

Université Montpellier II

**Département des
Langues**

Master STIC et Santé



Business and General English

2020-2021

ORGANISATION DES ENSEIGNEMENTS

Volume horaire : 42 heures

Les cours d'anglais auront lieu au S1 pour certains et S2 pour d'autres à raison de **3 heures hebdomadaires** (et parfois plus)

Objectifs :

Cet enseignement a pour but de permettre aux étudiants d'approfondir leurs connaissances de l'anglais scientifique et technique dans leur domaine de spécialité ainsi qu'une préparation au monde du travail à l'international, tant à l'oral qu'à l'écrit.

Contenu des cours :

- Acquisition de l'anglais de spécialité relatif aux présentations orales.
- Approfondir sa connaissance de l'anglais en lien avec la formation.
- Etre capable de postuler à un emploi à l'étranger en rapport avec le cursus suivi.
- Consolidation des bases grammaticales et révision des chiffres et l'explication de graphiques.

Vous avez deux booklets – il faut apporter les deux à chaque cours!!!

***Il est rappelé que l'assiduité aux TD d'anglais est OBLIGATOIRE*

Contrôle continu des connaissances :

RESPONSABLE DE L'ENSEIGNEMENT

Pauline MCNISH Email :pauline.mcnish@umontpellier.fr

Epreuves intermédiaires : Production orale (2 épreuves)

/40

Epreuve terminale :

Compréhension orale et production écrite

/40

Some interesting links

<http://health.howstuffworks.com/medicine/modern>

<http://clinicaltrials.gov/ct2/info/glossary>

<http://www.ct-toolkit.ac.uk/>

<http://news.bbc.co.uk/2/hi/science/nature/default.stm>

<http://news.bbc.co.uk/2/hi/technology/default.stm>

<http://technology.timesonline.co.uk/section/0,,19509,00.html>

<http://www.guardian.co.uk/life/>

<http://www.telegraph.co.uk/connected/main.jhtml>

<http://www.sciencedaily.com/>

<http://www.sciencenews.org/>

<http://www.newscientist.com/home.ns>

<http://www.eurekalert.org/index.php>

<http://www.nature.com/news/index.html>

<http://www.nytimes.com/pages/science/>

<http://www.cbc.ca/science/>

<http://www.bbc.co.uk/learning/subjects/science.shtml>

<http://www.newsweek.com>

<http://www.popsci.com>

<http://www.sciam.com>

<http://www.time.com>

<http://www.businessweek.com>

<http://www.who.int/whosis/en/>

<http://www.guardian.co.uk/science/series/badscience>

and for extra material

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

on line encyclopaedia

http://en.wikipedia.org/wiki/Main_Page

and to revise medical vocabulary

http://www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw_02/

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PROFESSIONAL PROJECT

Imagine yourself two years from now, your Master burning a hole in your pocket. You need to make decisions about your future. This document is designed to help you outline your professional project. It will help when we ask you to write a report later in the semester.

Will you go into research or work for a company or an organisation?

In what domain do you see yourself working?

What attracts you to this particular domain?

If there is something lacking in this field tell us about it and specify what you, personally, could or would bring to it.

Is there anything else we should know about your choices?

REVISION OF NUMBERS AND DATES

DATES :

The way dates are written and spoken is different.

Written:

17/9/1967

17 September 1967

17 Sept. 1967

however in the USA the month is written before the day so 9/11/01 is the 11th of September...

Spoken:

The seventeenth of September, nineteen sixty-seven,
September the seventeenth, nineteen sixty-seven,

Practise saying these dates in the two ways shown above :

16 April/21 July/3 February/29 January/4 November/

1986/1916/1960/1804/1991/1620/2006/2056

28/1/58 6/6/80 25/4/76

The 20th century/the 18th century/the 12th century.

NUMBERS

0 is pronounced in different ways. It is called nought in British English and zero in American English. When numbers are said one by one we say O like the letter O.

Examples :

phone numbers: 440 0451/00 44 131 667 0055

account numbers 3606675

In numbers this . is called point and each number after it is pronounced individually

for example 17.456 is seventeen point four five six.

Fractions : $\frac{1}{2}$ a half / $\frac{3}{4}$ three quarters / $\frac{1}{3}$ a third etc.

Sports are different !

Football 3-0 three – nil

Tennis 15-0 fifteen – love

AND REMEMBER !

In British English we say « and » before the tens and the units.

101 : a hundred **and** one/ 567 : five hundred **and** sixty seven.

DICTIONARY : you will hear four news items, in them there are sixteen numbers, write them all down in figures.

PRACTISE: Read the following numbers out loud.

Numbers:

13/14/15/16/17/18/19/

20/30/40/50/60/70/80/90/

13/30/14/40/15/50/16/60/17/70/18/80

13 years old/19 people/16 cars

105/238/950/1,200/2,780/5,607/9,087/11,690/120,000/450,000/843,946/5,600,230

Money :

£6.50/90p/15p/£15/£1.50/\$25/€19.90/\$3.99

Telephone numbers :

0191 234 5609/ 04 67 60 69 67/00 44 789 4509/

Decimals

4.78/7.985/27.9%/33.708/3.141592 (π is pi and is pronounced pie like why)

And now answer these questions :

- what is the date today ?
- when is your birthday ?
- what is your date of birth ?
- when is Christmas Eve ?
- When is New Year's Day ?
- what is the population of your country ?
- What is the rate of unemployment in your country ?
- What is your car registration number ?
- What is the number of the department you were born in ?
- what is your credit card number ? (only joking !!!)

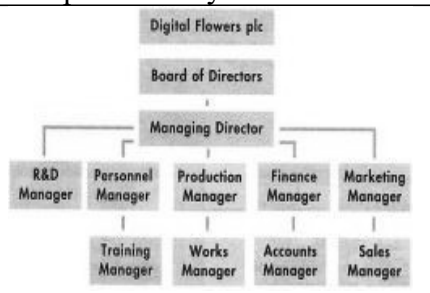
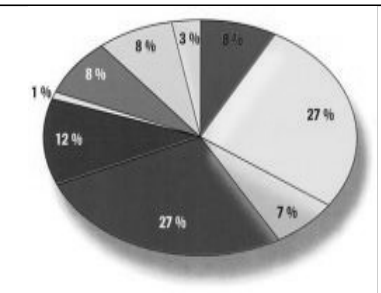
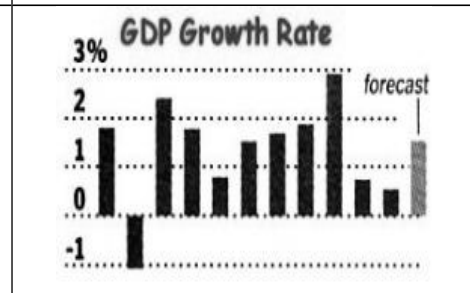
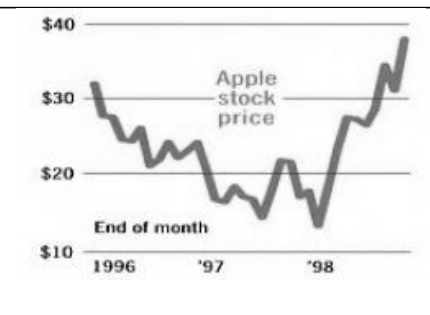
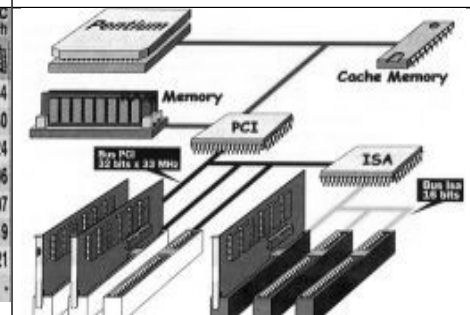
EXTRA PRACTISE

Write down 10 difficult numbers (big ones, fractions, decimals etc) then dictate them to a partner.

HOMEWORK Every time you see a number written down, in the newspaper or car registrations when you are driving, think how you say it in English.

HOW TO TALK ABOUT A VISUAL AID

• Choosing the right visual aid

| <p>A flow chart is a diagram showing the progress of material through the <i>steps</i> of a manufacturing <i>process</i> or the succession of operations in a complex activity</p> | <p>A pie chart displays the <i>size</i> of each part as a percentage of a <i>whole</i>.</p> | <p>A (vertical or horizontal) bar chart is used to compare <i>unlike</i> (<i>different</i>) items</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|----------|---------|---------|------------|---------|------------|-------|------------|-------------------|---|-------|-------|-------|-------|-------|-------|-------|---------------|-------|---|-------|-------|-------|-------|-------|-------|---------------|-------|-------|---|-------|-------|-------|-------|-------|---------------------|-------|-------|-------|---|-------|-------|-------|-------|---------------------|-------|-------|-------|-------|---|-------|-------|-------|----------------|-------|-------|-------|-------|-------|---|-------|-------|--------------|-------|-------|-------|-------|-------|-------|---|-------|----------------|-------|-------|-------|-------|-------|-------|-------|---|--|
|  |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>A line chart depicts changes over a period of time, showing data and trends</p> | <p>A table is a convenient way to show large amount of <i>data</i> in a small space</p> | <p>A diagram is a drawing showing arrangements and situations, such as <i>networks</i>, distribution, fluctuation ...</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | <table border="1" style="font-size: small; border-collapse: collapse;"> <thead> <tr> <th>30 Jan 2003</th> <th>AUST Sch</th> <th>BELG Fr</th> <th>DAN Kr</th> <th>GER Dm</th> <th>NETH Fl</th> <th>FIN Markka</th> <th>FR Fr</th> <th>GREC Drach</th> </tr> </thead> <tbody> <tr> <td>AUSTRIA Schilling</td> <td>-</td> <td>0.341</td> <td>1.839</td> <td>7.036</td> <td>6.270</td> <td>2.355</td> <td>2.085</td> <td>0.044</td> </tr> <tr> <td>BELGIUM Franc</td> <td>2.929</td> <td>-</td> <td>5.387</td> <td>20.61</td> <td>18.36</td> <td>6.897</td> <td>6.107</td> <td>0.130</td> </tr> <tr> <td>DENMARK Krone</td> <td>0.544</td> <td>0.186</td> <td>-</td> <td>3.825</td> <td>3.409</td> <td>1.280</td> <td>1.134</td> <td>0.024</td> </tr> <tr> <td>GERMANY Deutschmark</td> <td>0.142</td> <td>0.049</td> <td>0.261</td> <td>-</td> <td>0.891</td> <td>0.335</td> <td>0.296</td> <td>0.006</td> </tr> <tr> <td>NETHERLANDS Guilder</td> <td>0.159</td> <td>0.054</td> <td>0.293</td> <td>1.122</td> <td>-</td> <td>0.376</td> <td>0.333</td> <td>0.007</td> </tr> <tr> <td>FINLAND Markka</td> <td>0.425</td> <td>0.145</td> <td>0.781</td> <td>2.988</td> <td>2.663</td> <td>-</td> <td>0.885</td> <td>0.019</td> </tr> <tr> <td>FRANCE Franc</td> <td>0.480</td> <td>0.164</td> <td>0.882</td> <td>3.374</td> <td>3.007</td> <td>1.129</td> <td>-</td> <td>0.021</td> </tr> <tr> <td>GREECE Drachma</td> <td>22.49</td> <td>7.679</td> <td>41.37</td> <td>158.2</td> <td>141.0</td> <td>52.96</td> <td>46.90</td> <td>-</td> </tr> </tbody> </table> | 30 Jan 2003 | AUST Sch | BELG Fr | DAN Kr | GER Dm | NETH Fl | FIN Markka | FR Fr | GREC Drach | AUSTRIA Schilling | - | 0.341 | 1.839 | 7.036 | 6.270 | 2.355 | 2.085 | 0.044 | BELGIUM Franc | 2.929 | - | 5.387 | 20.61 | 18.36 | 6.897 | 6.107 | 0.130 | DENMARK Krone | 0.544 | 0.186 | - | 3.825 | 3.409 | 1.280 | 1.134 | 0.024 | GERMANY Deutschmark | 0.142 | 0.049 | 0.261 | - | 0.891 | 0.335 | 0.296 | 0.006 | NETHERLANDS Guilder | 0.159 | 0.054 | 0.293 | 1.122 | - | 0.376 | 0.333 | 0.007 | FINLAND Markka | 0.425 | 0.145 | 0.781 | 2.988 | 2.663 | - | 0.885 | 0.019 | FRANCE Franc | 0.480 | 0.164 | 0.882 | 3.374 | 3.007 | 1.129 | - | 0.021 | GREECE Drachma | 22.49 | 7.679 | 41.37 | 158.2 | 141.0 | 52.96 | 46.90 | - |  |
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• Presenting a graph

| Introduction | Topic | Circumstances |
|--|---------------------------------|------------------------------|
| This graph shows ... | the results of our products ... | over 10 years. |
| The diagram outlines ... | rates of economic growth ... | between 1990 and 1996. |
| This table lists ... | the top ten agencies ... | in the industrial world. |
| This pie chart represents | the company's turnover ... | for this year in our sector. |
| This line chart depicts ... | the changes in sales ... | over the past year. |
| This chart breaks down (<i>ventile</i>) ... | the sales of each salesman ... | during the past ten weeks. |

• The four basic trends (*tendances*) are :

- upward movement : ↗
- downward movement : ↘
- no movement : →
- change in direction : ↙ or ←

- **Indicating upward movement**

| Verbs | | Nouns |
|--------------------------|------------------------------|-----------------------------|
| Transitive | Intransitive | |
| (to) increase | (to) increase | (an) increase |
| (to) raise | (to) rise (rose, risen) | (a) raise (US), a rise (UK) |
| (to) push/put/step up | (to) go/be up | (an) upswing |
| | (to) grow | (a) growth |
| (to) extend, (to) expand | (to) extend, (to) expand | (an) extension, expansion |
| | (to) progress | (a) progression |
| | (to) boom/soar/climb | (a) boom |
| | (to) jump, (to) skyrocket | (a) jump |
| | (to) reach a peak, (to) peak | (a) peak |
| | (to) reach an all-time high | |

- **Indicating downward movement**

| Verbs | | Nouns |
|-----------------------|--------------------------------------|------------------------------|
| Transitive | Intransitive | |
| (to) decrease | (to) decrease | (a) decrease |
| (to) cut, (to) reduce | | (a) cut, (a) reduction |
| | (to) fall (off) (fall, fell, fallen) | (a) fall |
| | (to) plunge, to plummet | (a) plunge |
| | (to) drop (off) | (a) drop |
| | (to) go down | (a) downswing |
| | (to) decline | (a) decline |
| | (to) collapse | (a) collapse (dramatic fall) |
| | (to) slump, (to) go bust | (a) slump |
| | (to) bottom out | |

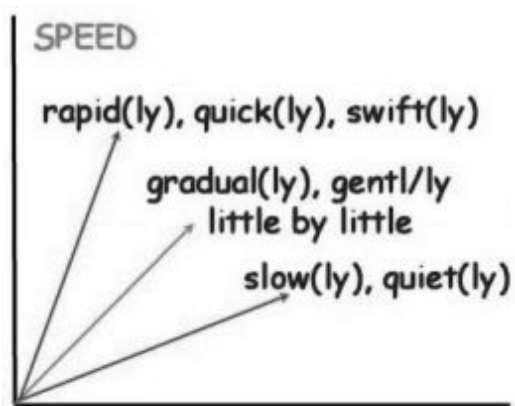
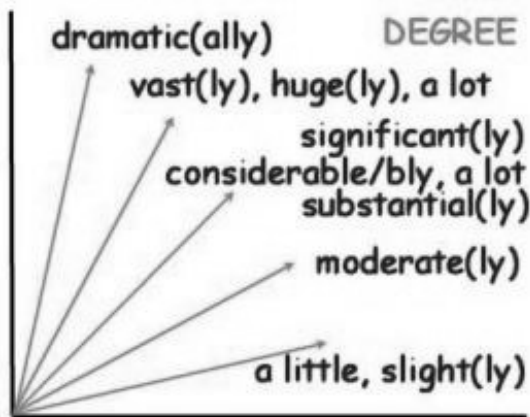
- **Indicating no movement**

| Verbs | | Nouns |
|------------------------|--------------------|-----------|
| Transitive | Intransitive | |
| (to) keep ... stable | (to) remain stable | |
| (to) hold ... constant | (to) stay constant | |
| (to) stabilize | (to) stabilize | stability |

