

UNIVERSIDAD PARA TODOS

CURSO DE INGLÉS 4

Introducción

Sobre el curso

Professionally Speaking in English / Speaking English Professionally es el nombre del cuarto curso de Inglés del programa televisivo Universidad para Todos. Este se ha diseñado para continuar perfeccionando las habilidades comunicativas en lengua inglesa desarrolladas en los cursos anteriores, con énfasis en la comprensión y producción de información oral y escrita que favorezca el desarrollo de estrategias para la comunicación cotidiana y en diferentes contextos profesionales.

En este tabloide se presenta una síntesis de las funciones comunicativas y contenidos lingüísticos más significativos para la vida social y la actividad profesional. Se han incluido un conjunto de diálogos, textos y ejercicios que permiten la adquisición de conocimientos, la práctica y la sistematización, para lograr mayor efectividad en la comunicación en inglés. De manera general, tanto la información teórica como la ejercitación se han preparado especialmente para este material, a partir de la consulta de diversos materiales sobre el tema, y teniendo en cuenta las necesidades comunicativas de los cubanos que hacen uso de la lengua inglesa para el desempeño de su labor profesional en diferentes contextos.

Sobre los contenidos

Los contenidos fundamentales del curso se han agrupado de la siguiente forma:

- Arriving at the Airport
- Staying at a Hotel

- Talking about Jobs
- Having an Appointment with a Doctor
- Socializing
- Negotiating a Deal
- Talking about Education
- Participating in a Conference
- Talking about Sports

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Section 1: Arriving at the airport

Jenny Smith and Bill Johnson have just landed in Havana. They will now go through immigration control and customs. Read the following conversations between Jenny, Bill and the Cuban immigration and customs officers at the airport.

Dialogue 1: Jenny goes through passport control.

Immigration Officer: Good evening. Welcome to Havana!

Jenny: Good evening.

Immigration Officer: May I see your passport and landing card, please?

Jenny: Sure. Here you are.

Immigration Officer: Thanks. Can you look at the camera for a few seconds?

Jenny: Of course.

Immigration Officer: That's ok. Which flight did you arrive on?

Jenny: I came on Air France flight 474, from Paris.

Immigration Officer: How long are you planning to stay in Cuba?

Jenny: Just a week. I will fly back to Europe next Sunday on Air France as well. I will make a connection to Liverpool in Paris.

Immigration Officer: Where will you be staying in Havana?

Jenny: At the National Hotel. I am sorry I don't have the exact address.

Immigration Officer: No problem. What's the purpose of your visit?

Jenny: I am a University Professor in the U.K., and I will be attending an International Congress on Higher Education here.

Immigration Officer: Thanks. Enjoy your visit.

Dialogue 2: Bill goes through passport control. What questions did the immigration officer ask?

Immigration Officer: Welcome. _____?

Bill: I was on Air Canada flight 982.

Immigration Officer: _____?

Bill: I came from Toronto.

Immigration Officer: _____?

Bill: Certainly. Here you are. I am not sure I filled out the landing card correctly.

Immigration Officer: Let me check. You did not write your address in Cuba.
_____?

Bill: Oh, I'm sorry. I'll be staying at the Melia Cohiba Hotel. I understand it's just on the water front.

Immigration Officer: _____?

Bill: Sure I can.

Immigration Officer: _____?

Bill: Just ten days. I wish I could stay longer, but I have to work in Canada.

Immigration Officer: _____?

Bill: I am coming to sign a trade agreement with the Cuban Ministry of Foreign Trade.

Immigration Officer: Have a nice stay in Cuba.

Bill: Thanks.

Dialogue 3: Jenny has been waiting to pick up her luggage from the conveyor. All of the suitcases have already come out, but hers does not seem to have arrived on the plane. She asks an assistant at the Lost and Found office.

Assistant: Can I help you, Madam?

Jenny: I hope you can. I am afraid my suitcase did not come on the plane.

Assistant: Have you checked around the hall? It may have been removed from the conveyor by other passengers by mistake.

Jenny: I have checked everywhere but I haven't found it. I had a very tight connection in Paris. They may not have been able to put it on my plane to Havana.

Assistant: Were you on flight 474 from Paris?

Jenny: Yes, I was.

Assistant: Ok, I will fill out a lost baggage claim for you. Can I have your passport and baggage tag, please?

Jenny: Certainly.

Assistant: Where were you connecting from in Paris? Liverpool?

Jenny: That's right. I landed in Paris just 45 minutes before my departure to Havana. I barely had time to change terminals there.

Assistant: I will need to know color, size and shape of your suitcase. Does it look similar to any of these? (The assistant shows pictures of suitcases and bags with different shapes to Jenny).

Jenny: It's just like this one. It's dark blue and has my name on it.

Assistant: Ok, this is your claim number: AF 2897332. You can call us at this number to find out.

Jenny: When do you think it will arrive?

Assistant: The next flight from Paris will arrive tomorrow at 5.45 pm. Your suitcase is very likely to arrive on that flight.

Jenny: Will you send it to my hotel? I will be staying at the National Hotel.

Assistant: We certainly will, but it may help if we know your room number.

Jenny: I will call tomorrow after 5.45 and will let you know my room number. Thanks for your help. You've been very kind.

Assistant: You're welcome.

Exercise 1: Make up Jenny's telephone conversation with another Lost and Found assistant the day after she made the claim. Remember that Jenny wants to know if her suitcase has

arrived. The assistant will need to know her claim number as well as her room number at the hotel.

Assistant: Lost and Found office.

Jenny: My name is Jenny Smith and I am calling to find out if my suitcase has arrived from Paris.

Assistant: _____ ...

Dialogue 4: Bill is approached by a customs officer as he walks to the exit door at the airport.

Customs officer: Excuse me, Sir. Can I see your customs declaration?

Bill: Here it is. I just need to sign it.

Customs officer: Anything to declare? Are you bringing fruits or seeds of any sort?

Bill: No, I am not.

Customs officer: Any electrical appliances that you intend to leave in Cuba?

Bill: No, I just have my laptop and I will bring it back to Canada when I leave.

Customs officer: Thank you, Sir. Have a nice stay in Cuba.

Exercise 2: Go over the previous dialogues and translate the following into English.

- a) ¿Cuánto tiempo piensa quedarse en Cuba?
- b) Yo me llevo mi computadora portátil de regreso a Canadá.
- c) ¿En qué vuelo usted llegó?
- d) Tuve una conexión muy apretada en París.

- e) ¿Dónde se va a quedar en La Habana?
- f) Yo llamaré mañana después de las 7 de la noche para averiguar si llegó mi maleta.
- g) ¿Usted puede mirar a la cámara, por favor?
- h) ¿De dónde usted venía cuando hizo la conexión en París?
- i) ¿Puedo ver su pasaporte?
- j) Mi maleta es como esta. Es negra y tiene mi nombre.

Section 2: Staying at a Hotel

Dialogue 5: Bill Johnson is checking in at the Melia Cohiba Hotel.

- Receptionist: Can I help you?
- Bill: Yes, I have a reservation.
- Receptionist: What's your last name, please?
- Bill: Johnson.
- Receptionist: Oh yes, Mr. Johnson, a double room, for you and your wife.
- Bill: No, I'm travelling alone. I booked a single room.
- Receptionist: Oh, just a minute. What's your first name?
- Bill: William. My name is William Johnson.
- Receptionist: Yes, you're right. I am sorry. A single room for ten nights. Would you fill out this form, please?
- Bill: Of course.
- Receptionist: How would you like to pay, Mr. Johnson?
- Bill: Can I pay by credit card? Do you accept VISA here?
- Receptionist: We certainly do, Mr. Johnson.
- Bill: Perfect.

Receptionist: This is your room number and here's your key. The elevators are at the end of that hall. Welcome to our hotel.

Bill: Thanks.

Exercise 3: Jenny Smith arrives at the National Hotel. She walks to the reception to check in.

Complete the dialogue using expressions you've already seen in Bill's conversation with the receptionist, as well as information you already know about Jenny.

Receptionist: _____.

Jenny: I would like to check in.

Receptionist: _____.

Jenny: Jenny Smith.

Receptionist: _____.

Jenny: Yes, a single room.

Receptionist: _____.

Jenny: Just _____ nights.

Receptionist: Can you fill out this form, please?

Jenny: Just a minute, I need my glasses.

Receptionist: _____.

Jenny: _____ credit card?

Receptionist: What kind of credit card do you have, Ms. Smith?

Jenny: VISA. Is that ok?

Receptionist: Yes. Here's _____, Ms. Smith. Have a nice stay.

Jenny: _____.

Dialogue 6: Bill dials 9 to call the receptionist. He needs to ask her some questions.

Receptionist: Reception desk. This is Maggie speaking. Can I help you?

Bill: Yes, this is Bill Johnson in room 734. I would like to know if it's possible to make long distance calls from my room.

Receptionist: Yes, it is, Mr. Johnson. You just need to dial 0 and the operator will tell you how to do it.

Bill: Thanks. I would also like to know how late the restaurant is open tonight. I am afraid I will not be back at the hotel before ten o'clock.

Receptionist: That's not a problem, Mr. Johnson. The restaurant on the second floor is open till midnight.

