of your rates per night full board.

Should you have no vacancies please could you give me the address of a suitable hotel in your area?

Thank you.

Best regards,

Ashley O'Neil

To : ashleyoneil@hotmail.com

Subject : RE: booking a room

Dear Ms O'Neil,

Thank you for your e-mail.

We are pleased to confirm availability for the accommodation you describe for the first week of March.

We enclose a short description of how to reach our hotel and of our prices as well. We look forward to receiving you.

Yours sincerely,

*Pim maron*

Reservations Manager





# Business Interaction

Look at the picture below. Who do you think those people are? Why? What do you think they are doing?



## READING COMPREHENSION

A. Read the following text.

### The importance of meetings

Our society is founded on the importance of meetings. Even though we may lose track of time in meetings, we all are painfully aware of the time we spend waiting for everyone to show up. Michele Sliger tells us about a tactic she has seen one team use to ensure that meetings start on time.

One team decided that anyone who came in late had to sing. Nobody enjoyed the thought of having his co-workers hear him singing and being teased mercilessly about it throughout the day.

The singing rule worked fine for a while, and everyone showed up on time, until the new director started joining the planning meetings. He was always late, and it turned out that he enjoyed singing! Since the director was unaware of the team rule, the first time he was late to his team's meeting, the manager graciously informed him, but the director was happy about it. He first sang "I'm a little teapot", a child's song, which he acted out with his hands. Subsequent late appearances meant the team had pop songs, one of which included an excellent air guitar accompaniment.

<http://www.compaid.com> (abridged and adapted)



B. Answer true (t) or false (F). Quote from the text to support your choice.

1. Meetings are useless.
2. People spend too much time waiting for their colleagues for meetings to get started.
3. One team decided to punish those who arrived late.
4. That team’s new director was truly annoyed because he was always arriving late and had to sing all the time.

C. Establish the right connections between the columns and complete the sentences.

- |   |   |
|---|---|
| <p>1 Meetings come in all shapes and sizes. There are...</p>                      | <p>a ... then meetings are the heart and mind.</p>                                    |
| <p>2 Meetings are more important than ever. Modern workplaces are built on...</p> | <p>b ... office meetings, board meetings, seminars and major conferences.</p>         |
| <p>3 If communications is the lifeblood of any organization...</p>                | <p>c ... to communicate our ideas, develop new understandings and new directions.</p> |
| <p>4 Meeting people means...</p>  | <p>d ... teams, sharing of ideas and effective project coordination.</p>              |

## VOCABULARY

### A. Asking and giving information

When you are at a meeting you may need to ask for information and give clarification – check if people are following you – or you may have to interrupt to ask for clarification.

Choose the expressions given and complete the table below.

<p>Have I made myself clear?      Excuse me. What was that again?      Am I making sense?</p> <p>Pardon me, could you repeat that please?      I beg your pardon, would you mind repeating that?</p> <p>Does it make sense to you?      I’m sorry. I didn’t get the last part.      Do you see what I mean?</p> <p>Do you understand so far?      Did you catch that?      What did you say?</p>
--



Giving clarification	Asking for clarification
-	-
-	-
-	-
-	-

## GRAMMAR

### PHRASAL VERBS

Phrasal verbs are verbs followed by adverb participles which often change the meaning of the verbs.

Look at the following examples from the text and find out their meaning

Phrasal verb	Meaning	Example
<b>Founded on</b>	Construct something based on something	<i>Our society is <b>founded on</b> the importance of meetings</i>
<b>Wait for</b>	Wait until someone / something arrives or is finished	<i>We all are aware of the time we spend <b>waiting for</b> everyone.</i>
<b>Show up</b>	Arrive, appear	<i>Everyone <b>showed up</b> on time.</i>
<b>Turn out</b>	Produce / have an unexpected result	<i>It <b>turned out</b> that he enjoyed singing.</i>
<b>Act out</b>	Perform something with gestures	<i>He <b>acted out</b> with his hands.</i>



*Practice*

**A. Fill in the gaps using one of the above phrasal verbs. Each phrasal verb is used twice.**

**Don't forget to use the suitable verb tense!**

1. I applied for this job a month ago but it \_\_\_\_\_ to be harder than I thought.
2. We have been \_\_\_\_\_ over two hours!
3. I have to finish these reports. I'll \_\_\_\_\_ later at the bar for a cup of coffee.
4. I was telling that man that I hated working here and it \_\_\_\_\_ that he was the president of the company.
5. Our company is \_\_\_\_\_ moral principles.
6. I'm tired of \_\_\_\_\_ the shareholders. I'm leaving!
7. We didn't understand what the client was talking about, so we asked him to \_\_\_\_\_ the meaning with his hands.
8. This \_\_\_\_\_ a surprise.