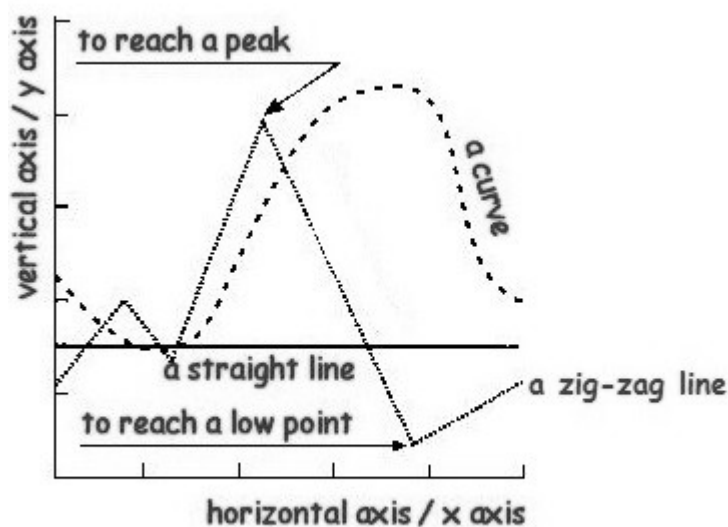
- **Indicating a change of direction**

| Verbs | | Nouns |
|----------------|------------------------------------|-------------------|
| Transitive | Intransitive | |
| (to) level off | (to) level off/out, to flatten out | (a) levelling-off |
| | (to) stop falling/rising | (a) change |
| (to) stand at | (to) remain steady | |
| | (to) stop falling and start rising | |
| | (to) stop rising and start falling | |

- **Indicating the degree or the speed of change**



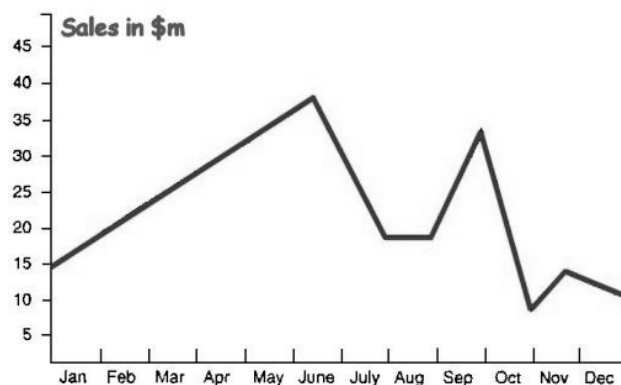
- **Describing the elements of a graph**



..... a dotted line ----- a broken line

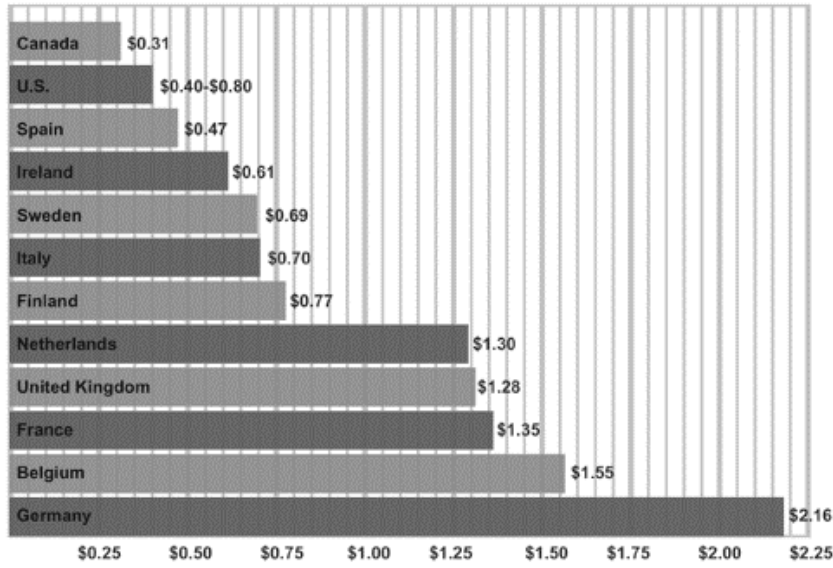
- **Analysing an example**

The x axis of this graph shows the twelve months of the past year while our sales in millions of dollars appear on the y axis. It may be seen clearly that sales rose steadily in the first half of the year (from January to May) and reached their peak in June. Then they dropped off in July and levelled out in August. After rising sharply during September, they suffered a dramatic fall in October but then made a significant recovery in November. However, the year ended with a slight downturn.

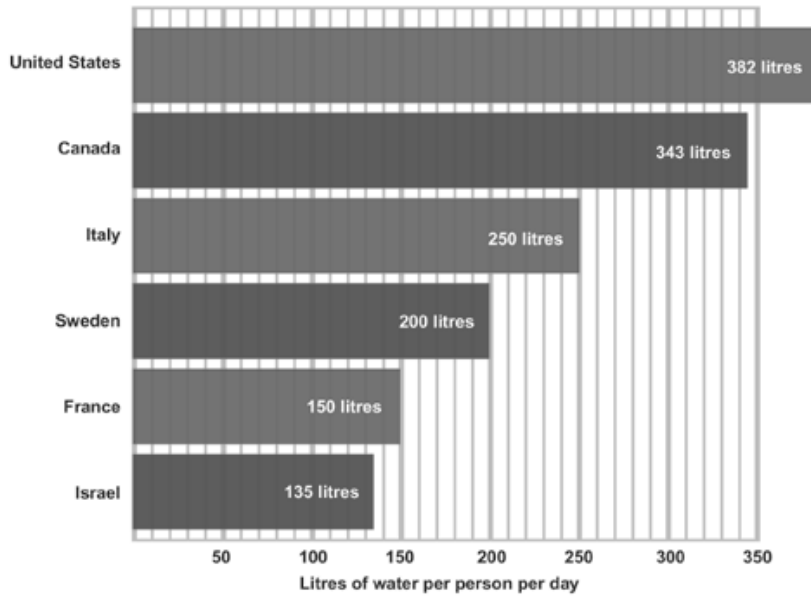


DESCRIBING GRAPHS AND TRENDS (EXERCISES)

Typical municipal water prices in Canada and other countries (per cubic metre)



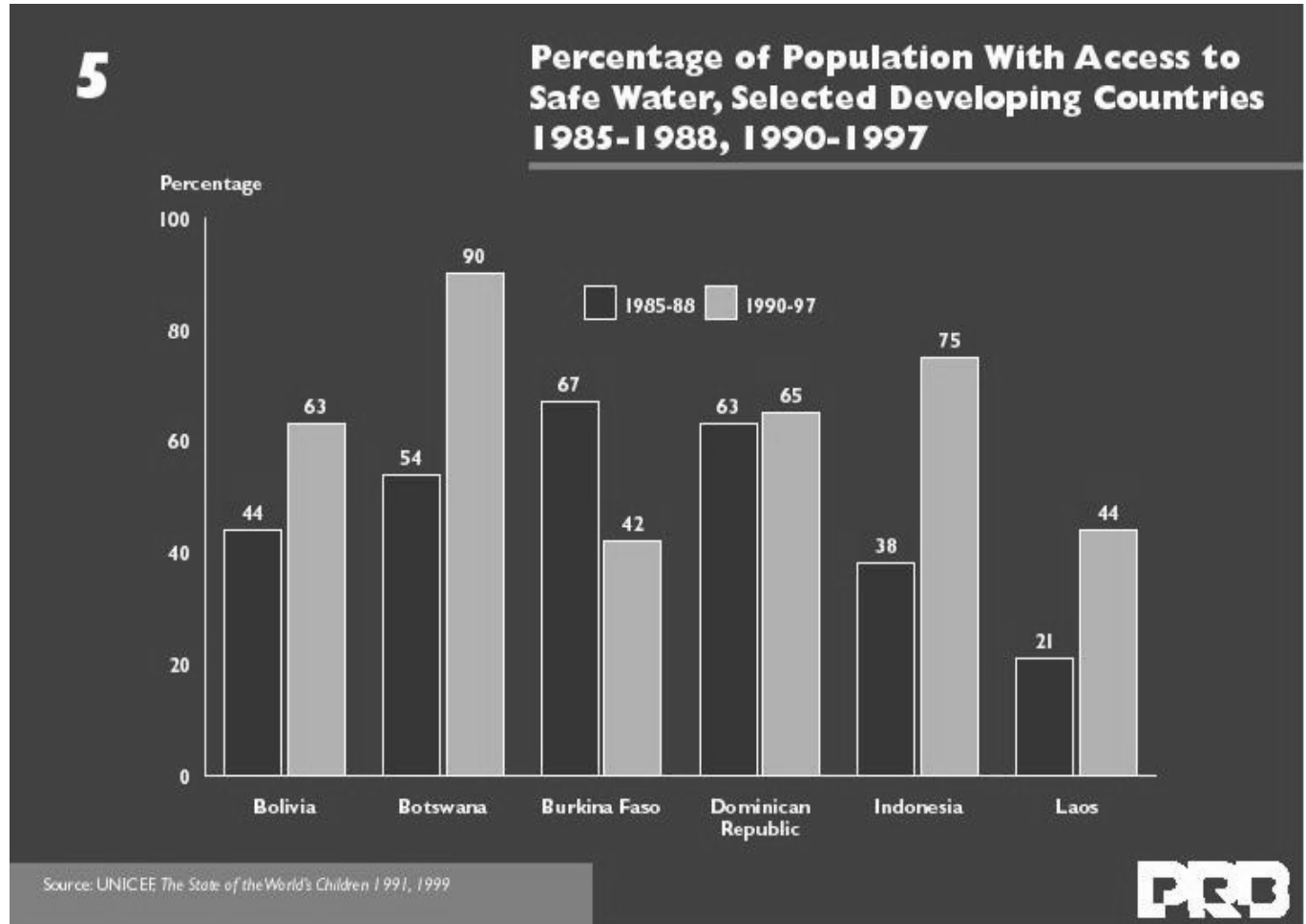
Average daily domestic water use (per capita)



Compare and describe these two graphs.

- **Bar Graph: Access to clean water, 1985 and 1997**

The bar graph compares access to safe drinking water for selected countries between 1985-88 and 1990-1997. As you can see, in some countries, things got better. But in some, things are getting worse.



Write a short description of the chart.

DRAW THIS GRAPH

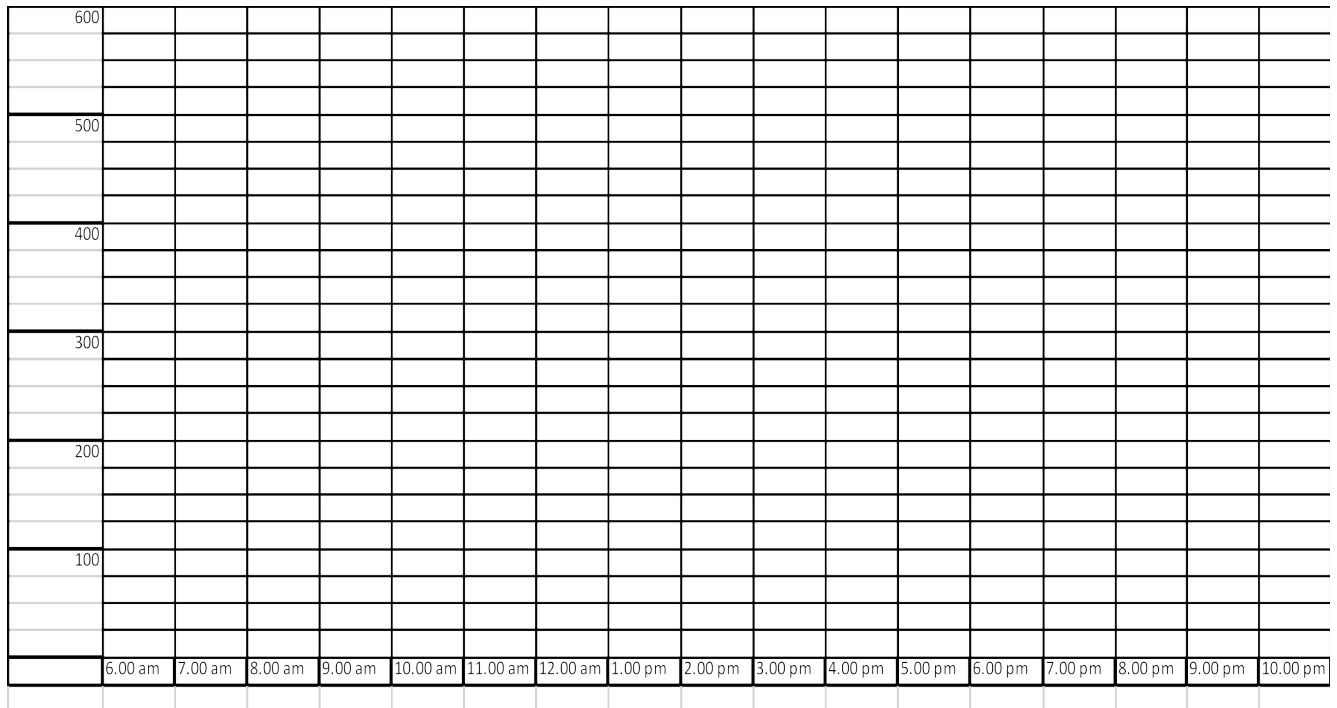
Underground Station Passenger Numbers

The graph shows the fluctuation in the number of people at a London underground station over the course of a day. From 6 am till 10 pm.

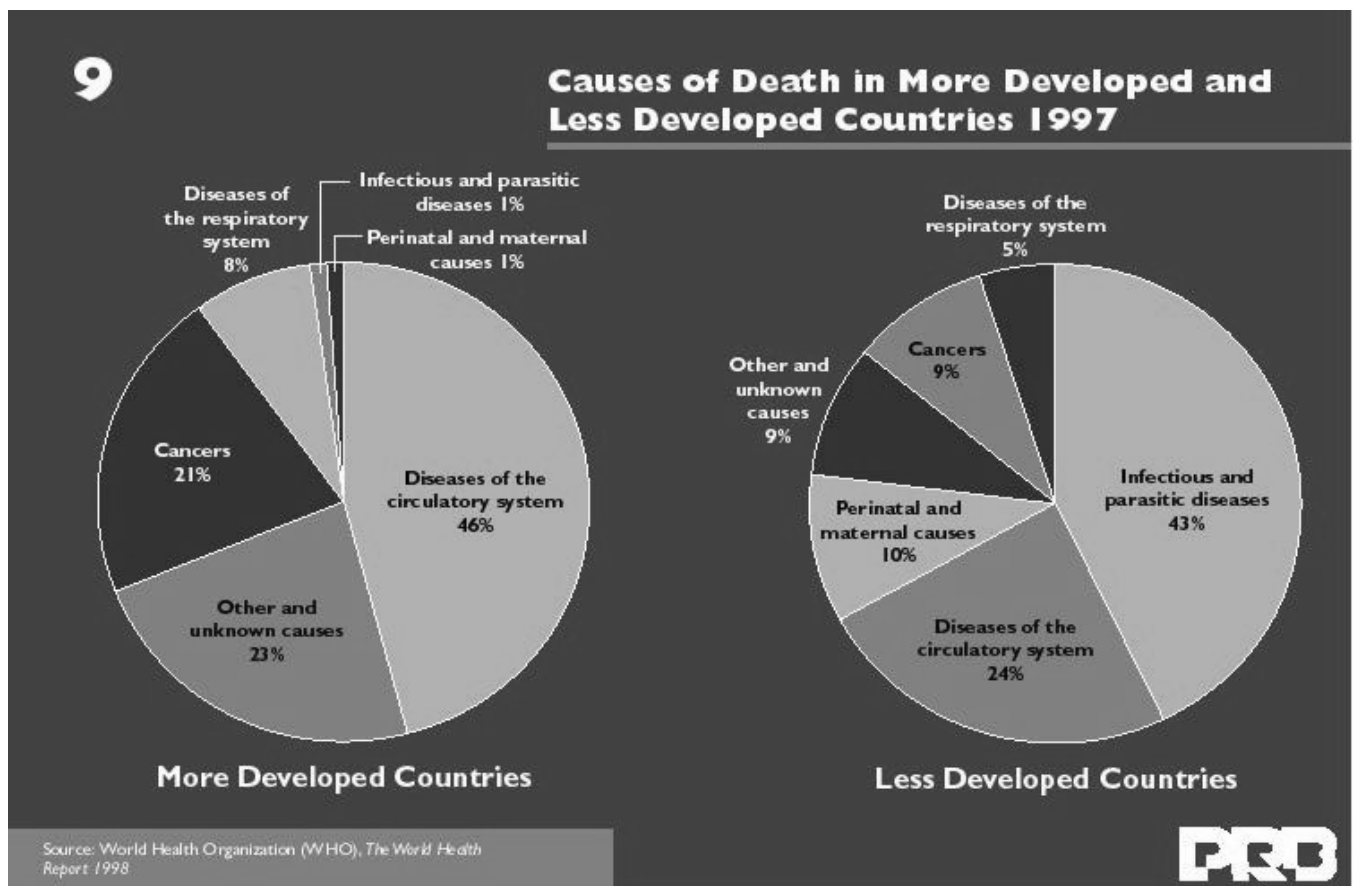
The busiest time of the day is in the morning. There is a sharp increase between 06:00 and 08:00, with 400 people using the station at 8 o'clock. After this the numbers drop quickly to less than 200 at 10 o'clock. Between 11 am and 3 pm the number rises, with a plateau of just under 300 people using the station.