Bill: That's great. And just one more question. I am expecting a package with an envelope. Can you please check if it has arrived yet?

Receptionist: Just a minute, Mr. Johnson. Yes. It has just arrived. Would you like to have it sent to your room now?

Bill: No, thanks. I'm coming down in ten minutes. I will pick it up then.

Receptionist: As you wish, Mr. Johnson.

Bill: Thanks.

Close Up 1: In Bill's telephone conversation with the receptionist there are several instances of included questions. These are questions which are included in statements or other questions, as in the examples below:

- a) I would like to know if it's possible to make long distance calls from my room.
- b) I would also like to know how late the restaurant is open tonight.
- c) Can you please check if it has arrived yet?

If these questions were asked directly, they would be like this:

- a) Is it possible to make long distance calls from my room?

- b) How late is the restaurant open?
- c) Has it arrived yet?

Included questions are very common when the person who is speaking is making polite requests or simply asking for information in a very polite way. Therefore, they are very frequently used in conversations between hotel staff and guests. Note that word order changes when you include a question: Is it possible to make...? / Could you tell me if it is possible to make....? The order in the included question is just the same as the order in statements.

Exercise 4: Include the following questions in statements or other questions to make polite requests:

- a) Is wireless internet available at the hotel?
- b) What time do the stores open?
- c) Is breakfast included?
- d) How much is a single room?
- e) Where is the swimming pool?
- f) Can I book a room two months in advance?
- g) Is it possible to rent a meeting room here?
- h) Is the restaurant still open?
- i) Is there a doctor in the hotel?
- j) Is there room service in this hotel?
- k) Is it possible to pay by credit card?
- l) Do you take VISA here?

Dialogue 7: The operator at the Sun and Sand Hotel answers the phone.

Operator: Sun and Sand Hotel. Good morning. Can I help you?

Mr. Clark: Yes, I'd like to book a room for next week.

Operator: Hold the line, please. I'll put you through to Advance Reservations.

Clerk: Advance Reservations. What can I do for you?

Mr. Clark: I'd like to book a twin-bedded room from the afternoon of February 17th to the morning of the 21st.

Clerk: Yes, we have a twin-bedded room available for those dates. The rate is 85 pesos per night, including breakfast.

Mr. Clark: That will be fine.

Clerk: Could I have your name and address, please?

Mr. Clark: Clark. Stephen Clark.

Clerk: Can you spell you first name, please?

Mr. Clark: S T E P H E N, Stephen. I live at 92 Government Street, Victoria, British Columbia, Canada.

Clerk: Good. And your telephone number?

Mr. Clark: 406 299 0783.

Clerk: Would you like us to send you your reservation card confirming your booking by email?

Mr. Clark: Certainly, my email address is stepclarkjr@hotmail.com

Clerk: We will do so immediately, Mr. Clark. We look forward to your visit.

Mr. Clark: Thank you. Goodbye.

Close Up 2: Notice that hotel staff should be very polite when addressing guests and potential guests who call to make reservations. Most guests rate hotels not just on the basis of the services they offer, but mainly by the professionalism of receptionists, telephone operators, waiters and waitresses, chambermaids, and other hotel staff members. Politeness and

resourcefulness are key factors adding to the professional competence of hotel staff. The following expressions are very polite ways of addressing hotel guests:

- Can I help you?
- Could I have your name and address, please?
- Can you spell your first name, please?
- Would you like us to send you your reservation card?
- We look forward to your visit.
- How would you like to pay?

Dialogue 8: Clayton Stewart is in Mexico City tonight. He just checked in at a hotel near the Airport. He is on his way to Cuba coming from Australia. He's flying with Mexicana to Havana at noon tomorrow. Read the following telephone conversation between Mr. Stewart and the receptionist.

Receptionist: Reception desk. Can I help you?

Mr. Stewart: This is Clayton Stewart in room 122. I checked in about ten minutes ago.
I am calling to complain about my room.

Receptionist: What's the matter, Mr. Stewart?

Mr. Stewart: My bathroom is in a terrible condition and my room looks as if it hasn't been cleaned for a while.

Receptionist: Oh, I am so sorry, Mr. Stewart. I'll call housekeeping and we'll send someone over to make your room immediately.

Mr. Stewart: But, that's not all. There's no soap, towel or toilet paper.

Receptionist: I apologize for this, Mr. Stewart. It won't take more than 20 minutes to fix all that. Can you wait? We can just give you another room right away if you like.

Mr. Stewart: I'd rather wait. I've already unpacked a few things. But make sure my room is made as soon as possible, please.

I've been travelling for more than 24 hours.

Receptionist: I will, Sir. Sorry for the inconveniences again.

Exercise 5: Here are some other possible complaints from guests at a hotel. Practice using this information in dialogues between guests and hotel managers, receptionists, chambermaids and other hotel staff. Don't forget that the person handling the complaint should apologize and be very polite, and should try to solve the problem immediately.

- a) The towels in my room are wet.
- b) The toilet does not flush.
- c) The sheets are dirty.
- d) The air conditioner does not work.
- e) There is too much noise in the hall.
- f) My TV remote control doesn't work.
- g) The wireless internet connection is down.
- h) There's water leaking from the ceiling.
- i) It's awfully cold in my room and I can't find a blanket here.
- j) I can't stand the bad smell in my room.
- k) I have been calling room service for half an hour and no one picks up the phone.
- l) There is no hot water in the shower.
- m) The sheets in my room have not been changed.

Exercise 6: This is the letter of complaint Mr. Stewart wrote to the hotel manager. Fill in the blank spaces.

Dear Sir,

I must _____ in writing about the services at the hotel. This was my _____ visit to your hotel, but I'm _____ it will be the last one.

There were a number of things wrong. First, the _____ I arrived, the room _____ not been _____. I called the receptionist, and she _____ to send someone to _____ the problem immediately, but I had to _____ for two hours till someone showed up.

The _____ morning when I went down for breakfast, the _____ at the restaurant was slow. The coffee was _____ and the orange juice was _____.

In general, the standard of service in the hotel was very _____. I do not usually complain, but I _____ you would be _____ in my comments.

_____,

Clayton Stewart

Perth, Australia

Section 3: Talking about Jobs

Jenny is telling a colleague, who is also a delegate to the conference, how she found the grants to participate in the congress. This is the letter she wrote:

Letter of application

Jenny Smith
London Metropolitan University
236-250 Holloway Road
London N7 6PP, United Kingdom

September 5th, 2009

Ms. Merle Grant
The British Council
10 Spring Gardens, London SW1 2BN
United Kingdom

Dear Ms. Grant:

I would like to apply for funds to cover the cost of my trip to the Universidad 2010 Congress to be held in Havana from February 5 to 12. I have received confirmation from the Congress Secretariat that the paper I submitted has been accepted. Unfortunately, this is an out-of-budget trip and my department is not in a capacity to assist me in facing related expenses.

I have a B.A. in English Studies from the University of Nottingham and since my graduation in 2004, I have worked at London Metropolitan University. For the last two years, I have coordinated the student exchange between my institution and the University of Havana, Cuba. I am currently finishing my MSc in Social Communication and the paper submitted to the Havana conference will be the first major publication about my research work.

I am enclosing my CV and two letters of reference, one from the head of my research group and one from a colleague abroad.

I am required to confirm my participation to the Congress Secretariat before November 30th, and therefore look forward to hearing from you soon.

Sincerely yours,
Jenny Smith

Enc.: 2

Close Up 3: Writing a letter of application or covering letter

Content

The reader of your letter does not want to waste time on unnecessary details. You should therefore design your letter to be easy to read. It should be short, concise and relevant. It should not be too formal or complicated. Your letter should:

1. state what you are applying for.
2. say where you learned about it.
3. say why you want or need it
4. request an interview

If you are applying for a job, your letter should:

- confirm that you are applying for the job
- say where you learned about the job
- say why you want the job
- say why you would be a benefit to the company
- request an interview

Format

1. Your address - telephone - fax - email

Put your address and telephone number, fax and/or email address at the top in the center or on the right.

2. Date
3. Destination name and address

This is the name of the person to whom you are writing, his/her job title, the company name and address. This should be the same as on the envelope.

4. Reference

Any reference number or code given by the employer in their advertisement or previous letter.

5. Salutation (Dear . . .)

A letter in English always begins with "Dear...", even if you do not know the person.

6. Subject

The subject of your letter, which for a job application is normally the Job Title (for example "Sales Manager").

7. Body

The letter itself, in 3 to 6 paragraphs

8. Ending (Yours . . .)

Yours sincerely, Yours faithfully, Yours truly

9. Your signature

10. Your name

Your first name and surname, for example: Mary Smith, James Kennedy

11. (Your title)

If you are using company headed paper, write your Job Title here. If you are using personal paper, write nothing here.

12. Enclosures

Indicate that one or more documents are enclosed by writing "Enc: 2" for two documents, for example.

In the English-speaking world, an employer would usually prefer to receive a letter of application that is word-processed (that is, produced on a computer and printed). A hand-written letter could be considered unprofessional.

Reading 1: Jenny Smith has received an email from a colleague in the United Kingdom.

Dear Jenny,

I am sorry to bother you while you're in Cuba, but I believe this is an urgent matter. Professor Lewis just called asking to talk to you. I told him you were away at a Conference in Cuba. He said it was about the teaching job you said you wanted to apply for. The deadline to submit your CV is next Friday. What should I tell him? Will you contact him or the employers directly? I can help you with the cover letter if you like.