**GET / HAVE SOMETHING DONE**

**This construction is passive in meaning. It may describe situations where we want someone else to do something for us or it may refer to the completion of an activity, especially if a time expression is used.**

**EXAMPLES:**

*When are you going to get that door mended?*

*They're having the walls painted.*

*We'll get the work done as soon as possible.*

*I'll get those emails sent before dinner.*



## Practice

### 1. Choose the correct option for each question:

- 1 I've been working too hard and I need to relax. I'm going to visit a beauty salon and have my nails...  
a. repaired                      b. cut                      c. manicured
- 2 Don't worry, I'll call the office in Bristol and have the contract ... through to you.  
a. blown                      b. faxed                      c. developed
- 3 I believe we've reached out a conclusion. Give me a second. I'll have another version of the document ... up.  
a. typed                      b. done                      c. told
- 4 We're having our offices... by that famous architect who was interviewed last week.  
a. decorated                      b. offered                      c. printed
- 5 I know working under such circumstances is absurd. I'll have another printer...  
a. written                      b. sent                      c. left
- 6 My computer is making strange noises. I need to get it...  
a. looked                      b. bought                      c. repaired
- 7 We need a huge amount of photocopies. Where can we get them ...?  
a. achieved                      b. read                      c. done
- 8 Their office is falling apart. They need to get it ...  
a. repaired                      b. washed                      c. seen
- 9 I know the deadline is tomorrow, but I promise I'll have the reports ... by then.  
a. updated                      b. broken                      c. fallen



# Digital Communication

Have you heard of “Skype”? What kind of software is it? By whom can it be used?



## READING COMPREHENSION

A. Read the following text and underline the words that you don't understand. Look them up in a dictionary.

### Lewis & Hickey Architects Using Skype

Lewis & Hickey Ltd is a UK firm of architects and design consultancy. Founded in 1894, it has over 200 employees. L&H's clients include the Royal Bank of Scotland and Marks & Spencer. With over 112 years of experience, it continues to embrace new technology to meet the needs of today's 'office age'. Skype today helps L&H run a local business that has customers from all over the world.

“We were first interested in Skype because we knew we could save a lot of money on our telephone bills. We have clients and teams across the UK and internationally. We



needed our people to communicate regularly but like any other company wanted to find a way for them to keep in touch but pay less for the privilege. Like many creative businesses, we rely on teams sharing ideas and keeping in regular contact with our customers. That can come at a

high cost. But since we started using Skype, the amount we're spending on mobile and landline phone calls has dropped significantly”, said Ben Mareschal, Director, Business Development for Lewis & Hickey.

“Now we have Skype, the amount of time our teams spend talking with one another has increased enormously. It has really helped the way we communicate internally. Previously, people used e-mail and this was often quite exclusive and inefficient. With



Skype, if you have a question, you can get an immediate response – especially if you’re using the instant chat feature. You can see when people are online, ask your question and carry on with what you were doing.”

<http://www.skype.com> (abridged)

**B. Choose the best words to complete the sentences according to the text.**

- 1 Lewis & Hickey is a UK firm of architects and design consultancy with a large number of...  
a. employers                      b. employees
- 2 In order to meet the needs of today’s ‘office age’, they use new...  
a. technology                      b. customers
- 3 They were first interested in Skype because they wanted to save Money on their telephone ...  
a. wires                              b. bills
- 4 Skype has allowed the expenses with phone calls to ...  
a. rise                                b. drop
- 5 With the use of this technology the amount of time teams spend talking has...  
a. increased                      b. dropped

**C. Below, you’ll find six hidden words from the text. Find them and identify which ones are verbs, nouns and adjectives.**

V	S	U	R	K	S	R	S	O	I
H	A	L	D	M	A	R	D	R	Q
N	V	Y	B	J	G	E	E	F	N
T	E	C	H	N	O	L	O	G	Y
L	W	T	C	W	F	Y	J	D	M
O	D	N	T	A	H	W	H	P	S
F	H	C	R	E	A	T	I	V	E
R	K	B	U	S	I	N	E	S	S
E	J	V	N	Q	L	T	L	Y	T
R	E	G	U	L	A	R	P	E	R



## GRAMMAR

### INFINITIVE WITH TO

Look at the following example:

*He was prepared **to leave** his wife.*

Prepare is one of a list of verbs that are followed by “to” + a verb in the infinitive.

Study this list of some of these verbs:

agree	continue	forget	hope	promise	stop
ask	decide	happen	leave	refuse	try
attempt	dislike	have	love	remember	use
begin	expect	hesitate	offer	start	want

### Practice

#### A. Choose the best option to complete the sentences.

- Max decided \_\_\_\_\_ about the quarrel with his friends and go to the party.  
a. to forgetting            b. to forget
- The students hope \_\_\_\_\_ the exams.  
a. passing            b. to pass
- We forgot \_\_\_\_\_ up the clothes at the laundry.  
a. to pick            b. picking
- They will try \_\_\_\_\_ the machine with them.  
a. to bring            b. bring
- Sally has \_\_\_\_\_ a lot of things during the weekend.  
a. do            b. to do