In the afternoon, numbers decline, with less than 100 using the station at 4 pm. There is then a rapid rise to a peak of 380 at 6pm. After 7 pm, numbers fall significantly, with only a slight increase again at 8pm, tailing off after 9 pm.

Overall, the graph shows that the station is most crowded in the early morning and early evening periods.



Types of Diseases in Developing and Developed Countries



Notes:

- * Infectious diseases: diseases that spread easily from one person to another, e.g. TB
- * Parasitic diseases: diseases spread by insects or worms, e.g. malaria
- * Industrialized countries: rich countries, countries with developed economies

Types of Diseases in Developing and Developed Countries (4 paragraphs)

Fill in the blank with one of these (you can use a word more than once)

about, around, for, from, in, of, to, more than, down, up, over, with, almost, at

The two pie charts show four diseases ___ rich countries and the developing world. In general, the most significant difference is that infectious and parasitic diseases still plague millions of people ___ poorer countries but almost none in wealthier ones.

First, in less developed countries, almost half, 43%, ___ all illnesses are due ___ infectious and parasitic diseases. Circulatory diseases comes second ___ about 20% less. Third comes cancer with only 9%. Finally respiratory diseases account ___ just a fraction, 5%, ___ all the illnesses.

In contrast, in affluent countries, circulatory diseases are the biggest segment. They account for ___ half, 46%, of all illnesses. Following them comes other diseases with 23%. Cancer is not far behind at a staggering 21%. Last, infectious and parasitic diseases comprise a mere 1% ___ the ailments.

___ conclude, there are major differences between the two regions in terms of diseases. Overall, most individuals in developing countries suffer ___ infectious and parasitic diseases whereas people in richer nations experience cancer, heart disease, and a wider range ___ other illnesses.

Types of Diseases in Developing and Developed Countries (3 paragraphs)

The two pie charts illustrate causes of death ___ developing and developed countries. Overall, the biggest difference is that infectious and parasitic diseases are almost non-existent ___ wealthier nations but still plague millions of people in poorer ones.

First, in developing countries, nearly half, 43%, of all illnesses stem ___ infectious and parasitic diseases. This is ___ stark contrast ___ their counterparts in developed countries where they comprise only 1%. Next, circulatory disease takes second place at 24% in developing nations; but comes in ___ first place in developed ones ___ 46%. Cancer comes further ___ the scale in developing and developed countries, making ___ just 9% and a staggering 21% respectively. Finally, there are respiratory diseases in both poorer and richer nations. ___ the former, they account ___ just a tiny segment, 5%, whereas in the latter they are at 8%.

All in all, there are significant differences between the two regions. ___ general, most individuals in developing countries suffer from infectious and parasitic diseases whereas people ___ richer lands experience cancer, heart disease, and a wider range of other illnesses. The graphs also show an enormous difference in maternal care, 10% of deaths in poorer countries as opposed ___ only 1% in richer ones.

Writing Task 1

In June 1996, an experimental flu vaccine was trialled in a large country town on females only. Write a report for a university tutor describing the information shown in the diagrams below.

You should write at least 150 words.

Figure 1. Deaths from Flu (March to May, and June to August)

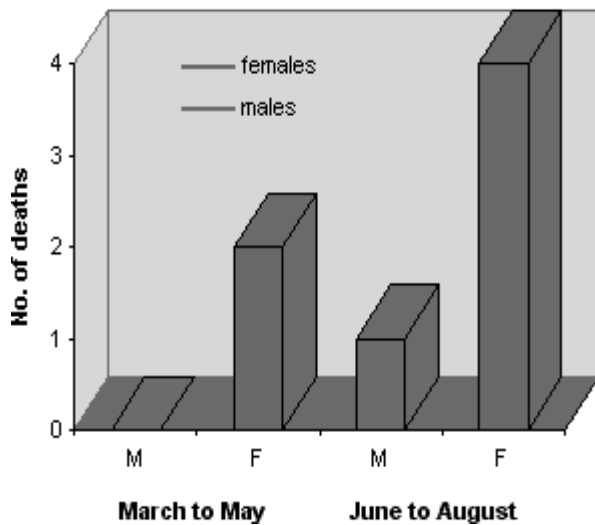


Figure 2. Female recipients of new vaccine - groups most at risk

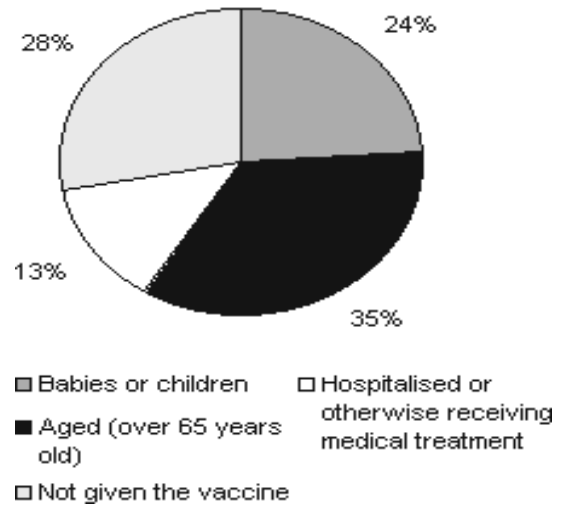
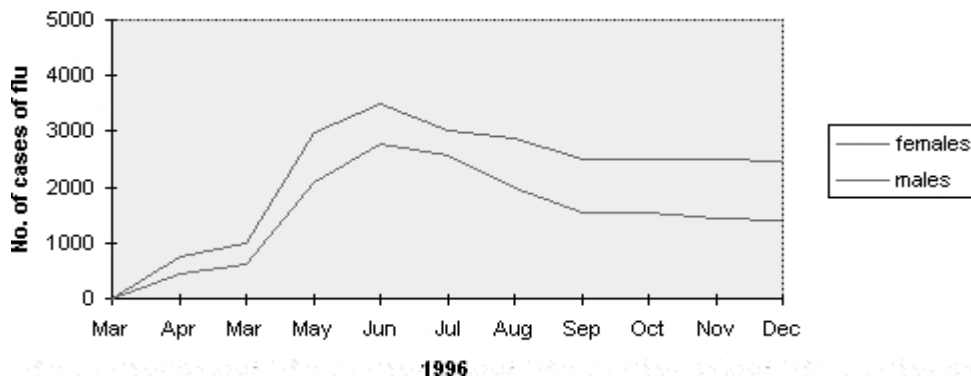


Figure 3. Flu Rates for Males and Females



Females – upper line

Males – lower line

A few ideas for a good CV

No-one agrees on what a good CV should be like but there are a few general rules to follow. At your stage in life you should be able to keep your CV to one or two pages, but when you are more advanced in your career this could be difficult, especially in academia where all publications you have been involved in should be mentioned. Clever editing and layout can make a long CV seem shorter and a short one longer. The purpose of your CV is to make the employer want to meet you, interview you and hopefully give you a job! Good luck!

1. Use a layout which is visually appealing and draws the eye to the important points. Use (but don't abuse) formatting such as bullets, italics and bold font. Print it on paper which is white, beige or a neutral colour.
2. Start your CV with your name, it should stand out but not be so big that it overshadows the rest. You need to follow this with your address or location, your phone number (don't forget to add the +33 code for people calling from abroad) and your e-mail address. If you have a "funny" e-mail address such as sexyboy@free.fr think about opening a new account with g-mail, just for job applications! Make sure your answering machine message is professional sounding too in case the employer calls you. Also, make sure that there is nothing embarrassing or incriminating about you on social networks. Most employers check this out!
3. Nowadays it is very important to put in a few lines giving either your objective, in other words, why you are sending the CV, and/or a short summary telling who you are and why you are so great! This should include a brief description of your professional background. You should highlight skills, knowledge and relevant experience. More help with this later!
4. It is no longer advisable to give your age, sex, marital status, place of birth or even a photo. Sometimes this information may be asked for in the advert, especially if it's a job which involves meeting the public and requires you to have a certain profile. However, it's better not to give too much personal information because your CV could be lying around in someone's office for everyone to see.
5. As you are still in full-time education start with this. Put information in reverse order; in other words: last first. So last will be your master and go back as far as the "bac" but no further. You should give the dates, place and qualification, plus the specialty if it is relevant. You can also add here any other specialized or professional training you have done or any relevant certificates you have passed.
6. Do the same for your professional experience - reverse order. Put the dates and places and a short job description, focusing on the aspects of the job which make you look good, or which describe activities or skills you will need to do the job you are applying for. You can always put any summer jobs which have nothing to do with the job you are applying for after the more relevant experiences. You should mention summer or student jobs because they prove your willingness to work.
7. Make a section for your personal information and your interests but only give information which enhances your image, and only talk about sports if you do them regularly or you compete or play in a team. Put down interests which you can discuss at length, they may quiz you about these at the interview and you will look stupid if you have nothing to say. The wider the variety of interests the more interesting you will seem. Put down any voluntary work or involvement in associations, fund raising, etc., and certificates such as first aid, life saving or BAFA. Avoid banalities such as reading, cinema or cooking : be specific, say French 19th century literature or American art-house cinema or Thai cooking. Stand out from the crowd, for your first job, this section and your internships may be the only thing differentiating you from the other candidates.
8. Don't forget language and computer skills. Don't be too modest about your English: if you got a job where you really needed to speak English you would do the necessary to become operational quickly even if you don't think you have the level. Use expressions like "fluent",

“good working knowledge” and “basic knowledge”. If you are a beginner in a language, then mention it because it shows you are still learning things. For computer skills, list any software you can use and any programming languages you know or websites you have worked on.

9. You should always cleverly adapt your CV to the job you are applying for, skillfully underlining the most important information for the job in question.

10. Never lie on your CV or leave gaps unexplained: you’ll be caught sooner or later!

Useful Language for job hunting

Transferable skills (The skills, knowledge and behaviour necessary for a particular job).

| | |
|-----------------------|--|
| analytical skills | identify a mistake, analyse data, conduct a survey |
| creativity skills | solve a problem, suggest an alternative solution |
| communication skills | write a report, explain an idea, do a presentation |
| interpersonal skills | work with “difficult” people |
| negotiation skills | convince someone to do something |
| leadership skills | motivate a team, delegate tasks, chair a meeting |
| organizational skills | meet deadlines, implement a plan |
| team-working skills | discuss an issue, support a colleague |
| IT skills | (<u>Information Technology</u>) computer knowledge |

Qualities: Adjectives for CVs and letters

- /// **Accomplished** = accompli
- /// **Adaptable = Flexible** = open to change
- /// **Ambitious**
- /// **Analytical**
- /// **Articulate** = qui s'exprime clairement et aisément
- /// **Autonomous = Self-directed**
- /// **Award-winning** = avec mention, distinction
- /// **Client-focused / Customer-service focused** = qui accorde la priorité aux clients
- /// **Committed = Dedicated** = dévoué, qui s'implique
- /// **Conscientious = Hardworking**
- /// **Consistent = Well-balanced** = constant, équilibré
- /// **Creative = Imaginative = Innovative**
- /// **Deadline-driven = Deadline-oriented** = capacité à travailler suivant des échéances
- /// **Dependable = Reliable** = fiable
- /// **Detail-oriented = Meticulous** = précis, soucieux des détails
- /// **Disciplined = Organized = Systematic** = rigoureux
- /// **Dynamic = Energetic = Forceful**
- /// **Effective** = efficace
- /// **Enthusiastic**
- /// **Hands-on (experience / approach)** = de terrain
- /// **Highly motivated**
- /// **Multi-task-oriented = Multi-skilled = Versatile** = polyvalent
- /// **Personable** = qui présente bien
- /// **Positive**
- /// **Pragmatic**
- /// **Productive**
- /// **Proficient (in something)** = excellent
- /// **Resourceful** = ingénieux, débrouillard
- /// **Seasoned** = aguerri, expérimenté
- /// **Tactful** = diplomate
- /// **Trustworthy** = digne de confiance
- /// **Well-qualified**

Action verbs for Cvs

management/leadership

| | | | |
|--|--|---|---|
| accelerated administered analysed appointed assigned attained chaired conducted consolidated contracted | controlled coordinated decided delegated designated directed enforced facilitated governed harmonised | hired improved increased initiated judged leader lobbied managed motivated named | oversaw planned presided prioritised produced recommended restructured scheduled strengthened supervised |
|--|--|---|---|

communication

| | | | |
|--|--|---|--|
| addressed advised arbitrated authored briefed collaborated communicated consulted corresponded documented | drafted enlisted formulated influenced interpreted lectured mediated moderated motivated | negotiated persuaded presented printed promoted published publicised read recruited | reconciled reported revamped rewrote spoke summarised talked translated updated wrote |
|--|--|---|--|

research

| | | | |
|---|--|---|---|
| analysed collected compared conducted critiqued diagnosed discovered evaluated | examined explored extracted gathered identified inspected interpreted interviewed | investigated located organized read reviewed studied summarized surveyed | synthesized tabulated tested uncovered verified |
|---|--|---|---|

technical

| | | | |
|---|--|--|---|
| adjusted assembled built calibrated coded computed computerized | constructed designed devised dissected engineered fabricated installed | maintained manufactured mapped navigated operated overhauled programmed | remodelled repaired serviced solved trained upgraded utilized |
|---|--|--|---|

teaching

| | | | |
|---|---|---|--|
| adapted advised assisted communicated consulted cooperated | counselled enabled encouraged enforced explained facilitated | graded informed initiated instructed schooled served | set goals stimulated taught trained |
|---|---|---|--|

financial

| | | | |
|---|--|--|---|
| administered allocated analysed appraised audited balanced | budgeted calculated checked evaluated financed forecast | inspected investigated managed marketed memorized ordered | organized planned projected researched selected verified |
|---|--|--|---|

creative

| | | | |
|--|---|---|---|
| acted arranged composed conceptualized cooked created demonstrated designed | developed devised drew entertained established fashioned founded generated | illustrated improvised instituted integrated introduced invented made modelled | originated performed predicted produced revitalized shaped sketched |
|--|---|---|---|

helping

| | | | |
|---|---|---|-----------------------------------|
| aided assessed assisted clarified coached | counselled demonstrated educated expedited familiarized | guided helped mentored referred rehabilitated | represented saved suggested |
|---|---|---|-----------------------------------|

clerical or detail

| | | | |
|--|---|--|---|
| approved arranged catalogued classified collated compiled | dispatched executed generated implemented monitored prepared | processed proofread purchased recorded retrieved screened | specified systematized tabulated validated |
|--|---|--|---|

results achieved

| | | | |
|---|--|--|--|
| adapted attained completed contributed cut decreased doubled eliminated established expanded furnished implemented improved | increased introduced lowered maintained multiplied opened proposed provided raised realized recommended reduced revamped | revised revitalized risked saved simplified sold solved stimulated streamlined strengthened structured submitted succeeded | supported transferred tripled trouble-shot uncovered unified upgraded utilized widened won |
|---|--|--|--|

Donald Duck

17 rue de la République
34000 Montpellier, France
Tel: +33 467 60 69 09
Cell: +33 671 48 50 19
Email: donald-duck@wanadoo.fr

Profile: As a student in M.Sc. ICT for health expecting to graduate next year, I have undertaken several internships in various University hospitals and private companies and gained valuable experience and a transferable skills set.

Education

201?-201?: M.Sc. in ICT for Health at the University of Montpellier II Science and Technology of the Languedoc, France. Expect to graduate: July 201?

201?-201?: B.Sc. in Life Sciences, at the University of La Rochelle, France. Speciality: Health sciences. Graduated with honours. 200?: Baccalauréat - Equivalent 2 - 3 GCE A-levels in science subjects at Lycée Eurodisney, Marne la Vallée, France.

Work Experience

July - August 201?: Research on _____ in Montpellier (3-month work placement)

May - June 201?: Evaluation of _____. Charente Maritime, France (6-week work placement).

November 201? : Research on _____ (French University hospital) (2-week work placement).

July - August 201?: Children's activity leader in La Disney, children's holiday camp in Charente Maritime, France. Taught photography and development to children of all ages.

Since 201?: Numerous weekend and holiday jobs in retail to finance my studies.

Information and Interests

Mobility: Clean driving license and car owner.