Regards

Christine

Close Up 4: Writing a resume or a CV

When you apply for a job or for an academic scholarship you are very frequently asked to submit a resume or a CV (curriculum vitae). Find below some useful tips to writing a good resume and a CV.

Your CV and letter are usually the first impression that an employer has of you. And because an employer may have hundreds of job applications to consider, you have about 15 seconds to make sure that first impression is a good one.

Why is a good CV important?

Your CV's job is to get you an interview. To do this, it must:

- attract
- inform

- persuade
- sell

A good CV is one of your most important tools in the search for employment.

What a CV or resume is not.

A CV is not your life story or autobiography.

A CV is not a catalogue of your personal opinions.

A CV is not a list of problems with past employers.

What a CV or resume is.

A CV is short.

A CV is seductive.

A CV is an important document.

A CV answers the question "Why?"

A CV is interesting and easy to read.

A CV is a list of benefits for the employer.

A CV is as much about the employer as about you.

Why you need a good covering letter.

Before looking at your CV, an employer usually reads your covering letter. If it is badly-written, or untidy, or difficult to read, your CV will probably go into the nearest bin. If it is well-written, attractive, easy-to-read and persuasive, the employer will turn to your CV.

Close Up 5: Your CV or Resume

Your CV must get you an interview. CV stands for the Latin words Curriculum Vitae, which mean: the course of one's life. A CV is also called a résumé, resumé or resume (especially in American English). Your CV is a summary of your professional/academic life until now, and it usually concentrates on your personal details, education and work experience.

Your CV's job is very simple: to get you a job interview.

To do this, your CV must be clear, well-organised, easy to read, concise, and relevant to the job offered.

Content

You should include everything that is relevant to your employment or career and nothing that is irrelevant. There are usually 5 general headings of information to include:

Personal details: name, address, email and telephone number (and sometimes nationality, age/date of birth and marital status)

Objective: a headline that summarizes the job opportunity you are seeking

Work experience: your previous employment in reverse chronological order - with most detail for your present or most recent job

Education: details of secondary and university education - including the establishments and qualifications

Personal interests: demonstrating that you are a balanced, responsible member of society with an interesting life outside work

Sometimes, you may need to give additional information for a particular job or because you have special qualifications.

Format

Your CV should be word-processed, for several reasons. Firstly, in the English-speaking world a hand-written CV would be considered unprofessional. Secondly, many recruitment agencies and some employers like to electronically scan CVs. Thirdly, it will be much easier for you to update and modify your CV to target it to a specific employer.

How many pages?

It is usually best to limit your CV to a maximum of 2 pages. You can usually put everything you need to get an interview on 1 or 2 pages. If you put more than this, the employer has too much to read. In addition, if you put everything in the CV, you will have nothing new to say at the interview.

DO NOT USE ALL CAPITALS LIKE THIS! CAPITALS ARE VERY DIFFICULT TO READ AND MAY BE CONSIDERED IMPOLITE IN THE ENGLISH-SPEAKING WORLD.

Simplicity and clarity

If you want people to read your CV, your language must be simple and clear:

Use short words and short sentences.

Do not use technical vocabulary, unless you are sure that the reader will understand it.

Talk about concrete facts ("I increased sales by 50 %"), not abstract ideas ("I was responsible for a considerable improvement in our market position").

Use verbs in the active voice ("I organized this exhibition"), not passive voice ("This exhibition was organized by me").

Power words

The most powerful words are verbs. And the most powerful verbs are action verbs. (Action verbs describe dynamic activity, not state).

So you should use plenty of action verbs matched to your skills, and use them in the active form, not the passive form. Which of these two sentences do you think is the more powerful?

Active form: I increased sales by 100%.

Passive form: Sales were increased by 100%.

Here is a list of typical action verbs categorized by skills:

Communication skills: address, arbitrate, correspond, draft, edit, lecture, mediate, motivate, negotiate, persuade, present, publicize, reconcile, speak, write.

Management skills: assign, attain, chair, co- ordinate, delegate, direct, execute, organize, oversee, plan, recommend, review, strengthen, supervise, train.

Research skills: collect, critique, define, detect, diagnose, evaluate, examine, explore, extract, identify, inspect, interpret, investigate, summarize, survey.

Technical skills: assemble, build, calculate, devise, engineer, fabricate, maintain, operate, overhaul, program, remodel, repair, solve, upgrade.

Creative skills: conceptualize, create, design, fashion, form, illustrate, institute, integrate, invent, originate, perform, revitalize, shape.

Financial skills: administer, allocate, analyze, appraise, audit, balance, budget, calculate, control, compute, develop, forecast, project.

Sales skills: sell, convert, close, deal, persuade, highlight, satisfy, win over, sign.

Teaching skills: advise, clarify, coach, elicit, enable, encourage, explain, facilitate, guide, inform, instruct, persuade, stimulate, train,

Generally, there are two kinds of CV: Chronological and Functional

When you send your CV to apply for a position, you should also include a short letter. This letter is called a covering letter or cover letter. A covering letter sent with a CV/resume is known as a letter of application (for more details see Close up 3).

Chronological CV

Diana Delmar Torres

Facultad de Química, Universidad de la Habana

calle Zapata, esquina G, Plaza de la Revolución,

Ciudad de la Habana, 10400,Cuba

phone: (537) 878 1263, fax: (537) 833 3502

email: ddt@fq.uh.cu

Education

2003- present Doctoral candidate in Molecular Design and Bioinformatics, School of Chemistry, University of Havana (degree expected summer of 2006)

2001 B.Sc., Chemistry, School of Chemistry, University of Havana. (GPA 4, 97)

Research Experience

2003 - present Research assistant: Computational Chemistry, with Dr. Juan Pérez Pérez

1999 - 2001 Field assistant: Aromatic Organic Compounds, with Dr. Albert Keelju.

Teaching Experience

2001 - 2003 Instructor, Introduction to Protein Computational Simulation, School of Physics, University of Havana.

1999 - 2001 Teaching assistant, Introduction to Theoretical and Computational Chemistry, School of Chemistry, University of Havana.

Conference Presentations

Multiple Minima Hypersurface (MMH) Model of NO-Aminoacids Interaction, French-Cuban Symposium on Bioinformatics, Higher Institute of Nuclear Science and Technology, January 2003, Havana.

The contamination of air and water in educational facilities of Havana, Student Researchers Forum, School of Chemistry, University of Havana, April 1999, Cuba.

Honors and Awards

2001 Most Outstanding Teaching Assistant, School of Chemistry, University of Havana.

1999 Most Relevant Research Paper Published by a Student, Cuban Academy of Sciences.

Languages spoken: Spanish (mother tongue), English

Other skills: IT (internet navigation, office applications, multimedia authoring systems, programming) advanced user.

Functional CV

Claudia Vigil Marrero

Apartado postal 0123, Habana 10600

Cell phone: 052345678

Objective: Position as professional event organizer

Skills

Organizational and communication

- Planning, execution and evaluation of trade fairs and professional development events (location, equipment, catering, travel and accommodation arrangements).
- Writing event-related communications (call for presentation, advertising, media releases).
- Reporting to organizing parties on successes, learning acquired and recommendations for future events.

Technical

- Installation of AV aids, hardware and software.
- Diagnose and troubleshooting of software problems.

Financial

- Research and budget for costs of events.
- Preparation and management of contracts and payment for services (e.g. facilities, catering, equipment, staff.)

Other: driving, fluent in English, French and Portuguese.

Professional Accomplishments

Management

- Member of the Organizing Committee of Feria Internacional de La Habana (2006)
- Coordinated and supervised setting up and running of 5 pavilions of European Community countries during Feria Internacional de La Habana (2004, 2005)
- Coordinated and supervised conference facilities of 4 major international events (Pedagogia 2003, Expolingua 2003, Universidad 2004, and FITRANS 2004).

Writing/editing

- Served as production editor for quarterly telecommunications newsletter (2008-present).
- Rated “Outstanding” three consecutive years for press releases and advertising (2004-2006).

Employment history

Media Liaison, Departamento de Relaciones Públicas, ETECSA, Ministerio de la Informática y las comunicaciones (2007 to present)

Conference Organizer, Recinto Ferial EXPOCUBA, Consejo de Estado (2002-2006)

Instructor – Reading and writing skills, Instituto Superior Pedagógico de Pinar del Rio (1997-2002)

Education

MA in Social Communication, Facultad de Comunicación Social, Universidad de La Habana (degree expected July 2011)

BA in Education – English Language, Instituto Superior Pedagógico de Pinar del Rio (May 1997)

Close up 6: Biodata

1. John Grisham, a graduate student of Mississippi State University and Ole Miss Law School, recently gave up his law practice to write full-time. He is the best-selling author of *A Time to Kill* and *The Firm*, both available from Dell. He lives with his wife and their two children on a farm in Oxford, Mississippi.

Exercise 7: Some people talk about their jobs. Can you identify what they do?

- a) I work in an emergency room twelve hours every other day. I take care of patients who are in a critical condition. I follow the doctor’s instructions and do my best to help my patients get better. I am a/an _____.