# Progress test

## Booking a hotel room

- Receptionist:* — Good afternoon, San Felice Hotel. May I help you?
- Mrs Ryefield:* — Yes. I'd like to book a room, please.
- Receptionist:* — Certainly. When for, madam?
- Mrs Ryefield:* — March the 23rd.
- Receptionist:* — How long will you be staying?
- Mrs Ryefield:* — Three nights.
- Receptionist:* — What kind of room would you like, madam?
- Mrs Ryefield:* — Er... double with bath. I'd appreciate it if you could give me a room with a view over the lake.
- Receptionist:* — Certainly, madam. I'll just check what we have available. . . Yes, we have a room on the 4th floor with a really splendid view.
- Mrs Ryefield:* — Fine. How much is the charge per night?
- Receptionist:* — Would you like breakfast?
- Mrs Ryefield:* — No, thanks.
- Receptionist:* — It's eighty four euro per night excluding VAT.
- Mrs Ryefield:* — That's fine.
- Receptionist:* — Who's the booking for, please, madam?
- Mrs Ryefield:* — Mr and Mrs Ryefield, that's R-Y-E-F-I-E-L-D.
- Receptionist:* — Okay, let me make sure I got that: Mr and Mrs Ryefield. Double with bath for March the 23rd, 24th and 25th. Is that correct?
- Mrs Ryefield:* — Yes it is. Thank you.
- Receptionist:* — Let me give you your confirmation number. It's: 7576385. I'll repeat that: 7576385. Thank you for choosing San Felice Hotel and have a nice day. Goodbye.
- Mrs Ryefield:* — Goodbye.



## READING COMPREHENSION

**A. Choose the correct and most complete answer for the following questions.**

1. Who is calling the hotel?

- a. The receptionist is.
- b. Mrs Ryefield is.
- c. Mr Ryefield is.
- d. Ms Ryefied is.

2. For how long will Mrs Ryefield be staying?

- a. For one night.
- b. For a weekend.
- c. For a fortnight.
- d. For three nights.

3. What kind of room does she request?

- a. A double with bath.
- b. A single room.
- c. A single with bath.
- d. A double room.

4. How much is each night at the hotel?

- a. It's 48 euros.
- b. It's 84 euros.
- c. It's 804 euros.
- d. It's 80 euros.



**B. Answer true (T) or false (F) and correct the false statements.**

1. Mrs. Ryefield is calling San Felix Hotel.
2. She wants to book a room for March the 23<sup>rd</sup>.
3. The receptionist informs her that they have no rooms available.
4. She would like to book a double room with breakfast

**C. Find opposites of the following words in the text.**

1. awful
2. day
3. unavailable
4. wrong

**D. Match the words taken from the text to their definitions.**

- |   |  |
|---|--|
| <b>1</b> Hello, how can I help you?           | <b>a</b> For the whole weekend.            |
| <b>2</b> How long will you be staying?        | <b>b</b> Yes, please.                      |
| <b>3</b> Would you like breakfast?            | <b>c</b> I would like a twin room, please. |
| <b>4</b> Will you be paying with credit card? | <b>d</b> No, in cash.                      |

## GRAMMAR

**A. Rewrite the following sentences in the passive voice.**

1. The hotel serves breakfast from 7.30 to 10 a.m.
2. The manager took care of the complaint.
3. The police have found the stolen wallet inside a dustbin.
4. We had booked the hotel room.



**B. Establish the right connections between the words on the left with those on the right.**

- |   |       |   |        |
|---|-------|---|--------|
| 1 | under | a | board  |
| 2 | foot  | b | brush  |
| 3 | black | c | ball   |
| 4 | tooth | d | ground |

**C. Connect the following phrasal verbs in colour to their meaning.**

- |   |   |   |   |
|---|---|---|---|
| 1 | Sorry! I'm so tired from work I didn't make dinner. Can we <b>eat out</b> today?                      | a | meet by chance                              |
| 2 | We had planned to go to Moscow to a congress, but our trip <b>fell through</b> when my boss got sick. | b | have a meal in a restaurant                 |
| 3 | I've just <b>run into</b> Mary Dobber. I hadn't seen her for about two months.                        | c | arrive somewhere as a result or consequence |
| 4 | If you keep working that hard, you'll <b>end up</b> in the hospital.                                  | d | fail to achieve a plan                      |

**D. Complete the following sentences with an infinitive with *to*.**

- |   |  |           |
|---|--|-----------|
| 1 | Don't forget _____ the documents to the meeting! | a. go     |
| 2 | The employer promised _____ on time every day.   | b. bring  |
| 3 | Why would I want _____ to that lousy hotel?      | c. arrive |
| 4 | She refused _____ by plane.                      | d. travel |



## WRITING

You're on a business trip. You wanted to go to London but you missed the flight and you're staying in Glasgow. The taxi took you to "The Gem Hotel". You need to book a single room for one night only. Write down the dialogue with the receptionist.

Reading comprehension	Grammar	Writing
A. 4 x 5 = 20	A. 4 x 5 = 20	40
B. 4 x 5 = 20	B. 4 x 5 = 20	
C. 4 x 5 = 20	C. 4 x 5 = 20	Total
C. 4 x 5 = 20	D. 4 x 5 = 20	200



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