Computer skills: Familiar with most common office software. Creation of personal photographic website: www.donaldphotos.com

Language skills: French mother tongue, fluent English, good working knowledge of Spanish and Italian, beginner in Japanese.

Extracurricular activities: Ornithology, active member of several bird conservation organisations. Nature photography.

Voluntary work: Taking handicapped children on nature trails with the association "Acces-nature". Teaching photography and photo development to children.

Sports: Badminton (regional level) Running half-marathons. Squash.

Certificates: BAFA (French certificate for activity leaders working with children). First aid certificate from the Red Cross.

EQUIVALENT DIPLOMAS

| France | Great Britain | United States | Canada | Australia | New Zealand |
|-----------------------|---|--|--|--|--|
| Lycée | Secondary School | High School | High School | High School | High School |
| Baccalauréat | GCE 'A' Levels | High School diploma plus university entrance | General High School Diploma or High School Graduation Diploma | Senior Secondary Certificate of Education | National Certificate of Educational Achievement (NCEA) |
| S | in scientific subjects (mathematics, physics, chemistry, biology...) | in science (mathematics, physics, chemistry, biology...) | in science (mathematics, physics, chemistry, biology...) | in science (mathematics, physics, chemistry, biology...) | in science (mathematics, physics, chemistry, biology...) |
| STT | in tertiary sciences and technologies | in tertiary sciences and technologies | in tertiary sciences and technologies | in tertiary sciences and technologies | in tertiary sciences and technologies |
| STI | in industrial sciences and technologies | in industrial sciences and technologies | in industrial sciences and technologies | in industrial sciences and technologies | in industrial sciences and technologies |
| avec mention | with high grades with honours (for university) | with honors | with high grades | with 'high achievement' scores/grades | With 'excellent achievement' scores |
| Lycée technique | City Technology College | Vocational School | College of General and Vocational Education(CEGEP) (Quebec) or Community College | Technical and Further Education College (TAFE) | Local community polytechnic |
| B.T.S. | H.N.C. | 2-year Associate's degree | College Diploma | Advanced Diploma | Polytechnic diploma |
| Classes Préparatoires | 2-year selective, preparatory classes leading to French Engineering schools | 2-year selective, preparatory classes leading to French professional schools | 2-year selective, preparatory classes leading to French professional schools | 2-year selective, preparatory classes leading to French professional schools | 2-year selective, preparatory classes leading to French professional schools |

| France | Great Britain | United States | Canada | Australia | New Zealand |
|------------------------|---|---|---|---|---|
| I.U.T. | University Institute of Technology | University Institute of Technology | University Institute of Technology | University Institute of Technology | University Institute of Technology |
| D.U.T. | H.N.D. in... | 2-year Associate's degree in ... technology | 2-year university diploma in... technology | 2-year university diploma in technology | 2-year university diploma in technology |
| Université Montpellier | University of Science and Technology, Montpellier | University of Science and Technology, Montpellier | University of Science and Technology, Montpellier | University of Science and Technology, Montpellier | University of Science and Technology, Montpellier |
| Licence en... | B.Sc. or Bachelor's degree in... | B.S. or Bachelor's degree in... | B.Sc. or Bachelor's degree in... | Bachelor Degree in ... | B.Sc. or Bachelor's degree in... |
| Master en ... | M.Sc. or Master's degree in... | M.S. or Master's degree in... | M.Sc. or Master's degree in... | M.Sc. or Master's degree in... | M.Sc. or Master's degree in... |
| Avec mention | B.Sc. / M.Sc. Hons | B.S./ M.S. with honors | B.Sc. / M.Sc. Hons | B.Sc. / M.Sc. Hons | B.Sc. / M.Sc. with honours |
| Doctorat en... | Ph.D. in... | Ph.D. in... | Doctorate or Ph.D. in... | Doctorate or Ph.D. in... | Doctoral degree in... |
| Poly'tech | Engineering School, University of Science and Technology of Montpellier | Engineering School, University of Science and Technology of Montpellier | Engineering School, University of Science and Technology of Montpellier | Engineering School, University of Science and Technology of Montpellier | Engineering School, University of Science and Technology of Montpellier |
| Stage | Industrial /work placement/internship | internship | internship | internship | internship |
| Stagiaire | Trainee/ Intern | intern | intern | intern | intern |

Your address is on the right

Donald Duck
12 Disney Avenue
Florida

A Brit would write this date as 2/10/08 and an American 10/2/08 so to avoid confusion write the name of the month

Human Resources Director
Ames International
16, Wingnut Ave.
Lordabirch, Ohio 45597
USA

November 2, 2008

Dear Sir or Madam,

The address of the person you are writing to is therefore on the left.

Write « Dear Sir or Madam » if you don't know the name of the person you are writing to.

If you do know their name write:
Dear Mr for a man
Dear Mrsfor a married woman
Dear Miss.....for an unmarried woman
Dear Ms.....for a woman if you don't know whether she's married or not.
Don't forget titles - Prof. or Dr. etc.

I am currently studying for my Master's degree in Biology at the University of Science and Technology of Montpellier, France.

As part of our educational requirements, each student is asked to complete a work experience period. This placement should last a minimum of two months and take place during the summer holidays, starting as of June 1, 2007.

My previous experience in your domain and a great interest for the work done at your institute convinces me it would be to both of our advantages for me to complete my placement with you. I am particularly interested in working with/on, if this is possible. I would, of course, consider any offer you might have in another area of interest.

Please find enclosed my curriculum vitae outlining my previous experience and qualifications. Should you have any questions, please do not hesitate to contact me.

Thank you for considering my request, and I look forward to your reply.

Sign your name and print it underneath

Yours faithfully,



Donald Duck

Write « Yours faithfully » if you don't know the name of the person
« Yours sincerely » if you know the name but not really the person
and if you know the person quite well you can write « Best regards » or « Warm regards »

Encs. CV

« Encs. » means you are including documents, in this case your CV

Donald Duck
17, rue de la République
34000 Montpellier, France
Cellphone (33) 671 48 50 19

The Mayo Clinic
Isle of May,
Fife, Scotland

13 October 201?

Dear Sirs,

I am currently a student at Montpellier University, France, in my first year of a Master in ICT for health. Working in an organisation such as yours, using my knowledge in health sciences and engineering is my professional objective.

I must carry out a 3-month training course within the framework of my studies, from February 1 till May 30, 200?. The activities of your organization interest me highly. For this reason I would be grateful if you would consider allowing me to do my work placement within your organisation. It would also give me the opportunity to practise my English, which is very important to me.

My previous professional training courses have prepared me to approach this type of work. The first related to the evaluation of _____. Being well-organised, methodical and dynamic helped me to be efficient in my research and the drafting of my report. The second enabled me to take part in the management of _____. Thus, I was given hands-on management experience. I have also done research on _____.

I enclose my CV for your consideration. Do not hesitate to contact me if you require any further information. If you wish to know more about my Master course you can visit the following website www.unisite.com or contact Professor Walt Disney at walterdisney@wanadoo.fr.

I thank you in advance for considering my request.

Yours faithfully,

Donald DUCK
Master student in ICT for Health.

17 rue de la République
34000 Montpellier
France

The Personnel Director
Any old Company
75 Queen Street
London W12 8QQ

3 February 2007

Dear Sir or Madam,

I am writing to enquire about the possibility of joining your company during this summer vacation. I am a French student of -----, currently in my second year of a degree course. I am planning to spend all of the summer in the UK, I will initially do a two week English course to brush up on my business English skills but I am available from the 15th of July till the 15th of September.

I think I would be a good asset to your company because as well as speaking fluent English I also have a good working knowledge of German and Spanish. As you will see on my CV I have already worked in this domain before and I am familiar with your products. I would welcome the chance to work in a British company and especially one as prestigious as yours.

I enclose my CV for your consideration. Please do not hesitate to contact me if you require any further information. I am available for a phone interview at any time.

I look forward to hearing from you.

Yours faithfully

Mickey Mouse

Golden rules for successful job interviews.

Going for a job interview can be a very nerve-wracking experience. Remember – preparation is everything! A well-prepared candidate will be confident and impress the panel just as well as someone with loads of experience or impressive qualifications. Here are some typical types of questions and some ideas about the best way to answer them, as well as a few helpful hints to make things easier on the big day.

Good luck!

1. Can you tell me a little about yourself?

Although this appears at first to be a question related to your personal interests and preferences, the employer is actually looking for general information about your background, tied in with your academic history and interests that ultimately led you to choose your major and career path.

2. What do you like to do in your spare time?

- Emphasize any volunteer work you like to do (if applicable), or your involvement with student organizations related to your major/field of study or philanthropy.
- If you don't participate in extracurricular activities, emphasize personal interests that are constructive or contribute to your own health or well-being (e.g., reading, working out, playing sports, playing a musical instrument).

3. What do you know about our company and why do you want to work for us?

- Make sure you have done your homework! Has the company been in the news lately? Who are the key people in the company you should know about?
- Emphasize the strengths and experience that you would bring to the company rather than what the company would do for you.
- **Remember:** If you appear well-prepared, it will make you stand out as someone genuinely interested in the company and the position, rather than someone who is just looking for **any** job!

4. Why should I hire you?

- Present at least three of your strongest personal qualities or skills that would be relevant to the position.
- Use examples to make your case, e.g., "I have excellent organizational skills; I developed the business model for our student project, assigned 12 group members to tasks, and followed up on training with each person."

5. How would you describe your ideal working environment?

- The recruiter wants to know what type of workplace is most comfortable for you (e.g., noisy, quiet, formal, casual, etc.) in order to ascertain whether or not you'd be a good fit for the company.
- **Be honest!** When you accept a position, you want to make sure that not only the work itself but also the workplace is suited to your needs and preferences. If you are an outgoing, gregarious person, you probably won't be happy in an environment where people work silently in their own spaces behind closed doors; likewise, if you are quiet and shy, you might be uncomfortable in a noisy, social office.

6. Can you tell me about your three greatest strengths? Weaknesses?

- Be positive and focus on at least three strengths that relate to the workplace (e.g., you work well under pressure, you motivate others, you have outstanding attention to detail). Additional personal qualities that most employers look for include honesty, collegiality, reliability, integrity, common sense, and enthusiasm. For each of the strengths you choose to discuss, have an example in mind that you could use to illustrate how you embody that particular quality.
- Be careful with the weaknesses you choose to discuss—for example, don't say that you're "not a morning person" or that you are habitually late. Focus on "weaknesses" that could also be perceived as strengths (e.g., you sometimes focus too much on details). Unless you are asked for a specific number of weaknesses to discuss, stick to one, make sure it's work-related, and indicate that you're trying to make a change. Avoid clichés like "I'm very ambitious, perhaps too ambitious". Try to choose things which are unimportant for the post. For example if you know the job will need you to work alone then say you don't like working in a team, if it is a job where you will always be outdoors then tell them you hate being cooped up in an office and get frustrated if you are not constantly on the move. If you say "I have difficulty tolerating people who don't pull their weight", you are really saying "I work hard". Talking about weaknesses you had in the past shows a degree of self analysis and an ability to improve yourself. Example: "I used to get annoyed with people who spend too much time on details until I realised that everyone is different and it takes all sorts to make up a team".

7. How would someone who knows you well describe you?

Think of how a former boss or colleague—rather than a friend, family member, or significant other—would describe you, and focus on attributes that would be useful in the workplace, e.g., "When I was a work-study student, my supervisor always appreciated my creativity on projects and the attention to detail I showed in my work."

8. How did you choose your university course?

Your response should focus on your University's good academic reputation and strong engineering and scientific programmes. Also you can mention personal interests or reasons why you felt that your course of study was the most interesting for you, for example, it combined several fields which already interested you.

9. Describe a challenging situation that you have faced during your college years, and how you resolved it.

This is a behavioural question designed to see how you approach and solve problems. It's advisable to choose a fairly benign situation (such as a conflict with a roommate) and focus on how you worked collaboratively with others to find a solution.

10. What are your salary requirements?

The topic of salary might not come up in an initial interview; in fact, it doesn't usually come up until an offer has been made. However, some recruiters will ask this question in order to see whether or not you are aware of the average pay rates for students or recent graduates in your major. Try not to give a specific salary figure; if you are pressed to do so, give a range. You may want to ask about the salary during the questions section.

11. Do you have any questions for us?

You must think about some questions you can ask them at the end of the interview. Questions could be about possibilities for training or advancement or travel: these sorts of questions prove you are motivated or want to improve yourself. You can also ask about the situation in which you would be working if you were employed. Alone or in a team? What is the working atmosphere like? How many employees are there? Is there a canteen? Are there any social activities set up for employees? Etc.

A very important question to ask, if it hasn't been mentioned, is about the salary; you need to know how much (or how little) you will be paid! The salary should correspond to your level of studies and experience. Do not sell yourself short !

And remember !!!

- Dress neatly and smartly and arrive in good time.
- Be polite to everyone you meet, smile and try to relax. Remember the lowliest receptionist could have the ear of the big boss so try to be charming.
- While you are talking continue to look at the interviewer as this will aid communication. Be aware of your posture and body language and suppress any nervous ticks you may have.
- Be ready to recognise the simple question calling for a brief answer. Sometimes all they want to hear is a straight “yes” or “no”.
- Don't pretend to know something that you are ignorant of, or try to answer a question you haven't understood. Ask for clarification.
- Speak clearly and not too fast.

Think about some good answers to the following typical questions:

Top 30 Interview Questions

1. Are you the best person for this job? Why?
2. Describe a difficult experience or challenge at work or university and how you handled it.
3. Describe yourself.
4. Describe your career goals.
5. Describe your work style.
6. Are you an ambitious person?
7. Do you prefer to work alone or on a team? Give some examples of teamwork.
8. Have you ever had difficulty working with someone?
9. When was the last time you got angry? What happened?
10. How do you handle pressure?
11. How do you measure success?
12. How long do you expect to work for this company?
13. How much do you expect to get paid?
14. How would you describe the pace at which you work?
15. If your friends and family were asked why you should be hired, what would they say?
16. Is there a type of work environment you prefer?
17. Tell me why you want to work here.
18. What are you passionate about?
19. What made you decide to study.....?
20. What parts of your education do you see as relevant to this position?
21. Tell me about a significant achievement in your life.
22. What is your greatest strength?
23. What is your greatest weakness?
24. Don't you think you are a little young for this job?
25. What relevant experience do you have?
26. Why are you leaving your job?
27. What do you know about this company?
28. How do you feel about being far away from friends and family?
29. Is there anything else I can tell you about the job and the company?
30. You don't have much experience in this domain, would you be prepared to do an unpaid internship before being appointed?

10 things not to say in a job interview

With many job hunters struggling to even get an interview, it would be doubly frustrating to throw the opportunity away by saying something stupid.

- [Mark King](#)
- guardian.co.uk, Thursday 10 May 2012

With the jobs market more competitive than ever it can be hard work just to get an interview, so once you're actually in front of potential employers you don't want to ruin your prospects with an ill-chosen comment.

Sadly, some job hunters still do speak before they think. Corinne Mills, managing director of Personal Career Management, says she can recall many instances of interviewees saying the wrong thing. "I remember when one man was asked why he wanted the job, he replied, 'Because my mum thought it was a good idea'," she says.

She adds that some job hunters have also been known to say they've applied for a job "because it will pay the rent while I look for a job I really want to do", and a common response to a question about what candidates like to do in their spare time is "go to the pub".

Richard Nott, website director at CWJobs.co.uk, says candidates should avoid discussing religion and politics. "Employers like people who can talk passionately about their own interests as it helps them to get to know you as a person. But we would always advise against sharing your views on these two topics without knowing if the interviewer shares that point of view."

We asked Nott, Mills and Nik Pratap of Hays Senior Finance for their list of the top things to avoid saying at a job interview:

1 "Sorry I'm late." It goes without saying that punctuality is key. Your interviewer doesn't want you to arrive for work 20 minutes late every morning.

2 "What's your annual leave and sickness policy?" It doesn't look good if, before you've even been hired, you're planning your absence from the company.

3 "I'll just take this call." Mills says a large number of candidates think it is OK to take telephone calls, texts etc during an interview. It isn't.

4 When asked, "Where do you see yourself in five years?" never say, "Doing your job." As much as this might be a genuine answer, Nott says candidates should "try to build a response around the experience they would like to have gained and the level of responsibility they'd like to have, rather than threatening the interviewer's job."

5 "My previous employer sucked." No matter how mind-numbingly boring those roles might have been, "speaking badly of a previous employer is not only unprofessional, but also reflects on your character," Pratap says. Your new employer will contact your former employer for references following an interview, so it's never wise to burn your bridges.

6 "You make widgets? I thought you made cricket bats." Failing to research your prospective employer fully is a big faux pas. "Saying you've looked at their website is only marginally better – employers expect far more research," Mills explains.