- b) I don't like my job very much, mainly because I have to work at night and I am all by myself at work. I must watch around the building and should keep people away from it. My job is boring and tiring, but the pay is good. I am a/an _____.
- c) What I like most about my job is that people recognize me everywhere I go. I never thought I would be so popular when my first film came out and became a box-office hit. I am a/an _____.
- d) The restaurant I work at is one of the most popular ones in China Town. I enjoy suggesting different dishes to my customers. I am a/an _____.
- e) I sit in front of the steering wheel all day to take people where they want to go. I must know the city very well to do my job. I am a/an _____.
- f) I operate a switchboard from eight to four. I must remember all extension numbers to put people through when they call. I am/an _____.
- g) Designing buildings is a real work of art, that's why I like my job so much. It's the perfect combination of technology and beauty. I am a/an _____.
- h) I work at the bank around the corner. My job requires that I be focused all the time because I deal with money. I am a/an _____.

Exercise 8: What can you say about your job?

- a) What do you do?
- b) Where do you work?

- c) How many days do you work a week?
- d) Do you like what you do? Why?
- e) How long have you been working as a _____?
- f) Have you ever changed jobs?

Reading 2: The extract below describes a **workplace**. Read it through carefully, and then try to describe the place where you work.

I work at a Research center. It is in San José. It's a beautiful and quiet place. It has three departments. The Research Department plans and organizes the different lines of research of the institution. The Department of International Relations coordinates the liaison of the institute with foreign centers for scientific exchange. The Department of Postgraduate Studies coordinates the courses and programs for academic and scientific degrees. The Production and Sales Department leads the development of the production plans to obtain the scientific products to be used in the different fields and it is also in charge of the sales. The staff includes 50 people - 10 executives, 30 researchers and 10 assistants. Most researchers hold PHD or Masters degrees.

Section 4: Going to the Doctor

Dialogue 9: Jenny Smith is in Havana to attend an International Congress on Higher Education. Today's schedule includes a visit to the Pedagogical University of Havana, but Jenny is sick and cannot go as planned. So she calls the Foreign Affairs Department at the University to apologize.

F.A.D.: Foreign Affairs. Good morning.

Jenny: Good morning. This is Jenny Smith. I am one of the Congress delegates you're expecting at your University today.

F.A.D.: Oh, Ms. Smith. Of course we know you are coming. What can I do for you?

Jenny: I'm calling to let you know I won't be able to go. I have a terrible headache, and my body is aching all over. I am afraid I've got the flu.

F.A.D.: I am sorry to hear that, Ms. Smith. Is there anything we can do for you?

Jenny: No, thanks. I will see the doctor at the hotel in a few minutes. I am so sorry I won't be able to visit your University today. I was very excited about this visit.

F.A.D.: Yes, it's too bad you won't be able to make it. I truly hope you'll get over your flu very soon.

Jenny: Thanks. Have a nice day.

F.A.D.: Bye.

Dialogue 10 Jenny Smith is at the doctor's office at the hotel.

Doctor: Good morning. What's your name, please?

Patient: Jenny Smith.

Doctor: Your date of birth, please.

Bill: May 23, 1967.

Doctor: What brings you to my office today?

Close Up 7: Steps for effective opening

Introduction Hello, I am Dr. Ramirez, The family doctor. Doctor James from Cira Garcia hospital gave me your name.

Establish goals Dr. James suggested I talk to you about your illness

Obtain patient consent Is that Ok with you?

Establish initial rapport You seem to be in pain.

Establish patient comfort How are you feeling right now?

Dialogue 11: A doctor-patient interview

Physician: What brought you here today? or How can I help you? or What is bothering you?

Patient: I had a deep pain and I could not catch my breath. I was so short of breath I thought I was dying.

Physician: I am sure that must have been very frightening

Patient: I have never been so scared.

Physician: I can certainly understand your fear. I would have felt the same way. Please tell me more. Can you please show me exactly where it hurts?

Patient: Right here, doctor.

Physician: Can you now describe the pain in more detail? What is it like?

Close Up 8: The following list of questions represents an acceptable approach for doctor-patient interview.

1. Skin

- Do you have any problems with your skin?
- What about things like itching, rashes or sores?

2. Eyes

- Do you have any problems with your eyes?
- What about things like trouble seeing, itching eyes, halos around lights, or blurring?

3. Ears, nose, mouth, and sinus

- Do you have trouble with your hearing or your ears?
- Do you have trouble with your mouth and throat, nose, or sinuses?

4. Lungs

- Do you have trouble with your lungs?
- What about things like shortness of breath, coughing or chest pain?

5. Cardiovascular

- Trouble with your heart?
- What about things like racing heart, chest pain, or irregular beats?

6. Digestive

- Do you have trouble with your stomach?
- What about things like stomach pain, trouble with your bowels, or nausea?

7. Genitourinary

- Any trouble with your urine?
- What about things like painful or frequent urination, unusual color or smell?
- What problems have you had with your sexual organs and private parts?

8. Hematologic

- Any trouble with your easy bruising or bleeding?

9. Immunologic

- Any trouble with infections?

10. Endocrine

- Do you colder or hotter than others around you?

11. Musculoskeletal

- How are your joints and muscles?
- What about things like pain, swelling, or weakness?

12. Neurological

- Any trouble with your sense of smell or taste?
- Any problems with weakness in your arms or legs or unusual feelings like “Tingling”?
- Any trouble with balance or walking?
- Any trouble with memory?

13. Psychiatric

- How have your nerves been? Any problems with anxiety or depression?

Exercise 9: Requests and instructions should be given to patients during the examination.

From the list below select the ones you should use in the examination of the respiratory system.

- 1.- ____ Follow my finger with your eyes, please.
- 2.- ____ Say 99. Again, please. Now, give a cough.
- 3.- ____ Would you mind taking off your shirt, please?
- 4.- ____ Take a deep breath. Hold it. Now, continue breathing through your mouth.
- 5.- ____ Lie down on your back. Now, lift your right leg.

6.- ____ OK. Mr. Smith, let me see you walk across the room.

7.- ____ Open your mouth wide. Stick out your tongue and say AH.

Exercise 10: A hospital consultant wrote the following notes of the interview with Marion T. Gretty. Read the information given and write down the possible questions asked to get the information provided.

SURNAME (1) *Gretty* FIRST NAMES *Marion Thomas*

AGE (2) *57* SEX *Female* MARITAL STATUS (3) *Single*

OCCUPATION (4) *Junior High Teacher*

REASON FOR ADMISSION (5)

Refers frontal headaches, some fever two days ago.

Usually worse in the eves after coming from work

O/E General Condition

Rather fat, 1.63 cms, medium height, 72,5 kg

ENT

RS

CVS *HS normal P 78/min BP 115/130*

.....
.....

IMMEDIATE PAST HISTORY (6)

Suffered from hepatitis when younger

Mother died of CA

.....
DIAGNOSIS

Exercise 11: Now using the data correctly, complete the letter of referral from a General practitioner to a consultant concerning the case. The list that follows can be helpful.

October 27th, 2009

Dear Dr. Sanchez

I would be grateful for your opinion and advice on the future management of this 58-year-old (a)..... who gave a history of (b) and (c)..... for several weeks. He also reports (d)..... He has always been quite (e)..... and does not (f)..... . He only drinks (g) on the weekends. He is (h).....

On examination, he is (i)..... for his height and weight and has (j)..... of 37.2C. The patient's (k)..... were within normal limits. The pertinent part of the physical exam (l)..... His chest (m)..... On Auscultation, (n)..... . When he coughed (o)..... was noticed. He is (p) , place and person.

Yours sincerely,

(a) lighthouse keeper

(b) shortness of breath

- (c) cough
- (d) having a bad cold 3 month ago
- (e) healthy
- (f) smoke
- (g) an occasional glass of beer
- (h) allergic to penicillin
- (i) well built
- (j) a temperature
- (k) vital signs
- (l) was confined to the chest
- (m) was hyperexpanded
- (n) crackles and coarse breath sounds were heard in both lung fields
- (o) a thick – yellowish stuff
- (p) well oriented to time

Exercise 12:

a) Read the doctor's notes when he interviewed a patient.

| SURNAME | | FIRST NAMES | |
|---------|----|----------------|----------|
| | | | |
| AGE | 42 | SEX | <u>M</u> |
| | | MARITAL STATUS | <u>M</u> |

| |
|--|
| |
| OCCUPATION Truck driver |
| PRESENT COMPLAINT <u>c/o</u> occipital headaches <u>3/12</u> worse in <u>a.m.</u> – “oppressive”. Also having nausea and sweating |
| IMMEDIATE PAST HISTORY Had high <u>BP</u> on one occasion |

b) Select the meaning of the underlined abbreviations.