7 "Bloody hell." Never swear in your interview. It can happen, especially if your interviewer is themselves prolific with the profanities, but don't let them set the standard of the interview and remain professional at all times.

8 "I was very good at sorting out PEBs by using ARCs." Don't fall into the industry jargon of your previous employer or assume the interviewer knows anything about your experience, Pratap advises. Instead, speak clearly about your skills and experience to avoid any confusion or misunderstanding.

9 "Do I really have to wear that uniform?" Any criticism of staff uniform will go down like a lead balloon. Do you think your interviewer enjoyed wearing that fluorescent green ensemble when they performed your role?

10 When asked, "What do you expect to enjoy most about this role?" never reply with any of the following: the perks, the pay, lunchtimes, my co-workers or the holidays, Nott says.

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Keep up to date with changes in job hunting protocols with the following links:

<http://www.theguardian.com/careers/cv>

<http://www.theguardian.com/careers/cv-for-environment-sector>
<http://www.theguardian.com/careers/2015/may/11/five-steps-to-the-perfect-graduate-cv>
<http://www.theguardian.com/careers/2016/feb/22/creating-a-killer-cv-a-guide-for-school-leavers-and-graduate-jobseekers> with template

Telephone vocabulary

Work with a partner and try to write the following phrases in English.

| | |
|--|--|
| Qui est à l'appareil svp ? / De la part de qui ? | |
| Excusez-moi, je n'ai pas compris votre nom. | |
| Excusez-moi de vous déranger. | |
| Pourriez-vous répéter svp ? | |
| Pourriez-vous parler plus lentement svp ? | |
| Un instant svp. | |
| Il / Elle n'est pas là aujourd'hui/demain/cette semaine. | |
| Il / Elle n'est pas dans son bureau pour l'instant. | |
| Il / Elle n'est pas encore arrivé(e). | |
| Il / Elle est en vacances. | |
| Il / Elle est à Paris. | |
| Il / Elle est en réunion. | |
| Ne quittez pas. | |
| Je vous le passe. | |
| La ligne est occupée. | |
| Pouvez-vous patienter ? | |
| Voudriez-vous laisser un message ? | |
| Puis-je prendre un message ? | |
| Allo ! Bonjour... (matin et après-midi) | |
| Je voudrais parler à ... svp. | |
| La ligne est mauvaise. | |
| Que puis-je pour vous ? | |
| Le standard | |

GAME

You are going to do an internship at King's College in London. Before you go and once you are there you need to make many calls to different people and organizations.

Toss a coin to move: heads move one square, tails move 2. Look at the cards corresponding to the numbers you land on, then use the instructions as the basis for a phone conversation with someone from the other team (who will be trying to make things difficult for you!!!)



Meet the Robot Telemarketer Who Denies She's A Robot

Our encounter with an all-too-convincing robot.

By [Zeke Miller and Denver Nicks @jessicakroy](#) Dec. 10, 2013

The phone call came from a charming woman with a bright, engaging voice to the cell phone of a TIME Washington Bureau Chief Michael Scherer. She wanted to offer a deal on health insurance, but something was fishy.

When Scherer asked point blank if she was a real person, or a computer-operated robot voice, she replied enthusiastically that she was real, with a charming laugh. But then she failed several other tests. When asked “What vegetable is found in tomato soup?” she said she did not understand the question. When asked multiple times what day of the week it was yesterday, she complained repeatedly of a bad connection.

Over the course of the next hour, several TIME reporters called her back, working to uncover the mystery of her bona fides. Her name, she said, was Samantha West, and she was definitely a robot, given the pitch perfect repetition of her answers. Her goal was to ask a series of questions about health coverage—“Are you on Medicare?” etc.—and then transfer the potential customer to a real person, who could close the sale. You can listen for yourself to some of the reporting here:

If you want, you can call her too. Her number is (484) 589-5611. This number, if you Google it, is the subject of much discussion online as other recipients of Samantha West calls complain on chat boards about the mysteriously persistent lady who keeps calling them. “A friendly sounded woman on the other end claimed I requested health insurance information,” writes [one mark](#). “She doggedly refused to deviate from her script.”

After answering her questions, one TIME reporter was transferred to an actual human who did not promptly end the call, as others had when asked about Samantha. Asked for the company’s website, the real human on the other end of the line said it was premierhealthagency.com, the website of a Ft. Lauderdale company. “We’re here to help. . . because we care,” is the company motto on its homepage. A TIME reporter called the company directly, identified himself and said TIME was doing a story about the robot who calls people on the company’s behalf. “We don’t use robot calls, sir,” said the person who answered the phone, before promptly hanging up the phone.

When the number was called a second time, a real live employee of Premier Health Plans Inc., who gave his name as Bruce Martin, answered the phone. He said he was not sure if Samantha West’s phone number, mentioned above, was one of the company’s numbers. “First of all, we use TV, we use radio, we use Internet,” said Martin. He described the company as selling life insurance, health insurance and dental insurance. He asked that TIME publish the name of his company, the website and phone number in the article. “If you are going to publish this in the magazine, I’d like to get something out of it,” he said. The TIME reporter agreed to do just that.

Martin also said he would inquire internally about whether Samantha West worked for the company, but would not be able to respond to the request Monday night. TIME will update the story with any additional information he provides.

UPDATE: As of Dec. 11, one day after this story published, the phone number listed above was no longer answered

by Samantha West. Rather, it diverted callers to a busy signal. Also the website, premierhealthagency.com, had been taken offline.

With reporting by Michael Scherer, Christopher Wilson, and Jessica Roy.

TELEPHONE ENGLISH

Essential vocabulary

To call somebody up / To give somebody a call / a ring,

To make a phone call

To ring up / to call up

To lift the receiver

To dial a number

To hold on / to hang on / to hold the line

To hang up

To be cut off

To put someone through / to connect someone

The line is engaged (UK) / The line is busy (US)

A telephone booth (US) / A telephone box (UK)

A local call

A long-distance call

An international call

The operator / the switchboard

A wrong number

A telephone directory

An extension (number)

A reversed charge call

An area code, a country code

Making a call

Good morning / Good afternoon / Good evening

This is Mary speaking. May / can / could I speak to John please?

Hello, I'm calling from Montpellier University and I'd like to speak to John Brown, please.

I'm trying to reach Mary Smith, could you give me her direct number please.

Sorry to disturb you Mr Brown, This is Mary Smith, I'm calling about

Could I leave a message please

Receiving a call

Speaking John speaking May / can I help you? What can I do for you?

Who would you like to speak to? I'll see what I can do

I'm afraid I can't help you Can you hold on a minute please

I'm sorry, I didn't get your name, can you repeat / spell it please?

Can I get back to you on that? Can I call you back ASAP?

I'll be in touch as soon as I can

Connecting a caller

Let me put you through to John Brown, he may be able to help you
I'll put you through to Mrs Smith now, please hold the line
I'm going to put you through to the research department

Taking a message

I'm sorry, John Brown isn't here today/ is on another line, can I take a message?
Would you like to leave your name and number ? I'll get him to call you back.
Call back later or try him on his mobile / cell phone

Reactions

I tried to get through to you earlier but the line was busy
Can you call me back, we have a bad line/ a bad connection
I'm sorry, I / you must have a wrong number
Get in touch with John Brown, he'll be able to help you
Could he call me back at 10 am French time
If he's on another line I'll hold please
Yes, this is John Smith S M I T H, calling from Montpellier University.
The number here is 33 for France, 4 67 14 14 14
I'm sorry for the inconvenience, I was very busy yesterday
What number can I call Mrs Brown on then?
Can you give me your e-mail address please
My e-mail address is j.brown@scotmail.com (J dot B R O W N at S C O T M A I L dot com)
Could you confirm that in writing / by fax / by e-mail

Answering services

You have reached John Brown's answering service, please leave a message after the beep.
Hello, the Browns cannot take your call right now, leave your name and number and we'll get back to you as soon as possible.
Hello, this is Mary for John, please call me back on my cell phone, the number is 0675674321

PRESENTATIONS AND PUBLIC SPEAKING IN ENGLISH

PREPARATION

Research

Brainstorm all your ideas then start researching. Do your research in English, if you use French articles or websites you will have to translate and you are not a translator: people study for years to become one!

Do not plagiarize other peoples' work either, if we hear a presentation which has parts that are clearly not your work we will "google" it and find the original. Don't feel tempted to use web translators apart from for individual words. They do not understand grammar and do not always handle homonyms and homographs.

Good preparation is very important. Good preparation and planning will give you confidence. Your audience will feel your confidence and have confidence in you. This will give you control of your audience and of your presentation.

Consider these points when preparing:

Time and length

'When am I making this presentation and how long will it be?'

Just before lunch, when the audience is hungry, or just after lunch, when the audience is sleepy? In English class, when you do a presentation it should last 8 minutes per person. You will be timed and penalised for not respecting this timing.

Method

'How should I make this presentation?'

Formal or informal? What sort of visual aids? factual? attractive or eye-catching? With or without anecdotes and humour?

Content

'What should I say?'

Include only relevant information. Create a title for your presentation. The title will help you to focus on the subject. Prepare your visual aids.

Structure

Organise your presentation in a logical structure. Most presentations are organised in three parts, followed by questions. (see section called "the presentation itself")

Notes

Try to appear as spontaneous as possible. Do not read your presentation. Reading a text is boring and will send your audience to sleep! Use notes to remember everything you need to say. Some people make notes on small, A6 cards. Some people write down just the title of each section of their talk. Some people write down keywords to remind them.

Rehearsal

Practise your presentation two or three times so that you:

- become more familiar with what you want to say
- identify weaknesses in your presentation
- can practise difficult pronunciations
- can check the time that your presentation takes and make any necessary modifications

EQUIPMENT

Your most important piece of equipment is YOU! Check your personal appearance carefully. Wardrobe malfunction doesn't only happen to Hollywood starlets!

Notebook Computer and video projector

For a presentation in our department it is preferable to bring your presentation on a USB key but you can use your own notebook. Most of our computers have Powerpoint or Libre office installed on them, so to avoid problems of compatibility between programmes and operating systems save as power point, (.ppt) **and** just to be sure .pdf too (although you will lose your special effects, but let's face it, we've all seen them before!)

Hand-outs

Hand-outs are any documents or samples that you 'hand out' (distribute) to your audience. It is not usually a good idea to distribute handouts before your presentation. The audience will read the hand-outs instead of listening to you. However if your presentation uses a lot of difficult vocabulary, give out a vocabulary sheet at the beginning to aid understanding. Use synonyms in English rather than French translations.

DELIVERY

'Delivery' is the way in which you actually deliver or give your presentation. Delivery is at least as important as content.

Nerves

It is normal if you are nervous. Remember nerves are contagious, if you seem uncomfortable your audience will feel uncomfortable. Pay special attention to the beginning of your presentation. This is when you establish a rapport with your audience. During this time, try to speak slowly and calmly. After a few moments, you will relax and gain confidence.

Audience Rapport

You need to build a warm and friendly relationship with your audience. Be careful to establish eye contact with each member of your audience. Each person should feel that you are speaking directly to him or her.

Body Language

What you do not say is at least as important as what you do say. Your body is speaking to your audience even before you open your mouth. Your clothes, your walk, your glasses, your haircut, your expression - it is from these that your audience forms its first impression as you enter the room. Generally speaking, it is better to stand rather than sit when making a presentation. Avoid repetitive and irritating gestures.

Voice quality

Your audience must be able to hear you clearly. In general, you should try to vary your voice. Your voice will then be more interesting for your audience. You can vary your voice in at least three ways:

- **speed:** you can speak at normal speed, you can speak faster, you can speak more slowly, and you can stop completely! Silence is a very good technique for gaining your audience's attention.
- **intonation:** you can change the pitch of your voice. You can speak in a high tone. You can speak in a low tone.
- **volume:** you can speak at normal volume, you can speak loudly and you can speak quietly. Lowering your voice and speaking quietly can again attract your audience's interest.

Visual aids

80% of what we learn is learned visually (what we see) and only 20% is learned aurally (what we hear). This means that:

- visual aids are an extremely effective means of communication
- non-native English speakers do not need to worry so much about spoken English since they can rely more heavily on visual aids

It is important not to overload your audience's brains. Keep the information on each visual aid to a minimum - and give your audience time to look at and absorb this information. Remember, your audience

has never seen these visual aids before. They need time to study and to understand them. Without understanding there is no communication.

Apart from photographs and drawings, some of the most useful visual aids are charts and graphs. Do not be tempted to use graphs with the labels in French, either change them with photoshop or try to find equivalents in English. Explain what the graphs mean and make sure they are pertinent, otherwise there is no point in showing them.

Your slides should include very little written information for two reasons: Firstly, you will be tempted to read what is on the screen rather than talk to the audience. Secondly, your audience will be reading the screen and not listening to you. Don't forget to spellcheck the powerpoint in English.

Samples

If possible bring in samples to back up what you are saying. For example, a student doing a presentation on tortoises brought in a couple of live baby tortoises to show the class. If your presentation is on chocolate, bring in some for the audience to taste. If you are presenting a gadget or a piece of technology, having it present really helps understanding and livens interest.

LANGUAGE

Simplicity and Clarity

If you want your audience to understand your message, your language must be simple and clear:

- use short words and short sentences
- do not use jargon, unless you know that your audience understands it
- talk about concrete facts rather than abstract ideas
- use active verbs instead of passive verbs

Active verbs are much easier to understand. They are much more powerful. Consider these two sentences, which say the same thing:

Sentence 1: Last year the students worked on collecting and collating samples.

Sentence 2: The collection and collation of samples was worked on by the students last year.

Which is easier to understand? Which is more immediate? - 1 is active and 2 is passive.

Signposting

When you drive on the roads, you know where you are. Each road has a name. Each town has a name. And each house has a number. You can look at the signposts for directions. It is easy to navigate the roads. But when you give a presentation, how can your audience know where they are? They know because you tell them. Because you put up signposts for them, at the beginning and all along the route. This technique is called 'signposting' (or 'signalling') During your introduction, tell your audience the structure of your presentation, for example:

"I'll start by describing the current position in Europe. Then I'll move on to some of the achievements we've made in Asia. After that I'll consider the opportunities we see for further expansion in Africa. Lastly, I'll quickly recap before concluding with some recommendations."

Think about putting your plan on all the slides and highlighting where you are at all points.

A member of the audience can now visualise your presentation like this:

Introduction

- welcome!
- explanation of structure

Body

- Europe
- Asia
- Africa

Conclusion

- summing up
- recommendations

Throughout your presentation, put up signposts telling them which point you have reached and where you are going now. When you finish Europe and want to start Asia, you might say:

"That's all I have to say about Europe. Let's turn now to Asia."

When you have finished Africa and want to sum up, you might say:

"Well, we've looked at the three continents Europe, Asia and Africa. I'd like to sum up now."

And when you finish summing up and want to give your recommendations, you might say:

"What does all this mean for us? Well, firstly I recommend..."

HERE ARE SOME USEFUL EXPRESSIONS TO SIGNPOST THE VARIOUS PARTS OF YOUR PRESENTATION.

Introducing the subject:

"I'd like to start by..."

"Let's begin by..."

"First of all, I'll..."

Finishing a subject:

"Well, I've told you about..."

"That's all I have to say about..."

"We've looked at..."

Starting another subject:

"Now we'll move on to..."

"Let me turn now to..."

"Next..."

Analysing a point and giving recommendations:

"Where does that lead us?"

"Let's consider this in more detail..."

"What does this mean for ABC?"

Giving examples:

"For example,..."

"A good example of this is..."

"As an illustration,..."

Dealing with questions:

"We'll be examining this point in more detail later on..."

"I'd like to deal with this question later, if I may..."

"I'll come back to this question later in my talk..."

Summarising and concluding:

"In conclusion,..."

"Right, let's sum up, shall we?"

"I'd like now to recap..."

Ordering:

"Firstly...secondly...thirdly...lastly..."

"First of all...then...next...after that...finally..."

"To start with...later...to finish up..."

THE PRESENTATION ITSELF

Most presentations are divided into 3 main parts (+ questions):

- Introduction
- Body
- Conclusion

As a general rule in communication, repetition is valuable. In presentations, there is a golden rule about repetition:

"SAY WHAT YOU ARE GOING TO SAY, SAY IT, THEN SAY WHAT YOU HAVE JUST SAID."

In other words, use the three parts of your presentation to reinforce your message:

In the introduction, say what your message is going to be.

In the body, say your real message.

In the conclusion, say what your message was.

Introduction

Use the introduction to:

Welcome your audience:

"Good morning, ladies and gentlemen"

"Good afternoon, everybody"

Introduce your subject:

"My purpose today is to introduce our new range of..."

"I am going to talk about..."

Outline your structure:

"To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for further growth next year. Finally, I'll summarise my presentation (before concluding with some recommendations)."

Give instructions about questions:

"I'll try to answer any of your questions after the presentation."

Body

The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident.

The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

Remember these key points while delivering the body of your presentation:

- do not hurry
- be enthusiastic
- give time on visuals
- maintain eye contact
- modulate your voice
- look friendly
- keep to your structure
- signpost throughout
- remain polite when dealing with difficult questions

Conclusion

Use the conclusion to:

Sum up:

"In conclusion,..."

"I'd like to sum up now..."

Give recommendations:

"In conclusion, my recommendations are..."

"I would suggest / propose / recommend the following strategy."

Thank your audience:

"Thank you for your attention."

"May I thank you all for being such an attentive audience."

Invite questions:

"Are there any questions?"

"Can I answer any questions?"

Questions

It is advisable to keep the question session till the end because interruptions could make you lose your train of thought. Think about numbering your slides and asking the audience to write down the number of the slide they have a question about, this will save time and help you to understand the question and answer better. Be polite with all questioners, even if they ask difficult questions. Sometimes you can reformulate a question. Or answer the question with another question. Or even ask for comment from the rest of the audience. If you don't understand the question, ask the person to reformulate it. Don't pretend to know answers you don't, you will look foolish! Remember you can guide your audience to ask specific questions by saying during your presentation: **"If you want to know more about this aspect, please ask questions at the end"**

In this way you gain a little control over the question session, a very useful thing because it is the part you control the least.

REVIEW

You have learned:

- to structure your presentation into introduction, body, conclusion and questions
- to write notes based on keywords
- to rehearse your presentation several times and modify it as necessary
- to use equipment effectively
- to make use of clear, powerful visual aids that do not overload your audience
- to use clear, simple language, avoiding jargon
- to use active verbs and concrete facts
- to explain the structure of your presentation at the beginning
- to link each section of your presentation
- to signpost your presentation from beginning to end
- to say what you are going to say, say it, and say what you have just said
- to overcome your nerves
- to establish audience rapport
- to be aware of your body language
- to control the quality of your voice
- to maintain interest by varying the speed, volume and pitch of your voice
- to deal with listeners' questions politely
- to respond to your audience positively

AND FINALLY – HOW TO BE A GOOD AUDIENCE!

Almost everyone finds doing presentations nerve-wracking, in order to help your friends and colleagues to survive this experience follow these rules.

- Appear interested. Look attentive even if you are bored to death! Do not slouch as if you were falling asleep or stare out the window or, even worse, talk to your neighbour. This is extremely off-putting for the speaker.
- Listen carefully and take notes, this will help you to ask questions at the end, remember to be aware of the questions that the speaker indicates that you should ask and ask them.
- Do not ask extremely complicated or aggressive questions, remember that you will also have to do a presentation and any speaker who feels you tried to "catch them out" may do the same thing to you!!!
- Ask questions like "why did you choose this subject" or "what do you personally think about this subject" as the presentation shouldn't be too personal, questions like this will allow the person to expand more easily on their subject.
- Questions asking for clarification on certain points are usually OK too because sometimes the speaker hasn't got enough time to go into in-depth explanations but should be able to.
- Smile and be a nice person!

ENGLISH PRESENTATION

You will make a 5-10 mn oral presentation in pairs on a company you would be interested in working for (or undertaking your internship in). Here is the outline you may follow.

Presentation of the company

Any information you find relevant about :

- ▶▶ company's activities
- ▶▶ location
- ▶▶ organisation chart
- ▶▶ history
- ▶▶ graphs of past and present results
- ▶▶ future developments, etc.

Grammar : make sure you use the present tense for this part (except for history in the past simple)

The company engages in a wide range of activities from... to

It specializes in...

It operates in over....countries

It was set up in ... = it dates back from ...

It produces = manufactures = makes = transforms...

It is diversifying in other forms of production such as...

The group employs ... staff

ENGLISH PRESENTATION 2

You will make a 16 to 24 presentation on a subject linked to ICT for health which will be marked. You will work in groups of three students. (8 minutes per student)

You should do a power point of around 7 to 10 slides

You should provide a glossary for the class

You must be prepared to answer questions at the end.

The marking will take into account:

- your ability to interest the audience (not reading and using visual aids)
- the clarity of your speech (structure, speech, language, vocabulary)
- The group dynamics.

Student A

Early years

Henry Ford was born in 18 _____ in Wayne County, Michigan, one of _____ brothers and sisters. His parents were Irish immigrant farmers. At the time of his birth, there were 24 states in the Union and A _____ L _____ was the president of the USA. About 75% of Americans lived in rural communities.

After leaving school he went to Detroit to become an apprentice machinist. In Detroit he worked with the internal combustion engine for the first time. After three years he returned to his father's farm. He spent nine years working part-time for _____ and working on private projects in his own machine shop on the farm. During this time he built a steam-powered tractor.

He moved back to Detroit in 18 _____, and in 1893 became chief engineer at the Detroit Edison Company plant. In 1896 he built _____: the Quadricycle.

In 1899 he formed _____ . However, he could not agree with his partners and in 1902 he left. The company reorganised itself as the _____ .

'I will build a car for the great multitudes'

In 19 _____ he formed the Ford Motor Company, which was an immediate success. His most famous automobile, the _____, appeared in 19 _____. During its _____ years on the market _____ million were sold in the USA. In fact _____ % of all the cars sold in the world were Model Ts.

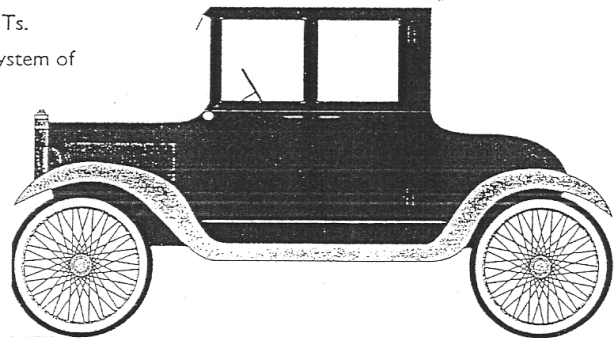
By 1913 he had perfected an assembly-line system of mass production. He could now build the chassis of a car in 93 minutes instead of the 728 minutes of other manufacturers. This allowed him to offer lower prices to customers. For the first time automobiles were within the reach of ordinary middle class people. In 1914 Ford

announced that he would pay workers \$5 a day (the industry average was \$2.34) and reduce the working day from nine to eight hours. This gave him a three-shift system, and kept the line running 24 hours a day. By 1908 Ford was _____. They wished to limit expansion and keep prices high: Ford's position was _____. After twelve years of negotiation and litigation Ford won the right to buy out all the minority shareholders. He paid \$ _____ for their shares. Now Ford controlled the entire company. He manufactured all the parts of his cars. He bought _____. Without having borrowed one cent, Ford was now operating in 33 countries.

Later years

Ford's total control of the company and belief in himself led him to ignore market trends. Competitors began to offer technological innovations and choices of colour (the Model T came in black only). Ford lost sales leadership. In 1927 he closed the plant for _____ months to retool and launched the Model A. It was a success, but did not repeat the dominance of the Model T. By 1936, Ford was _____ in the market.

In 19 _____ he retired. His grandson, Henry Ford II, took over the company. Ford died in 1947 at home in Michigan. His Ford stock went to the Ford Foundation. It had been set up in 19 _____ in order to ensure that the Ford family kept control of the company. It became the richest private foundation in the world.



Student B

Early years

Henry Ford was born in 1863 in _____, Michigan, one of eight brothers and sisters. His parents were Irish immigrant farmers. At the time of his birth, there were _____ states in the Union and Abraham Lincoln was the president of the USA. About _____ % of Americans lived in rural communities.

After leaving school he went to _____ to become _____. In Detroit he worked with the internal combustion engine for the first time. After _____ years he returned to his father's farm. He spent nine years working part-time for Westinghouse and working on private projects in his own machine shop on the farm. During this time he built a _____.

He moved back to Detroit in 1891, and in 1893 became _____ at the _____. In 1896 he built his first automobile: the Quadricycle.

In 1899 he formed the Detroit Automobile Company. However, he could not _____ and in 19 _____ he left. The company reorganised itself as the Cadillac Motor Car Company.

'I will build a car for the great multitudes'

In 1903 he formed the Ford Motor Company, which was an immediate success. His most famous automobile, the Model T, appeared in 1908. During its 19 years on the market 15.5 million were sold in the USA. In fact 50% of all the cars sold in the world were Model Ts.

By 1913 he had perfected _____. He could now build the chassis of a car in _____ minutes instead of the _____ minutes of other manufacturers. This allowed him to _____ to customers. For the first time automobiles were within the reach of ordinary middle class people. In 19 _____ Ford announced that he would pay workers \$ _____ a day

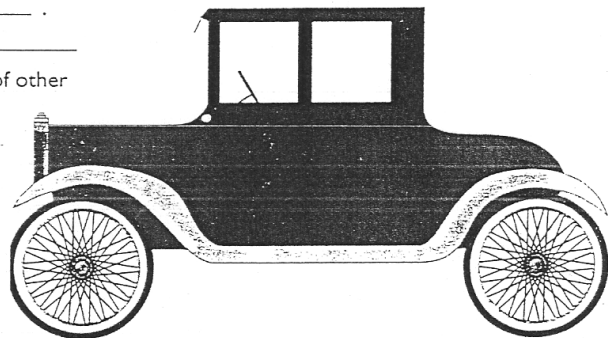
(the industry average was \$ _____) and reduce the working day from nine to _____ hours. This gave him a three-shift system, and kept the line running 24 hours a day.

By 1908 Ford was arguing with his partners again. They wished to _____: Ford's position was the exact opposite. After twelve years of negotiation and litigation Ford won the right to _____. He paid \$106,000,000 for their shares. Now Ford controlled the entire company. He manufactured all the parts of his cars. He bought coal mines, iron mines, steel mills, timberland, a railroad... Without having borrowed one cent, Ford was now operating in _____ countries.

Later years

Ford's total control of the company and belief in himself led him to ignore market trends. Competitors began to offer technological innovations and choices of colour (the Model T came in _____ only). Ford lost sales leadership. In 1927 he closed the plant for five months to retool and launched the _____. It was a success, but did not repeat the dominance of the Model T. By 1936, Ford was third in the market.

In 1945 he retired. His grandson, _____, took over the company. Ford died in 19 _____ at home in Michigan. His Ford stock went to the _____. It had been set up in 1936 in order to _____. It became the richest private foundation in the world.



The tense system

Continuous and Perfect aspect : There are two aspects in the tense system in English, continuous and perfect. Tenses have two elements of meaning, the *time of the verb action* and *aspect*. Aspect is *the way the speaker sees the verb action*.

Continuous aspect

- a. Anne sings well.
- b. Anne is singing well.

In both sentences the tense is present but the aspect is different. In a. Anne's ability as a singer is *permanent*, b. refers to a performance on a *particular occasion*.

Perfect aspect

- a. Peter lived in Rome for five years
- b. Peter has lived in Rome for five years

a. refers to a time in the past, *now finished*, b. refers to both past and present, and expresses an action which *began in the past and still continues*.

The present perfect is a very common tense, particularly in spoken English

Active and Passive.

English has active and passive voices.

- a. Maria speaks several languages
- b. English is spoken all over the world

In a. the agent, Maria, is the subject. In b. the agent is not given. When we don't know or don't care who did the action we use a passive form. Passive forms are especially frequent in scientific reports and official writing.

Complete the tense charts below, use the verb **work** for the active and **mend** for the passive in the third person singular. Many of the continuous forms are rarely used because they are so long.

| ACTIVE | Simple | Continuous |
|-----------------|---------------|------------|
| Present | He works | |
| Past | | |
| Future | | |
| Present perfect | | |
| Past perfect | | |
| Future perfect | | |

| PASSIVE | Simple | Continuous |
|-----------------|---------------|------------|
| Present | It is mended | |
| Past | | |
| Future | | |
| Present perfect | | |
| Past perfect | | |
| Future perfect | | |

Complete the following sentences:

Continuous tenses are formed with the auxiliary verb _____ + the _____ participle.

Perfect tenses are formed with the auxiliary verb _____ + the _____ participle.

Passive tenses are formed with the auxiliary verb _____ + the _____ participle.

Ooh la la what a lot of mistakes in this text, can you correct them?

My name is Pauline McNish and I come from Scotland. I born in Edimburgh, what is the capital city. I got one brother and one sister. When I was five years I went to the primary school and I've enjoyed it very much. When I was twelve I went to secondary school and at eighteen I go to live in Paris for six months, before university. I studied in Leeds in North of England and graduated with a degree in european languages in 1991. Then I came back in France and become a teacher. I love to be a teacher because I love the English language. I think it's very eazy and I never do mistakes and I'm enjoy working with people.
In future I would want to travel more because I'm very interesting for other cultures.

Answer the questions in this quiz and write the name of the tense used.

| | QUIZ | TENSE |
|----|--|-------|
| 1 | In which country did rugby originate? | |
| 2 | What do you say in Britain when someone sneezes? | |
| 3 | Which planet is named after the Roman god of war? | |
| 4 | What was Neil Armstrong doing when he said “ that's one small step for a man, one giant leap for mankind”? | |
| 5 | If you are buying things with pounds sterling, which country are you in? | |
| 6 | When did England last win the football world cup? | |
| 7 | Which U.S President was assassinated in 1865? | |
| 8 | If you are eating sushi what exactly are you eating? | |
| 9 | Where is maple syrup made? | |
| 10 | Which record album has sold more than any other? | |

In groups write a similar quiz for the other group, don't ask impossible questions like, "what's my Mum's birthday?" or "How many fish are in the sea?" or you will be penalized!!!

Emailing

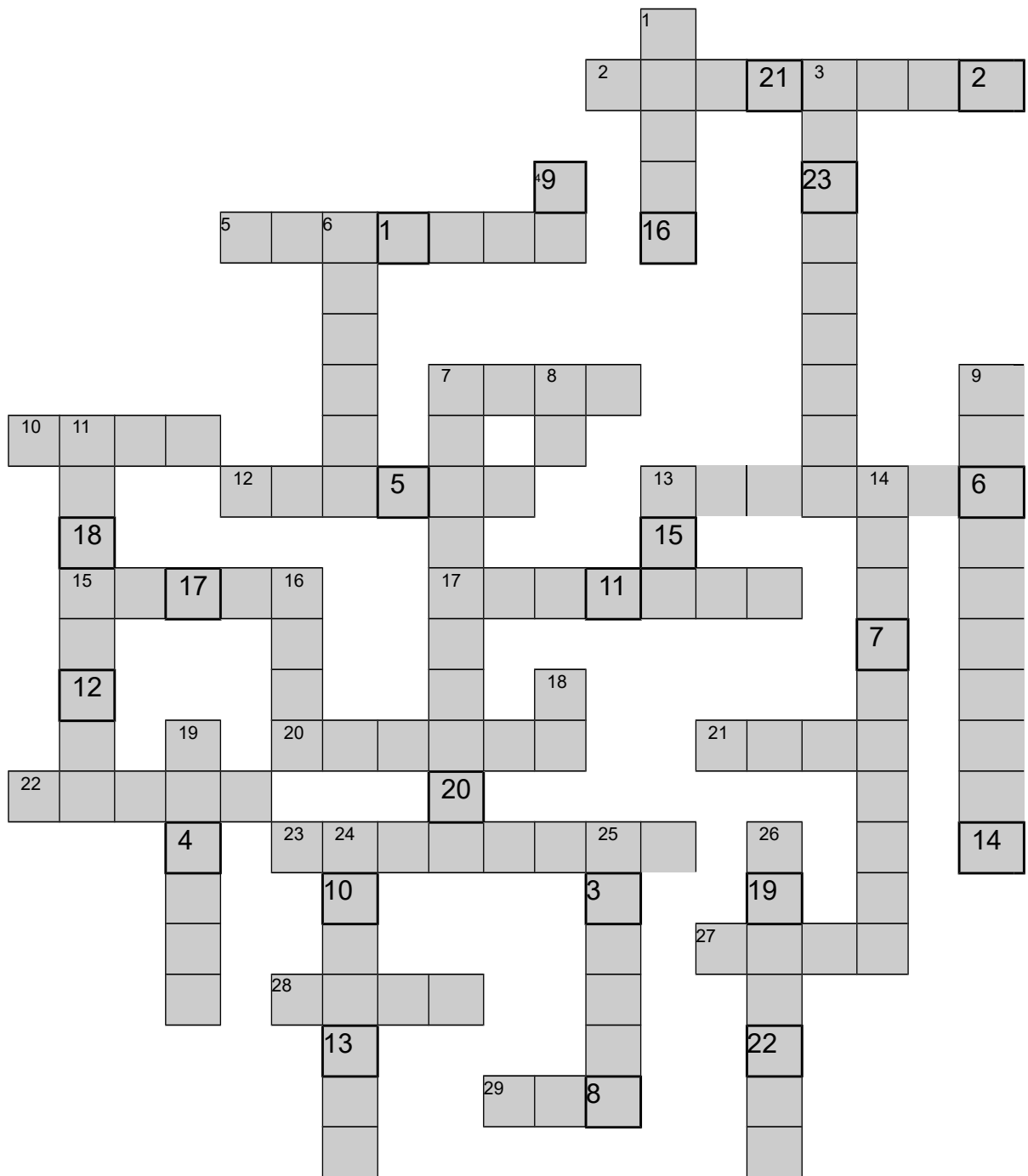
1. In groups, put the series of mails in the correct order. Do you notice anything about how the language changes?
2. Now test yourselfDo the crossword on the following pages.
3. In pairs or groups, write an email on the transparency provided asking a teacher for an appointment to discuss your internship. Be careful, you only have 3 minutes to write it! Then "send" it and answer the email you receive. Make sure that you make the situation as complicated as possible, but remember that you only have 3 minutes each time. The exchange will continue until your teacher tells you to stop. Then you will look at the exchanges and make comments and corrections.
4. Optional activity to be done in the lesson or before the next lesson.
In groups, send your teacher an email:
 - Making a request,
 - Apologizing for...
 - Asking a question
 - Giving an invitation
5. Listen to the report and answer the questions.
 - i. What are large firms doing now?
 - ii. How do employees react?
 - iii. What are the main reasons for doing it?

b) Listen to part of the report again and fill in the gaps.