- | | |
|---------|----------------------------|
| a. am | milligram |
| | morning |
| | magnetic resonance imaging |
| b. BP | bowel movement |
| | birth weight |
| | blood pressure |
| c. M | male or married |
| | millilitre |
| | mitral |
| d. 3/12 | three days |
| | three weeks |
| | three months |
| e. c/o | complains of |

C-sec

cervix

Exercise 13: Here you have some of the material required to do an examination from head to toe. Write the names of the instruments you see in the picture. Which ones are missing there?¹



a) _____

b) _____

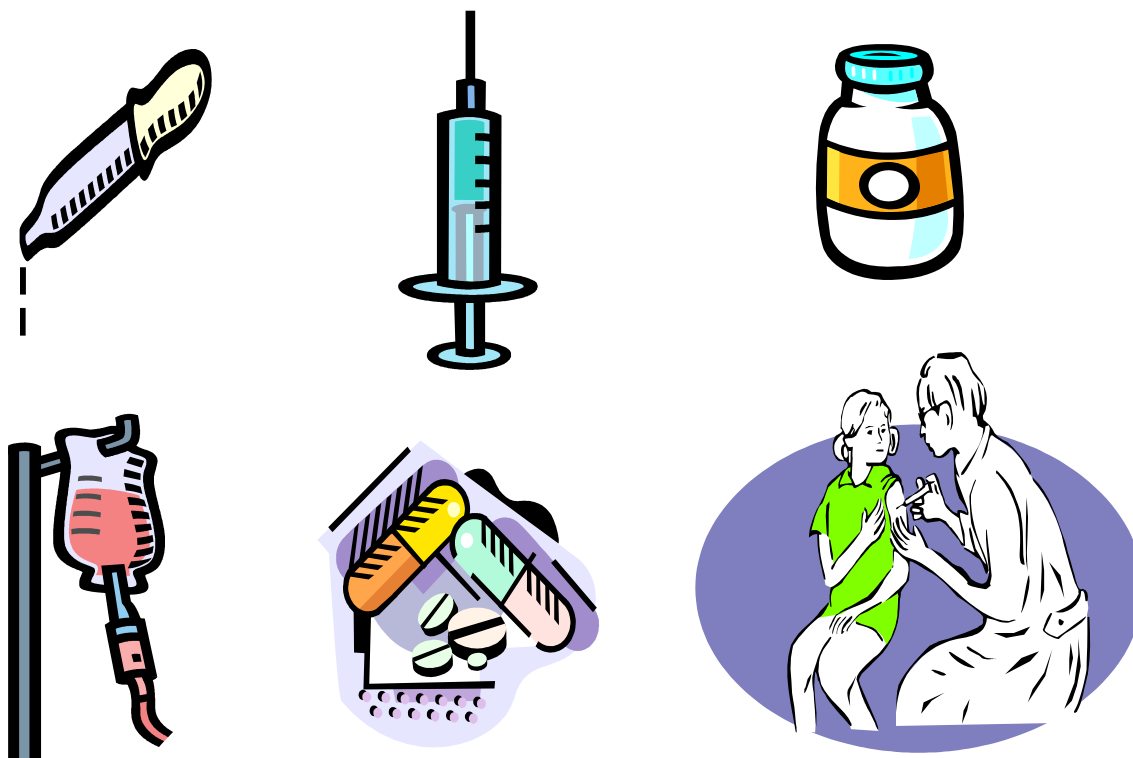
c) _____

d) _____

e) _____

¹ Adapted from Workbook for Nurses by Cecilia Valdés Menéndez et al.

Exercise 14: Write the name of the items or actions in the pictures



Close Up 9: Here are some useful hints to conduct a ward round in English.

WARD ROUND HINTS

| DONT'S | DO |
|---|--|
| When watching the patient do not refer directly to genre. | <i>To attend is a false cognate meaning Asistir or Ir in Spanish. To assist is to provide care. When attend is followed by to it means to pay attention</i> |
| No risk for to put any dental | <i>Use the -ing form after prepositions except for to. E.g No risk for putting any dental..., or After listening to the patient;,,, or before checking the BP...</i> |
| We prefer don't use | We would rather not use or We prefer not to use |
| She don't have fever, pain, ... | She has no fever, no pain, ... |

| | |
|--|---|
| <p>I want to know about her blood pressure (OK but use abbreviations)</p> <p>The patient has a tumour (cancer)</p> | <p><i>Culturally most doctors use abbreviations during ward rounds</i></p> <p>I want to know about her BP</p> <p>the patient has got a CA</p> <p>Common words or expressions used during ward rounds</p> <p><i>On physical examination</i></p> <p><i>Chief complaint</i></p> <p><i>On admission</i></p> <p><i>Medical history</i></p> <p><i>After the clinical assessment</i></p> <p><i>Episodes of</i></p> |
| <p>She lives near from the hospital</p> <hr/> | <p>She lives near the hospital and far from the high street.</p> |
| <p>38 degrees Celsius</p> <p><i>In Commonwealth countries, the Fahrenheit measurement is more common</i></p> | <p><i>When giving directions or indications</i></p> <p><i>Lead the team with phrases such as</i></p> <ul style="list-style-type: none"> - As you can see - In the following slide - In the lateral view, we can find... <p>37 degrees Celsius = 98.6 degrees Fahrenheit</p> <p>38 degrees C = 100.4 degrees F</p> <p>39 degrees C = 102.2 degrees F</p> |
| | <p>Using abbreviations while doing the ward round is very common</p> <p><i>b.i.d. two times a day</i></p> |

| | |
|--|--|
| | <i>q.d. everyday</i> <i>q4h four times a day</i> <i>p.c. after meals</i> <i>h.s. at bedtime</i> Use tags for questions or do the inversion The bone is OK in the X-ray, isn't it? The operation was good, wasn't it? Is the bone OK in the X-ray? |
|--|--|

Close Up 10: Look at the following information about the definition of Case Presentation and other important facts in regards to this topic.

A **Case Presentation** is a formal communication between health care professionals (doctors, pharmacists, nurses, therapists, nutritionists, etc.) regarding a patient's clinical information.

Some essential parts of a Case Presentation include:

- Identification
- Reason for consultation/admission
- Chief complaints (CC) - what made patients to seek medical attention.
- History of present illness (HPI) - circumstances relating to chief complaints.
- Past medical history (PMH)
- Past surgical history (PSH)
- Current medications
- Allergies

- Family history (FH)
- History of present illness (HPI)
- Physical examination (PE)
- Laboratory results (Lab)
- Other investigations (imaging, biopsy etc.)
- Diagnosis (Dx)
- Management plans or treatment (TX)
- Follow up

(Adapted from: *Case Presentation*. Available at URL: [URL:http://en.wikipedia.org/wiki/Case_presentation](http://en.wikipedia.org/wiki/Case_presentation)) .

Reading 3:

A case presentation

A 30-year-old male patient presented to the Emergency Room (ER) with excruciating pain with an onset at the front part of the chest followed by spreading to the back and arms, nausea, dizziness and excessive sweating developing during a football match. The investigations performed revealed anterior wall infraction and thus he was admitted to coronary intensive care unit. The patient, who recovered from chest pain following thrombolytic treatment, was referred to our center to undergo coronary angiography at Day 3. Patient's history was normal except for smoking (1 packet/day/10 years). The patient was detected to play football occasionally since his childhood; however, we learnt that he had started playing without warm-up exercises at the last football match. His family history included no risk factors regarding coronary artery disease. On physical examination, arterial blood pressure was 120/70 mmHg, pulse was 88 beats/min and the other findings were normal. Electrocardiography revealed ST segment elevation on anterior leads (V2-5) and T negativenss. Blood glucose and lipid panel

were within normal limits. Echocardiography detected minor aneurysm in the left ventricular apex. Sports requiring heavy effort were prohibited and the patient was discharged with prescriptions of acetyl salicylic acid 300 mg 1 × 1, metoprolol 50 mg 1 × 1. At the follow-up visit taking place 3 months later, he had no complaint.

(Adapted from: Halil, Ibrahim. *A case of muscular bridge resulting in myocardial infraction following heavy effort: a case report*. Adana Numune Education and Research Hospital, Department of Cardiology, Adana, Turkey. 2009. Retrieved: August 5, 2009. Available at URL: <http://casesjournal.com/casesjournal/article/view/7637/3032>)

Exercise 15: Find in the text above the expressions that correspond to the parts provided on the left column of the following chart. Write them in the corresponding spaces on the right column.

| | |
|----------------------------------|--|
| Chief complaint (CC) | |
| History of present illness (HPI) | |

| | |
|---------------------------|--|
| Diagnosis (Dx) | |
| Patient's history (PH) | |
| Family history (FH) | |
| Physical examination (PE) | |
| Other investigations | |
| Treatment (TX) | |

Exercise 16: Match the words in column A with their corresponding meanings in column B.

A

B

- | | |
|-----------------|---|
| 1. excruciating | ___ extending over a wide area. |
| 2. onset | ___ to send or direct for treatment, aid, information or decision. |
| 3. spreading | ___ extremely painful |
| 4. sweating | ___ an often persistent bodily disorder or disease. |
| 5. admitted | ___ maintenance of contact with or reexamination of a person (as a patient) especially following |

treatment

6. refer ___ beginning or early stage

7. findings ___ accepted into the hospital as an
inpatient

8. discharged ___ the results of an investigation

9. follow-up ___ secreting a salty fluid through sweat
glands

10. complaint ___ to release from medical care or assistance

Exercise 17: The following incomplete paragraph summarizes the main aspects dealing with a MI. Fill in the blanks using the words given in the box provided below.