Lost _____ isn't the main reason for _____
e-communication, but some _____ are worried that workers
_____ too much time using _____ as
_____. 90% of workers say they _____ personal emails
during the _____ day.

Test yourself

Use the clues (small numbers) to do the crossword



Across

2. A word meaning the latest date to finish something, like a report.
5. To make clear: *I'm writing to... the terms of the agreement.*
7. An abbreviated expression for *as fast as you can.*
10. Electronic junk mail.
12. To give somebody the most recent information: *Just writing to... you on the changes.*
13. You do this when you send an email you've received to a third person.
15. To make contact: *This is to... base before the conference.*
17. Anagram: MRINOCF
20. You do this when you want to remove a message from your inbox.
21. A way to start an email: ... *a quick note to say hi.*
22. Another word for *answer*: *Looking forward to your...*
23. Another word for *happy*: *We would be... if you could send us...*
27. Complete the phrase: *Sorry I can't... Thursday. How about Monday?*
28. The eleventh character in this email address: info@trans-com.at
29. The fifteenth character in the above address.

Down

1. An informal email salutation.
3. Another way to say *inform me* (3 words): *Please... if you need anything else.*
4. A preposition used to talk about deadlines: *I need the report... Monday.*
6. A polite way to say something unpleasant: *I'm... I haven't written the report yet.*
7. A document you send using email.
8. *We're having a few problems... the moment.*
9. The sixth character in this email address: carol_banks@gt.ch
11. You do this to an appointment when you move it to a later date.
13. You can write this in the subject line or at the beginning of an email to show you just want to give information and don't expect a reply.
14. A more formal word for *help*.
16. If you delay a project or a decision you put it on....
18. Two letters used to introduce the subject of an email.
19. The full form of pls.
24. A standard close to a more formal email.
25. Anagram: TUNRGE
26. A way to end an email when you want a reply: *Looking forward to... from you.*

Now fill in the letters (big numbers) from the puzzle to find a final tip for writing a good, accurate email.

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | ! | | |

A Gesture in Another Culture

"The way in which emotions are displayed in gesture can vary greatly from culture to culture. Even the most simplistic gesture can cause outrage if exhibited in the wrong setting. This quiz looks at the hows and whys. Good luck!"

1. Which physical gesture, commonly recognised in the western world as an affirmative, can be found vulgar and offensive in places such as Russia, the Middle East and even parts of Greece?
 - a. An open smile
 - b. A downward nod
 - c. The "thumbs-up"
 - d. Clapping your hands
2. Open displays of anger are becoming more and more common in many countries, even in Britain - a country known for its emotional restraint. Actions such as pointing aggressively, scrunching your face and raising your voice will make most people think you are angry. However, if you were to display these gestures in Kenya what are the locals most likely to think?
 - a. You are happy
 - b. You are mentally ill
 - c. You are greeting them
 - d. You are singing
3. When taking a picture you may see people motioning the "rabbit ears" sign behind another person's head. In countries such as Britain this is done in a harmless, playful manner. However, when done to a Brazilian man what are you seen to be suggesting?
 - a. That he is very physically unattractive
 - b. That he is balding
 - c. That he has an adulterous wife
 - d. That he is evil
4. What act, seen as homosexual in westernised countries, is a very common sign of friendship in India, Muslim countries and African countries?
 - a. Two men holding hands
 - b. Two women eating together
 - c. Two men kissing
 - d. Two men in a car with each other
5. Surely a nod is a universal sign for "yes"? No. In Greece only a downward nod means yes and an upward nod accompanied by a sucking or clicking sound means no. So careful when answering questions! What other gesture in Greece can be used to say "yes"?
 - a. Taking a bow
 - b. Tilting your head from side to side
 - c. Clapping frantically
 - d. Clenching your teeth and hissing
6. One thing which is shared by almost all cultures is the annoyance and inconvenience caused by camera happy tourists. However, some cultures react to different extremes. In rural Ghana, what was the reaction of the first locals who had their picture taken by explorers?

- a. Hatred - the Ghanaians are very conscious of their appearance
- b. Fear - the Ghanaians thought they were trying to steal their souls
- c. They would not be too fussed
- d. Shock - no Ghanaians will have ever seen a camera before

7. The "OK" sign made by forming a circle with your thumb and forefinger is generally used by Britons and Americans to tell each other that everything is fine. What less flattering symbol would a Kuwaiti take this gesture to be?

- a. A destructive black hole
- b. The evil eye
- c. Poverty in life
- d. Their emptiness in love

8. Giving gifts is a common sign of friendship, love and respect in just about all cultures. However, what the gift is can carry very different meanings. Which gift, which may be harmless in Britain, is a symbol of death in China?

- a. Clocks
- b. Pet cats
- c. Jewellery
- d. A silver trophy

9. You may have been told when you were younger that you shouldn't talk with your mouth full. Eating habits are viewed very differently by different cultures. At a British dinner table it would be seen as rude to slurp your food and drink. In which country is slurping a compliment?

- a. Japan
- b. America
- c. France
- d. South Africa

10. When both middle and index fingers are held up in the USA it is seen as representing "V for victory" regardless of whether your palm is facing towards or away from you. However, in the UK, what is the intention of a person doing "the V-sign" with the back of their hand pointing towards you?

- a. To propose to you
- b. To insult you
- c. To invite you for dinner
- d. To attempt to sleep with you

A variety of accents

1. The capital city of my _____ was specially designed and built with wide tree-lined _____, radiating out in all directions, er... from the city centre. They join concentric ring-roads, and are all pretty well identical. This is in Federal Territory, on the _____ of New South Wales and Victoria. The drawback is, that it's almost _____ to find your way around it, even when you've lived there for _____!
2. Well it's the capital city of the country. Now it's _____ really for er...well, I think it's famous for two _____. It's famous for the _____ that have come from there. People like er...George Bernard Shaw, Oscar Wilde, James Joyce. And it's also famous for, er... for a drink. A drink called _____. A wonderful drink. It's known locally as Liffey water, after the _____ that flows through the centre of the town, the river Liffey.
3. This...er city is a very _____ city. It's the capital city of our country, and it's very _____ with a lot of traffic. It has a big river running through it, which used to be used by quite big _____, although the docks aren't used very much now. A very good way to see the city is... er from a bus, because buses have er... two _____ and they're bright _____.
4. My capital is unusual because, although it's in a _____, it's considered a separate district, with its own laws and regulations. In the _____ of it there's a big house, where our country's leader lives. It has a west wing and an east wing, and parts of it are _____ to the public. There's also a house where _____ work, and where representatives work, and there's a five-sided building where _____ that's in power works.
5. I come from an _____ city, sometimes referred to as the _____ of the North. The main picturesque _____ street in the city centre is called Princes Street, and it's overlooked by the _____, built on a hill of volcanic _____.
6. Well, it lies on the south _____ of the country, on the banks of the river Taff. It's the capital city of course, and about _____ years ago, it used to be a very important port indeed, really, but since the traditional _____ of steel and coal have been in decline, well the old docks have gone a bit downhill as well. But...er... it's got a lot of _____, of course, it goes back to the days of Julius Caesar at least. It's got an old castle in the middle. And it's got a brand new _____ hall, which is very appropriate for the land of song, I think.

NON-VERBAL COMMUNICATION

It is said that over two-thirds of the effectiveness of communication is determined by non verbal signals. Body language can therefore frequently provide valuable insight into a person's feelings and attitudes. Gestures and facial expressions can communicate diverse emotions and attitudes. They are, however, often misleading due to the marked cultural differences in the use and interpretation of non-verbal cues.

Facial Expressions and Eye Contact

Between African, Arabian or Asian women and American women, there are many cultural variations, and the only behaviour with universal meaning seems to be the smile!

Cultural Similarities

Many Asians, Africans and Orientals will look down and avoid direct eye contact as a sign of respect, while for Europeans and North Americans lack of eye contact is often an indication of lack of attention, and could be regarded as impolite.

Personal Space

An individual's need for personal space varies from culture to culture. In the Middle East, people of the same sex stand much closer to each other than North Americans and Europeans, while people of the opposite sex stand much further apart. Japanese men stand four or five feet apart when having a discussion. Europeans and North Americans would probably regard having a conversation at this distance rather odd.

Touch

Touching is significantly influenced by someone's background and culture. Some cultures, such as Arabs, may touch once or not at all, while North Americans could touch each other between two and four times an hour. Brits, Northern Europeans and Asians touch far less, while in France and Italy people tend to touch far more frequently. It is obvious that touch is a sensitive issue and, to be on the safe side, avoid touching as far as possible.

Beckoning with the Fingers

Almost everywhere, beckoning with the upright forefinger is distinctly rude, as is the defiant gesture of raising of a digit finger from a clasped fist on an extended arm. In the UK two fingers with the palm towards yourself is rude (Does any one know why?) but two fingers with the palm towards someone else means victory (think Winston Churchill!)

Crossed Legs

When the foot on the upper crossed leg is pointed directly or bounced on the knee at people from the Middle East it can cause discomfort, perhaps even distaste, since it may symbolise, in body language terms, an accusing or threatening weapon. The solution is not to cross the legs when in such company and to take care in which direction the foot is pointed.

If you also keep your arms crossed over your chest and lean back in your chair besides just keeping your legs crossed, you could be demonstrating distaste or defensiveness.

Other Gestures

Gestures such as a clenched fist or pointing the index finger often reflect an aggressive or frustrated attitude.

Other gestures to avoid are 'thumbs up' and 'okay' signs. These have positive connotations in the UK and America, but in Iran and Spain the 'thumbs up' sign is considered obscene, while the 'okay' sign has a similar meaning in Greece, parts of Eastern Europe and Latin America. It could also mean 'worthless' or 'zero' in France.

Moving the head from side to side could indicate agreement in Asia, whereas elsewhere in the world a similar shaking of the head means the opposite.

Other Areas of Misunderstanding:

Apart from non-verbal communication, the lack of attention to time and timing, interpersonal relationships, dress, silence and the use of certain words and phrases are things which could cause problems.

Time

The inability of some cultures to keep to time is probably one of the most significant irritations in cross-cultural exchanges. Cultures that are less aware of exactness in time and timing, often cannot understand the preoccupation of Americans and others with time, and vice versa. South Americans and Africans may claim that the inability to be on time is only the unavoidable and unforeseen occurrence of other duties, such as those involving family, that draw them away from agreed meetings with Westerners. Even within Europe, timekeeping, generally speaking the further south you go the later people will be for appointments. 'Time' is therefore a major area of culture clash.

Interpersonal Relationships

Westerners are often hopelessly unaware of the personal relationships and general local under currents that dominate decision making in some countries and cultures. A good example would be Japan where hierarchy is important and it is considered bad form to send a more junior executive to negotiate with a more senior one.

Socialising with colleagues is very common in the UK but some cultures prefer to keep their working and social lives separate. The best advice is just to go with the flow, if you are invited for a drink or dinner with colleagues then go but don't be insulted if colleagues wait till they know you better to accept invitations from you.

Rudeness

Many Westerners will notice that some officials, such as traffic police or those at immigration or customs posts, appear rude in their demands: "Give passport now" and "I want documents" without the adoption of 'please' and 'thank you'. To many Westerners this is inexcusably rude and offence is taken. They therefore fail to recognise that the local may not have a command of English above that of functional necessity.

Swearing

Please note, Mrs McNish's mother hasn't sworn since the 1990s and even then it was at a faulty washing machine. She has never sworn at another human being! If you watch a lot of American TV you may imagine that people swear every couple of words but it is not true! Swearing with friends in the pub is one thing but swearing in a professional situation or in the classroom is not acceptable. Would you swear in French in a science class? Hopefully not! Remember that the weight of swearwords in another language is difficult to gauge, so just avoid them altogether.

Use of First Names

Most cultures will easily sense when personal relationships have developed to such a point that the use of first names may be adopted as natural and normal. Such a point may be reached earlier with the Americans, later with the French, and somewhere in between these two nationalities for Britons and other nationalities. Some cultures, though, seldom use first names, even amongst friends (e.g. Japanese), and it could be important to make sure of the customs related to the use of first names in advance.

Dress

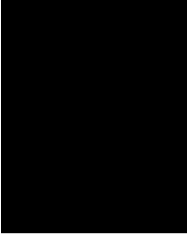
As a general rule a business visitor to a foreign country should dress well. Men should dress in a good suit and tie in most foreign countries. Businesswomen going to Islamic countries should take care to dress with slightly lower hemlines than in the West and with the shoulders and arms covered down to the wrist. Low cut tops and extremely revealing clothes should also be avoided if you want to be taken seriously.

Overt Emotions

Public loss of temper could, in many cases, end all further discussion or association. A person who has been seen to lose his temper will, in many countries, be regarded with suspicion. The whole process of developing trust will then have to start from the very beginning.

Most Westerners find silence embarrassing and will seek to fill a gap in conversation. Many cultures are wholly unembarrassed by silence and are content with being in another's company. Speech is not always essential on such occasions, and there can be long periods of silence, intermingled with periods of gossip and story telling. Many cultures are aware of, and are perhaps amused by, the stress that silence can cause Westerners, and it is not unknown for negotiators deliberately to create an embarrassing period of silence when bargaining perhaps to encourage a concession from the other side. The solution is to be ready to fall silent, and to remain silent.

INTERNATIONAL MARKETING BLUNDERS

| | |
|---|--|
|  | <p>When companies try to sell their products abroad they sometimes make mistakes in their translations of slogans or product names. These “Road kill” sweets were eventually banned in the US because of animal rights protesters who felt that animals flattened by car tyres were an assault on animal rights. In other countries people found them amusing! Here are some examples of other international marketing errors, where their brilliant marketing ideas were “lost in translation”!</p> |
|---|--|

1. When Parker Pen marketed a ballpoint pen in Mexico, its ads were supposed to have read, “It won’t leak in your pocket and embarrass you.” Instead, the company thought that the word “embarazar” (to impregnate) meant to embarrass, so the ad read: “It won’t leak in your pocket and make you pregnant”
2. In Spain, when Coors Brewing Company put its slogan, “Turn it loose” into Spanish; it was read as “Suffer from diarrhoea”.
3. When Braniff International Airways translated a slogan touting its upholstery, “Fly in leather”, it came out in Spanish as “Fly naked”.
4. When Pepsi started marketing its products in China a few years back, they translated their slogan, “Pepsi Brings You Back to Life” pretty literally. The slogan in Chinese really meant, “Pepsi Brings Your Ancestors Back from the Grave.”
5. Chicken magnate Frank Perdue’s line, “It takes a tough man to make a tender chicken,” sounds much more interesting in Spanish: “It takes a sexually stimulated man to make a chicken affectionate.”
6. Scandinavian vacuum manufacturer Electrolux used the following in an American campaign: “Nothing sucks like an Electrolux”.
7. A hair products company, Clairol, introduced the “Mist Stick”, a curling iron, into Germany only to find out that mist is slang for manure. Not too many people had use for the manure stick.
8. The American slogan for Salem cigarettes, “Salem-Feeling Free”, was translated into the Japanese market as “When smoking Salem, you will feel so refreshed that your mind seems to be free and empty.”
9. PepsiCola lost its dominant market share to Coke in South East Asia when Pepsi changed the colour of its vending machines and coolers from deep “Regal” blue to light “Ice” blue as Light blue is associated with death and mourning in SE Asia.
10. We can’t forget Chevrolet’s attempt to launch the Nova — Spanish translation, “Doesn’t Go” — in Mexico (turns out this one appears to be an urban legend and cannot be verified). Many sources on the internet allege this is untrue.
11. American Motors tried to market its new car, the Matador, based on the image of courage and strength. However, in Puerto Rico the name means "killer" and was not popular on the hazardous roads in the country.