A 47-year-old man was rushed to his local hospital with a 30 min history of severe _____ pain associated with _____ and nausea. On examination he was pale, _____ and tachycardic and an electrocardiogram demonstrated changes consistent with an _____ anterior myocardial infarction. He was treated immediately with aspirin, oxygen and was given early intravenous streptokinase _____ in the absence of any contraindication. Complementary tests were also ordered revealing no relevant _____. The patient was _____ to hospital for medical assistance and adequate treatment.

(Adapted from: Maxwell, Simon. Case Presentation. 2000. Retrieved: 3 August, 2009.

Available at URL: <http://www.pubmedcentral.nih.gov/>)

List

findings - chest - therapy - admitted - dizziness - acute - sweaty - follow-up

Exercise 18: Another patient arrived to the ER. Use the information given below and be ready to present the case.

40 yr. old taxi driver/ **CC** severe chest pain radiating to back and neck/ **PE**:
BP: 140/90, P: 95/ ECG: ST segment elevation and T- wave inversion/ no
other relevant findings on investigations/ **Dx**: MI/ **TX**: aspirin and _____

Close Up 11: Nurses are very important in health care delivery. They complement the doctor's job. Please read some of the actions they develop²

a. Instructions

Lie down to take your pulse and blood pressure.

Relax, please.

Would you turn on your left side, please? I'll give you your injection.

b. Psychological support

Don't worry. You're much better than two weeks ago.

You're getting better and better.

² Ibidem

c. Nursing actions

Make the bed, give a pill, shake the thermometer, take pulse and BP, give injections, write observations on the chart, administer a medication, etc.

Exercise 19: There are nursing responsibilities in medication administration: knowledge of the medication, administration technique, patient teaching, etc. Fill in the blanks with words from the list:

- a) A medication's _____ may be based on the patient's _____ and size.
- b) The _____ is the way to introduced a drug into the body.
- c) Patients may experience _____ or allergic reactions to medications.
- d) One of the principles of medication administration is to _____ the patient about the _____.
- e) Administration should be _____ immediately after it is performed.

List: documented, inform, dose, procedure, metric, route, side effects, weight.

Exercise 20: You're starting the day shift, taking care of a patient who was admitted yesterday with a lump in her right breast. The patient is Shandra Polu, 68 years old, bed 403. Complete the conversation³:

³ Ibidem

N: Hello, Mrs. Polu. How are you today?

P: I'm a little tired.

N: _____?

P: No, I didn't. I was awake almost all night.

N: _____?

P: Yes, the other nurse gave me a sleeper, but it didn't help me much.

N: Mrs. Polu. I'm going to take your blood pressure.

_____?

P: Certainly. How is it?

N: It's OK. Now, you should get ready for a Mammography today.

P: _____?

N: No, it's a simple procedure. And it's very important for you.

P: _____?

N: You can go home very soon. Don't worry.

Exercise 21: There are "5 RIGHTS" a nurse must check before medication administration.

Tick(x) them from the list below.⁴

a) _____ The right patient

⁴ Ibidem

- b) _____ The right family
- c) _____ The right drug
- d) _____ The right route
- e) _____ The right doctor
- f) _____ The right time
- g) _____ The right dose

Exercise 22: To take the blood pressure nurses have to do some actions. Match the actions with their corresponding rationale.

A

B

- | | |
|--|---|
| 1. Wash hands and prepare equipment. | a)____Confirms reading. |
| 2. Prepare patient psychologically. | b)____ Identifies point of pulse return. |
| 3. Palpate brachial or radial pulse. | c)____Reduces microorganism transfer |
| .4. Inflate the cuff past the point at which pulse is lost. | d) ____ Prevents missing first palpable beat. |
| 5. Slowly deflate the cuff. | e) ____ Determines most ac- curate position for cuff placement |

6. Note reading on the manometer when pulse returns. f) ____ Promotes comfort
- g) ____ Promotes cooperation
7. Repeat the procedure. and decreases anxiety.
- h) ____ Avoids charting errors
8. Write your observations on the chart. i) ____ Identifies systolic pressure reading.

Exercise 23: Select the correct answer:



To take the vital signs nurses need⁵:

A-reflex hammer, thermometer, stethoscope, gloves.

B-stethoscope, sphygmomanometer, thermometer, watch.

C-otoscope, speculum, stethoscope, watch.

Reading 4:

- 1 Nowadays new equipments are designed to improve patient health care and the quality of their lives. Much of the work in biadinomedical consists of research and development

and covers fields like: bioinformatics, biomechanics, biomaterials, medical imaging, etc.

Concrete applications of biomedical engineering are the development and manufacture of medical and diagnostic devices, imaging equipments and pharmaceutical drugs.

- 2 There are professionals responsible for the management of medical equipment in a hospital and supervise biomedical engineering technicians and work closely with medical physicists. They also do corrective maintenance of medical devices.
- 3 Medical devices may be of three classes depending on their potential for harm to the user, the complexity of their design, how much invasive they are and the regulations to approve them. Class I devices include tongue depressors, bedpans, elastic bandages, examination gloves, hand-held surgical instruments, etc. In class II we find: X-ray machines, powered wheelchairs, infusion pumps and surgical drapes. Class III devices require pre-market approval, scientific reviews to ensure effectiveness and safety in addition to the special controls they are subject to. Among others as examples are: replacement heart valves, breast implants, implanted cerebella stimulators, intra-bone implants, etc.

Exercise 24: Find in the text above:

- The synonym of: investigation – in charge of – tool – authorize
- The antonym of: deteriorate – non pharmacological – separate
- the Spanish equivalent of: fabricación – daño – vendaje.

Reading 5:

VISUALIZING INTERNAL ORGANS

The imaging technique that your doctor uses depends on the part of the body being studied and the type of information needed. **X-rays** show dense tissue, such as bone, most clearly, whereas contrast X-rays provide a clear image of hollow or fluid-filled parts of the body. **MRI**

and **CT scanning** can provide information about many types of tissues in great detail. An **ultrasound scan** can assess function by detecting movement, such as blood flow, and **radionuclide scanning**, such as **SPECT**, gives detailed information about organ function.

Exercise 25: Match the different imaging techniques with the definition.

| | | | |
|---|------------------------|---|--|
| 1 | MRI | A | A special contrast X-ray, it can be used to detect an abnormality in a blood vessel, such as a narrowing of a large artery |
| 2 | SPECT | B | A technique which uses radio waves and a magnetic field to produce detailed images, as in a vertical section through the head |
| 3 | Angiogram | C | X-rays beams are used to create detailed cross-sectional images. |
| 4 | CT Scan | D | A form of radionuclide scanning. It produces images that show the function of cells. It can show the pattern of activities of brain cells. |
| 5 | X-ray | E | This type of scan uses sound waves to produce images and is used for imaging fluid-filled structures such as the bladder |
| 6 | Ultrasound Scan | F | Ordinary ones produce two dimensional images showing dense tissue, such as bone, most clearly |

Section 5: Socializing

Exercise 26: Summarize the differences between the two restaurants at the Hotel Simon.

The Hotel Simon has two restaurants. These restaurants are situated on the ground floor and the first floor of the hotel. The first floor restaurant is called the Grill. The Grill has only an à la carte menu. The other restaurant is called the Simon. A set menu is usually served in this restaurant.

Monsieur Noiret is the reception head waiter. He deals with table reservations in the Grill and the Simon. Both these restaurants are very popular. The Grill is particularly busy in the evening, and so it is always necessary to reserve a table in advance. In fact, the Grill is an excellent restaurant. First rate-cuisine and good wines are always available there.

Exercise 27: Match the job titles below with the job descriptions.

- | | |
|---------------------|--|
| 1 Head chef | a) sets and clears the tables |
| 2 Storeman | b) buys food and drinks, deals with suppliers |
| 3 Wine Walter | c) welcomes then clients to the restaurants, deals with complaints |
| 4 Receiving officer | d) looks after section of the kitchen |
| 5 Commis chef | e) checks deliveries, arranges transfer to stores |
| 6 Head waiter | f) cooks food and is training to be a |

chef

7 Maitre "D"

g) arranges staff's work in the dining -
room

8 Purchasing officer

h) plans menus, and supervises
kitchen staff

9 Chef de partie

i) serves customers, takes orders,
brings food

10 Bus boy

j) helps supervise kitchen staff

11 Sous chef/under chef

k) looks after stock, gives it to various
departments

12 waiter/waitress

l) takes drinks orders, advises on
wines

Close Up 12: Handling complaints at a restaurant

The guests in the following dialogues complain to the waiters / waitresses.

(1)

Guest: Waiter

Waiter: Yes, sir?

Guest: This **knife** is **dirty**

Waiter: **I'm very sorry, sir. I'll get you another one.**

(2)

Waitress: Yes, how can I help?

Guest: We've been waiting for our wine for over twenty minutes.

Waitress: I'm sorry about that sir. I'll speak to the wine waiter immediately.

(3)

Guest: **Can we have some more** butter? There's **none left**.

Waitress: I'll get you some, madam.

(4)

Waiter: Is there **anything wrong**, sir?

Guest: There certainly is. This **fish** is **uneatable**.

Waiter: What's the problem, sir?

Guest: Well, **to start with** it's **undercooked**, and then **it's cold, too**.

Waiter: I'm **sorry about that**. I'll have it replaced.

Exercise 28: How would you reply to the following complaints?