GIFT GIVING IN AN INTERNATIONAL BUSINESS CONTEXT

In Great Britain and the United States, corporate gift giving is not a very popular 1/ _____; people can spend their entire working lives without ever receiving

a corporate gift. However, a gift is sometimes an integral part of the negotiation process when doing business 2/ _____. It is important to learn about the 3/ _____ of gift giving before sending or taking a gift to an international client or business partner or you may find that your gesture appears 4/ _____.

For example in China a desk clock 5/ _____ bad luck or death. It is also interesting to note that the receiver never opens a gift in front of the giver as this would signify that the content was more important than the act of giving. Waiting for the person to open the gift would show that you were not 6/ _____ with Chinese culture.

In France, don't give only something with your company logo, as they find 7/ _____ like this impersonal and in bad taste. Giving knives in Russia, Argentina or Italy could lead to problems in establishing a deal as this means cutting off the relationship! Giving flowers is another possible 8/ _____: in Britain, Australia and Canada, some people see white lilies as a symbol of death, while in Germany, yellow and white chrysanthemums could be seen this way.

Finally, if a Scot brings you a lump of coal as a new year present, don't think he's living up to his reputation as a miser! This gift is supposed to bring warmth and prosperity to the 9/ _____ for the year to come.

Complete the passage using the right words:

- household (noun)
- means (verb)
- misplaced (adjective)
- etiquette (noun)
- familiar (adjective)
- overseas (adverb)
- pitfall (noun)
- items (noun)
- custom (noun)

WHAT WENT WRONG?

Most managers agree that understanding cultural differences is essential when doing business abroad. The following case studies show what can happen when business people do not take into account the culture of the countries they are dealing with. You will be given one of the following case studies to explain and comment: in your opinion, what caused the misunderstanding?

| | |
|--|---|
| <p>1. Mr Byrd was a retired American diplomat hired by a well-known multinational company to become its “man in Riyadh”, Saudi Arabia. He went to the home of a Saudi, Mr Fouad, to try to persuade him to participate in a joint venture with his company. A middle man had introduced them. As this was the first meeting, the men's conversation began with small talk that made Mr Byrd a little impatient. Mr Fouad asked questions such as, “how was your trip”, “how is your family?”, “how is your father?” and Mr Byrd, familiar with these obligatory formalities answered “Fine”. “Oh my father is fine but getting a little deaf, I saw him at Christmas when we took him out of the nursing home for a few days”.</p> <p>From that point on everything froze up. Mr Byrd's mission was completely derailed. Mr Fouad remained gracious enough but was clearly no longer interested in doing business with Mr Byrd.</p> | <p>2. A businesswoman recently asked why a high-level delegation of Japanese clients had not approached the breakfast buffet table she had taken such pains to prepare.</p> <p>“I had laid out all the good china and silverware and even brought in Japanese green tea for them, the table was laden with goodies, they couldn't miss it, yet no one touched a thing”.</p> |
| <p>3. Jim Turner was attending a conference in Lyons. This was not his first trip and he was pleased to see that his French colleagues remembered him.</p> <p>One, evening they invited him out for dinner and started joking about the quality of the food, which surprised him because he thought the meal was excellent. He said so, expecting the discussion to continue.</p> <p>To his great discomfort, they then started making jokes about “Americans and food” then changed the subject. He felt somewhat excluded and didn't know what he had done wrong.</p> | <p>4. This incident was reported by a British management consultant based in Paris.</p> <p>“I had taken an American CEO of a New York based consulting company to a French consulting firm in Paris. The negotiations did not go well. He hadn't been in the boardroom for more than 15 minutes before he asked them what their company's annual earnings were. Without waiting for an answer, he suggested they give him an estimate of their firm's market value, as he was interested in making them an offer”.</p> |

TRAVEL SURVIVAL KIT

Travelling for work covers a wide variety of situations when you have to ask specific questions. Here are some of the most common ones. Look at the expressions for each situation, then carry out the instructions.

1. Giving directions.

- Can you tell me how to get to the airport ? *Take the M4 and turn off at the third junction onto the M5. Then go onto the slip road and stay in the right hand lane following the signs for the M1.*
- How do I get to the hire car office ? *Take the second exit off the next roundabout and follow that road for about 50 yards then turn right at the traffic lights.*
- How far is the supermarket ? *It's just down there on the right, opposite the station.*

Listening : Listen to this set of directions from Heathrow Airport (London) to another location and take notes. Then look at the map on the next page and use your notes to trace the journey on the map.

Now direct your partner from this building to another place on the map.

2. Car rental.

- I'd like a Mercedes/ an automatic car.
- Is it unlimited mileage.
- Does that include insurance ? Is there a collision damage waiver ?
- Can I drop the car off in another town ?
- What time do I have to return it ? With a full tank ?
- Here's my driving licence and passport.

- Role-play a conversation between a customer and a clerk in a car rental, student A is the customer and should look at page 65 and B is the rentals clerk and should look at page 66

3. Checking into a hotel.

- Good evening, my name'sYou should have a booking in my name.
- Here's the fax I sent in confirmation.
- I reserved a room with an *en suite* bathroom.
- Does that include breakfast ?
- I'd like to stay an extra night, would that be possible ?

Roleplay two conversations between a guest and a hotel receptionist. Student A turn to page 65 and student B to page 66.

4. Changing a flight reservation.

- Are there any seats available on the 08.30 flight ?
- What time is the connecting flight ?
- What time do I need to check in ?
- Where do I collect my ticket ?

Role-play a telephone conversation between a customer and a travel agent. Student A turn to page 66 and student B to page 67.

Information Gap Activities

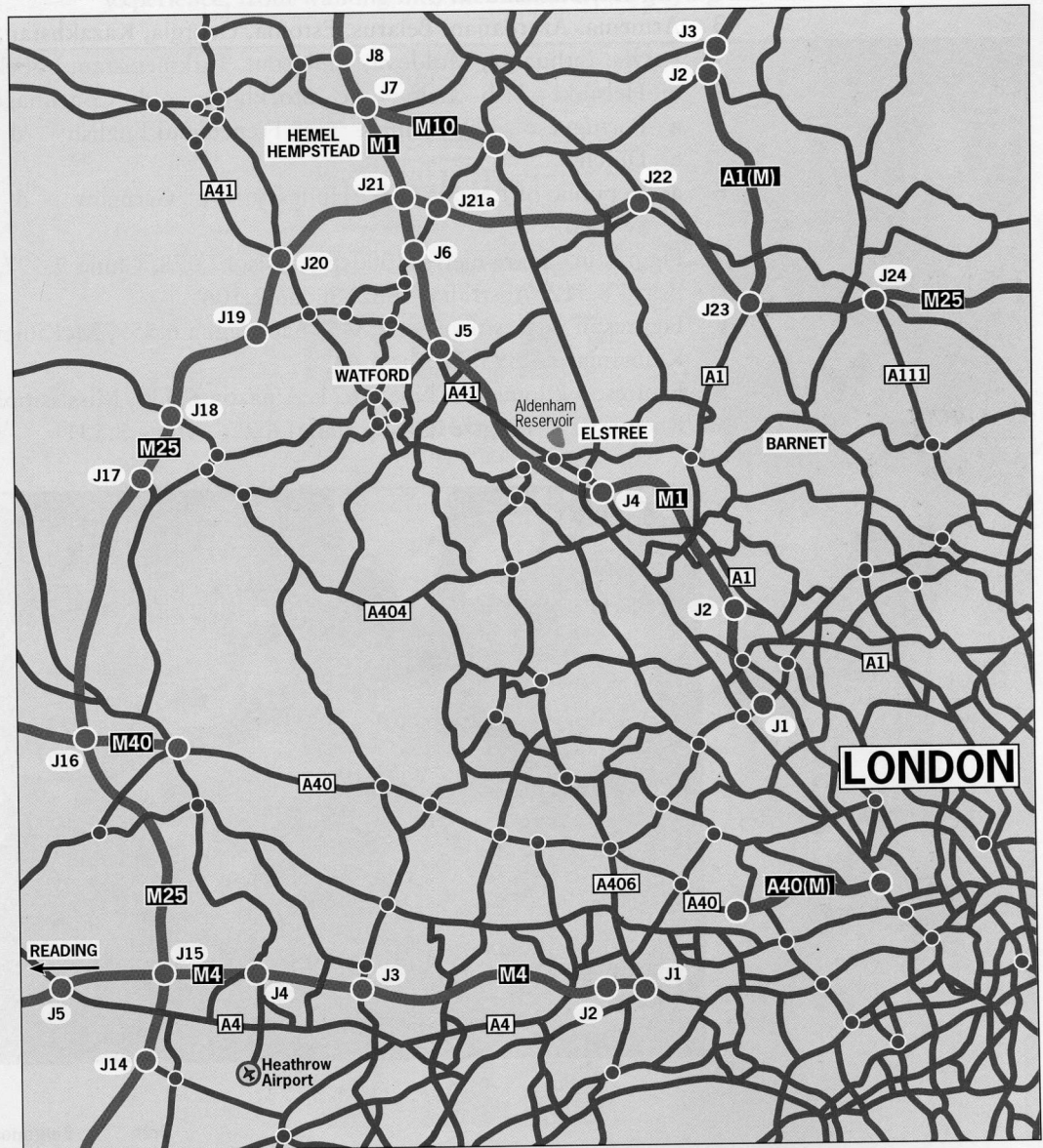
EXTRA INFORMATION

Unit 6 page 54

Travel survival kit exercise 1

Giving directions

Using your notes, trace the journey you have heard described. Now turn to page 150. Did you arrive at the correct destination?




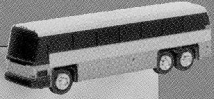



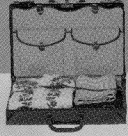




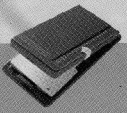


The worst trip ever ...

Play this game with a partner. The first person to complete the trip is the winner.

At the start you are on the plane to a foreign destination. You will be staying one night at the Continental Hotel. You have an important business meeting with a client, Mr Andersen, tomorrow morning at 9.00.

Toss a coin to move: heads move one square, tails move two. Follow the instructions on each square as you land on it, using the statements in the boxes as the basis for a short dialogue with your partner (who will act as air hostess / steward, taxi driver, hotel receptionist, etc.).

| | | | | | | | |
|--|---|---|---|---|---|--|------------------------|
| Finish | At the office. 10.15 am. Apologize for being late. | You take a taxi. The driver overcharges you. | You realize you didn't change the time on your watch. It's 9.30. Ring your client. | Next morning, ask for the bill. You've been charged for several extra phone calls. | You want to visit the town by night. Ask at reception for suggestions. | There are no drinks in the mini-bar in your room. Phone room service. | Check in at the hotel. |
| |  |  |  |  |  | You take the shuttle bus to the city centre. You can't find the hotel. Ask for directions. | |
| You've landed. The immigration officer asks for your visa. You don't have one. | The food arrives. It's not vegetarian as you requested. | There's a delay in take-off. Start talking to the person in the seat next to you. | Start | You've left a piece of hand luggage in the departure lounge. | The person sitting next to you on the plane won't stop talking. | There's some air turbulence. The air hostess pours wine over you. | |
| You're at the baggage reclaim. One of your cases has been severely torn. |  |  |  |  | | | |
| Call and take a taxi to your hotel |  |  |  |  | | | |
| At the hotel, the receptionist has no record of your reservation. | You realize you've left your briefcase in the taxi. Ask reception for help. | You have a bad headache and can't sleep because of the disco downstairs. | You gave the hotel laundry a silk shirt to be washed and ironed. It's ruined. | At breakfast, you want some more coffee and a newspaper. | You've lost the directions of how to get to the office. Phone the client's secretary. | At the office. 8.40 am. Introduce yourself at reception. | Finish |

Student A – Car Rental role-play

You are at Birmingham International Airport in Alabama. You wish to rent an automatic car for next Monday and Tuesday.

Student B works for the car rental company. Complete the form below, inventing any information you wish. Then make a rental agreement with student B, don't forget to ask about price, insurance and unlimited mileage.

Booking form

| | | | |
|-----------------------|--|-------------------|--|
| Country of residence: | | Car type: | |
| Pickup date: | | Mobile phone: | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Pickup time: | | Hand controls: | Right <input type="checkbox"/> Left <input type="checkbox"/> |
| Return date: | | Charge card type: | |
| Return time: | | Card number: | |
| Renting location: | | Expiry date: | |
| Return location: | | Customer name: | |

Student A – Checking in at a hotel

1. You are the receptionist at the Continental Hotel. Student B telephones you to make a reservation. Answer his/her questions using your imagination, and fill in the booking form below.

| | |
|---------------------|--|
| Name: | |
| Company: | |
| Type of room: | |
| Number of nights: | |
| Time of arrival: | |
| Credit card number: | |
| Expiry date: | |
| E-mail address: | |

2. You have just arrived at the hotel. It's late and you have an early start tomorrow. Check in, improvising around the information below.

| | |
|----------------------|--|
| Name: | Pat Wescott |
| Company: | Southern parts PLC |
| Type of room booked: | Single room for three nights (\$180 per night) |
| Booking made: | Via e-mail last night |
| Requirements: | Champagne in room tonight, early morning call tomorrow at 7.00 |

Student A – Changing a flight reservation.

You are a travel agent. The telephone rings. Deal with this client (student B) using the information below.

| Date | Departure | Arrival | Seats available | Price |
|-----------|-----------|---------|-----------------|-------|
| Tuesday | 09.30 | 11.00 | Economy: 22 | £360 |
| | | | Business: 3 | £890 |
| | 18.30 | 20.00 | Economy: 30 | £360 |
| | | | Business: 5 | £890 |
| Wednesday | 09.30 | 11.00 | Economy: 12 | £360 |
| | | | Business: 3 | £890 |
| | 18.30 | 20.00 | Economy: 0 | £360 |
| | | | Business: 10 | £890 |
| Thursday | 09.30 | 11.00 | Economy: 0 | £360 |
| | | | Business: 5 | £890 |

Student B – Car Rental role-plays

You work for the car rental company at Birmingham International airport in Alabama, USA. Student A wants to rent a car from you. The cost of the car student A requires is below, along with any other information that he/she will need.

| CHARGES BY DAY | |
|--------------------------------------|----------------|
| Rental charge: | \$53.99 |
| Mileage: | unlimited |
| Subtotal for two days: | \$107.98 |
| Tax: | 8% |
| Liability insurance: | \$8.95 |
| Loss Damage Waiver: | \$16.99 |
| Personal Property Insurance: | \$4.95 |
| CUSTOMER INFORMATION | |
| Emergency Breakdown number: | (205) 111 5981 |
| Code for car park barrier | 3817 |
| Ensure customer has keys | |
| Car to be returned with a full tank. | |

Student B– Hotel check-in.

1. You want to book a single room with en suite bathroom at the Continental Hotel for next Thursday and Friday nights. You will be arriving late Thursday evening from Heathrow airport. Call the hotel to find out about price, breakfast, and facilities. Make your reservation and ask for confirmation via e-mail.

Student A is the receptionist at the hotel.

| | |
|--------------|--|
| Name: | Garth Smythe |
| Company: | CIE cables |
| Credit card: | 5227-0986-4009-2006 valid until Jan 2015 |
| e-mail: | g.smythe@ciecables.co.uk |

2. You are a hotel receptionist. Student A has just arrived at reception. Check his/her name. You have no reservation in that person's name. The only room you have available is the executive suite (\$500 a night)

Student B - Changing a flight reservation

Your name is Andy Hughes. You are booked onto flight 127 from London to Rome on Tuesday. You have an appointment in London on Wednesday 3rd afternoon so you want to change your flight to Thursday. You must be in Rome by 10.00 for a meeting. Ring your travel agent (Student A) and change your booking.

THE EXPERTS

Aims : the aim is to produce a TV programme consisting of several interviews between journalists and experts on particular subjects which may or may not be related to your field of study.

Here are some examples but you can choose your own.

- **Stress at work**
- **Epidemics**
- **The environment**
- **Self medication**
- **A really cool new innovation**
- **UFOs**
- **Children and mobile phones**

Each interview should last maximum 5 minutes and minimum 3 minutes.