- a) This bread is stale.
- b) This beer is extremely bitter.
- c) These napkins are not clean.
- d) There is a fly in my wine.
- e) I told you I did not want cabbage in my salad.
- f) My bill is wrong. You're charging me for a bottle of red wine I never got.
- g) I ordered my steak with French fries, not with rice.
- h) Why does it take so long to prepare a sandwich?

Dialogue 12: Read the following dialogue in which you will find expressions which are very useful at a restaurant:

Reception waiter: Good evening, sir.

Mr. Carson: Good evening, my name is Carson. I've booked a table for two for nine o'clock.

Reception waiter: Ah, Mr. Carson. That's right, a table for two. Would you come this way, please?

Station waiter: Good evening. Would you like to take your seats, gentlemen?

Mr. Carson: Thank you.

Mr. James: Thank you very much.

Station waiter: Would you like an aperitif before your order?

Mr. Carson: No. I think we'd like to order straight away.

Station waiter: Your menus.

Mr. Carson: Thank you. Now let's see...

Station waiter: Have you decided yet, sir?

Mr. Carson: No. I'm still looking at the menu. Tell me, what would you recommend for the main course?

Station waiter: Why don't you try the beef chasseur? It's very good.

Mr. Carson: Fine. I'll have the beef.

Station waiter: And to start?

Mr. Carson: I'll have the hors d'oeuvres and then the sole. What about you, John?

Mr. James: I don't like beef very much. What is noisettes Milanese exactly?

Station waiter: That's lamb cooked with herbs and served with spaghetti.

Mr. James: That sounds interesting. I'll try that. And I'll start with the hors d'oeuvres followed by the mackerel.

Station waiter: Very good, sir. And vegetables?

Mr. Carson: I'll have peas and potatoes.

Mr. James: Just chicory for me, please.

Station waiter: Thank you very much.

Wine waiter: Good evening, gentlemen. Your wine list.

Mr. Carson: Right. Let's have a look... What about a Chablis to start with, John?

Mr. James: Yes, that suits me fine.

Mr. Carson: Bring us a half bottle of Chablis to begin with, and then I think we'll try the Beaujolais.

Wine waiter: Very good, sir.

Taken from Five Star English, Oxford University Press, 1982

Dialogue 13:

Waiter: Would you like to order now, Sir?

Guest: Yes, I think we're ready. My friend would like the lamb and I'd like the fillet steak with fried potatoes and a green salad.

W: One lamb and one fillet steak with fried potatoes and a green salad. How would you like your steak done, Sir? Rare, medium or well done?

G 1: Oh, rare please.

W: Very good, Sir. And would you like anything to start?

G 2: Yes, I'd like a soup.

W: Would you like the vegetable soup or the consommé, Madam?

G 1: Oh, the vegetable I think.

W: Vegetable soup. And for you?

G 1: Well, I'm slimming. I'm not too sure.

W: I'd suggest the melon, Sir.

G 1: Oh, yes.

W: Have you chosen your wine, Sir?

G 1: Yes, we'll have the St. Emilion.

Taken from International Restaurant English, Prentice Hall International (UK) Ltd, 1989.

Exercise 29: Work in pairs. Take turns to play the roles of a Waiter/Waitress and some customers at the Restaurant La Torre.

| | |
|-----------------|---|
| Customers | Order something to eat and something to drink. Then imagine time has passed and ask for your bill and pay it. |
| Waiter/Waitress | Take the order. Then imagine time has passed and present the bill. |

Section 6: Negotiating a deal

Dialogue 14: Bill Johnson is arranging a meeting with Mr. Rodríguez by phone.

Bill: Hello, is this Mr Rodriguez?

Mr. Rodriguez: Yes, Pedro Rodriguez speaking.

Bill: This is Bill Johnson. I'd like to discuss the contract.

Mr. Rodriguez: Yes, of course. When can you come and see me.

Bill: Is four o'clock on Monday OK?

Mr. Rodriguez: Four o'clock on Monday. Let me see. I am sorry. I am interviewing a new secretary then.

Bill: Well, could I come at nine o'clock on Friday?

Mr. Rodriguez: That'll be fine. I will see you then.

Close Up 13: Hints on telephoning

1. There are some hints on how to deal with phone calls, mainly in formal contexts: For instance, to express a good image of our company, a standard pattern when answering the external calls must be used by all staff every time. **Say your company name** followed by 'Good morning/afternoon'
2. Let the phone **ring three times**. If you answer too quickly (only one ring or even two) people might think you are idling, doing nothing except waiting for a call. The ideal timing is three.
3. After the initial introduction,(**try to get details on the caller**) and brief information on the reasons for the call you should put your caller on hold (to give you time to organize yourself

and be ready to negotiate) **Avoid putting him on hold for more than 17 seconds.** Then, when you are back to the phone say: **Sorry to keep you waiting long.**

4. **Write down all details** and if you were not able to get information on the caller initially, this is a nice second chance. Do not commit yourself too much. **Arrange a face-to face meeting** (if possible) or another call at a fixed time.
5. If the caller is reticent to give you where to contact him, simply ask: ' **If something unexpected happens and I need to contact you, where should I phone you?**'
6. Try to keep your phone calls short. Avoid telling anecdotes and stories. Do not forget that **Time is money.** Don't waste other people's time.
7. When ending your call, read back the main points again. Key words, times and numbers are important. **Do not forget to say: 'Thanks for calling'.**

Exercise 30: Complete the following telephone talks

1. A: Excuse me, is this Finance Department?

B: One moment, I'll connect you to our Finance Department. _____.

A. Hello, this is Roland Trego from Chevron Corporation _____.

. I wonder if you could answer a question I have _____ your model

I know you can't tell me the exact price, but can you give me a _____ figure? .

B. Sure I _____.

2. A. Yes, Hello. Is it Bob? I _____ want to speak to Helen, but she isn't there, so Bob can you _____ me instead?.

B. What's the matter?

A. We were going to meet on Friday, but we need to meet sooner, so we _____

_____ the meeting. Can you take over?

B. Yes, I can take over. When would it be a good time for you? Would Tuesday be _____?

A. I think that _____ possible.

A. Thank you very much. I _____ your help.

3. .A. This is the manager speaking. Could you describe the problem in more _____?

B. If I don't get the figures back from Accounting today, I won't be able to _____ my deadline for submitting the report.

.A. What do you have in mind? We were thinking of six weeks, from order to delivery. . How many will you need?

B. Off the _____ I would say 200. Let me check and get back to you with an exact number, OK? . We're on a very _____ schedule. Even a minor delay will screw everything up. (to spoil or ruin everything)

.4. A. Hello, Mr. Martin. This is Kent Patterson from City College. I'm just calling to _____ up on our conversation last Wednesday. I've done some research, and I've got the information you were looking for.

B. I'll be here _____ 3:30 pm. After that, I have to leave.

What about Monday at 3:45 pm?

A. I think that'll be OK, but just let me check my _____ to make sure.

I'm sorry, but I won't be able to make it there by 6:30 pm. Something has _____ at work that I need to take care of immediately. How _____ Tuesday morning at 9:00?

B. That is fine with me. See you then.

Exercise 31: Role play

STUDENT A

You are the Commercial Manager of COMPUTERTECH Ltd. and your company is interested in purchasing one of the new equipment that XRIGHT SUPPLY plc offers. Your interests are the following:

- How many companies are making use of this new equipment?
- Why it is considered state-of-the-art equipment
- Name of CEO and when can business talks/meetings begin.

Phone the company and ask relevant questions.

Exercise 32: Role Play

STUDENT A

You are interested in buying two new sets of electric cooking appliances. Their price is £328.45 each set. You would like to have them by Saturday afternoon. You are paying COD (Cash on Delivery). Be open to negotiation. Phone the company.

Dialogue 15: Mr. Franks, the CEO of a foreign company is leading a meeting with 2 young Cuban trainees, Mr Gomez and Ms Leyva, and his Marketing manager.

Mr. Franks: Ok, good morning to everyone. We are now meeting to clarify some terms about our marketing strategy. Is this OK? All right, Mr. Gomez, your comment.

Mr. Gomez: First, What is marketing?

Marketing manager: Well, it is a complex process. First, we find out our customer needs, so we have to do market research.

Ms. .Leyva: Is that asking questions and making investigations?

Marketing manager: Well, that is part of it. It is making sure our products are the kind of things our customers want to buy.

Mr. Gomez: And what is marketing strategy then?

Marketing manager: Well, for us the main strategy is product identity and

Ms Leyva: Sorry to interrupt. Clear product identity? What does it really mean?

Marketing manager: Customers must recognize our products, the design, the colours, the materials, and so on...

Mr Franks: Well, if that is clear now, let us move to our next term, brand building...

Close Up 14: Roles in a Meeting

- **The Chairman** > Sets objectives, guides and co-ordinates the meetings
- **The Shaper** > Make things happen, quick to challenge and defend
- **The Innovator** > Produces original and sometimes impractical ideas, Creative, short of attention span.
- **The Monitor** > Analyses, evaluates and interprets contributions.
- **The Organiser** > Relates ideas on what is practical, discipline and rational, excellent memory
- **The Provider** > Knows where to obtain the right stuff and personnel, works best under pressure, a networker.
- **The Team Worker** > Acts as a conflict manager, and mediator. Good listener, popular and loyal.
- **The Finisher** > Keeps the meeting to deadlines, reminds about the time, and tends to become impatient.

Exercise 33: Who does what in a meeting?

1. Sets objectives
2. Shows leadership
3. Usually suggests ideas
4. Analyses contributions of others
5. Reminds the meeting about practical matters
6. Suggests where to get the materials
7. Mediates between other participants
8. Reminds the meeting about deadlines
9. Guides the meeting
10. Usually finds connections
11. Enjoy "brainstorming" sessions
12. Mostly concentrates on data
13. Reminds the meeting about past decisions
14. Suggests who to ask for advice
15. Spends a long time listening to contributions
16. Is aware of the time
17. Asks others to contribute
18. Criticises impractical ideas
19. Enjoys digressions
20. Does his best and creates a co-operative atmosphere

Exercise 34: Who would probably say the following in a meeting?

1. We can't all speak at once, Mr. X please continue with your comments
2. Just a moment. I don't think we should reject this proposal.

3. Now just a minute I am not sure we have received all options yet and a hasty decision could be costly.
4. Don't worry. I know someone in the ministry who can get the necessary license for us
5. I accept what you are proposing in principle but I would like more evidence.
6. Don't forget we were in the situation last year, and we made the wrong choice then.
7. Listen to the following idea. What about if we propose to cancel everything till next year?
As far as I know no one has ever done that.
8. Excuse me, but I am sure Mr Y did not mean any offense by that remark

Exercise 35: Look at the short dialogues below. Decide whether each underlined expression is interrupting or clarifying.

1. A: I think July would be the best time. It's very quiet then, isn't it?

B: You mean, we don't do too much business then?

2. C: Could I just say something?

3. C: In my opinion, we should do it department by department.

B: How do you mean exactly?

4. B: We've contacted two companies, National Transport and Fox Removals.

A: Sorry, could I just comment on that, Mark?

5. B: You know, there's another possibility. We could get our own people to do the moving.

A: What? You think our transport department could do the job?

Close Up 15: Useful language for meetings.

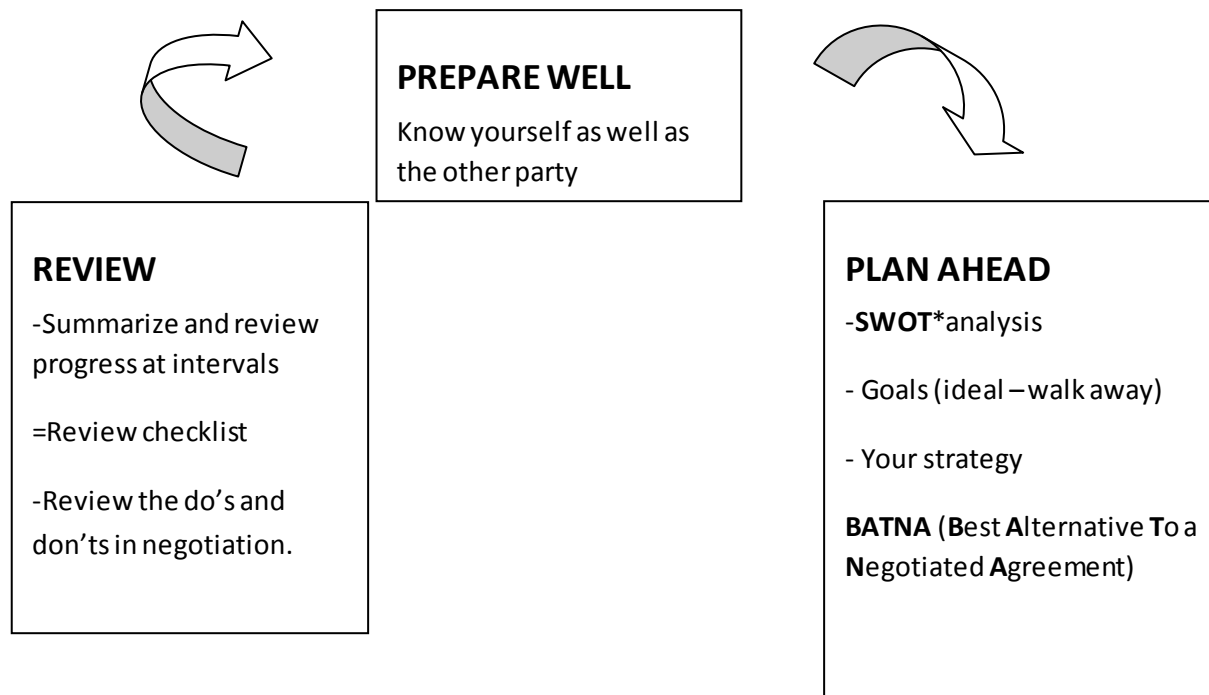
Interrupting

Could I say something? / Could I just comment on that? / Hold on a minute./ Sorry to interrupt but..

Clarifying

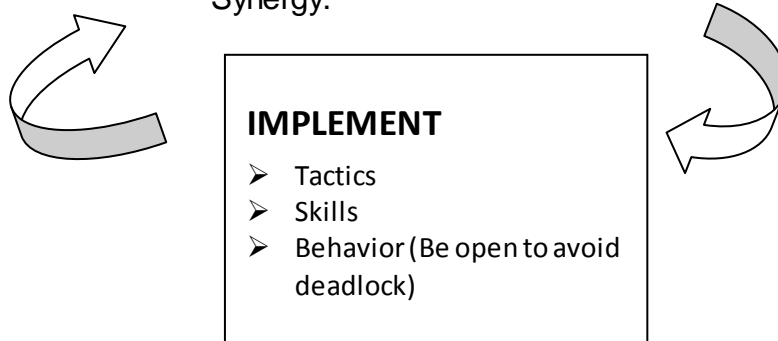
How do you mean exactly? / What exactly do you mean by...? / Are you saying...? / So what you're saying is that...

Close Up 16: The negotiator checklist



Golden Rules in Negotiation

- All is negotiable except needs and principles.
- If compromising, get something In return
- Be open to suggestions. Use Synergy.



***What does SWOT stand for? . Strengths, Weakness, Opportunities, and Threats**

Close Up 17: Useful Language Expressions for Negotiation

Opening the negotiation: Could we start by....? / Shall we agree on the following agenda.....?/ Let's get down to business then.

Exploring positions: What do you have in mind? How would you feel about a price increase? / How about a bigger discount? Any penalty clause? A prompt delivery?

Establishing areas of Conflicts/ Common ground : My/Our position is ... / I think we agree that...

Making offers and concessions: If you ordered now, we would give you a discount of... / We'd be prepared to give a better price if you increased... / What about if we..... / I think I might consider....

Checking understanding: When you say there are delivery problems, what do you mean?

Have I got this right? You said a discount on an order.. / If I

understood correctly, you are willing to...

Refusing an offer: (I am afraid) I can't do better than that. / I am sorry but we can't accept that

Accepting an offer: I think we can agree on that / That sounds reasonable

Playing for time: Bear with me, I must consult my colleagues / I am sorry but I'd like to think about it

Ending a failed Negotiation: (I am afraid), this is my last offer I guess we are not going any further

Closing the deal: *That's it. I think we have covered everything* *Great! We have got a deal.*

Exercise 36:

STUDENT A

NEGOTIATION SKILLS PRACTICE

You are representing **Computech Ltd.** You are going to negotiate the purchase of a new machine. These are your targets for the negotiation. Go through the points with the others in your team. Plan your strategy. You will have to compromise on most of the points if you want the deal. **You really need the machine. Be open.** Be creative. Provide alternatives.

| | | |
|--|-----------------------------|------------------------------|
| | <i>What you want</i> | <i>What you agree</i> |
|--|-----------------------------|------------------------------|

| | | |
|------------------|--|--|
| Delivery time | 6 weeks | |
| Warranty period | 2 years | |
| Penalty Clause | Late delivery penalty – 15% for each week of delay | |
| Training | Free training courses for 2 machine operators | |
| Price (expected) | \$640,000.00 | |
| Credit period | Not less than 60 days | |

Close Up 17: Report Writing

What's a report?

It is a written statement normally based on investigation or given facts requested by someone describing the state of affairs or events for the benefit of others. It is made up of the following parts:

TITLE: To say what the report will be about usually started in the following way:

Report on

TERMS OF REFERENCE (or introduction) To state the reasons for the report, who commissioned the report and when it has to be handed in.

PROCEEDINGS: Stating the steps and all measures taken to fulfill the investigation

FINDINGS: All the results you have had from your actions. This should be clearly stated following some order, indentation, and numbering system.

CONCLUSIONS: Only to state the facts, not giving personal opinion or being biased by some preference.

RECOMMENDATIONS: These should be provided if they are requested.

Conclusions and recommendations of your report are to help the executives and meetings reach a clear idea of the matter and take actions not to bring arguments about the report.

EXHIBITS / ANNEXES Only if necessary to support information given.

A report should not be longer than 2 pages (or that can be read in less than 10 minutes.).

You should always bring your report typed and clean. Do not hand in drafts.

The following is an example of a report adapted from Market Leader by David Cotton et al, 2002.

Business Software plc

Product report

Executive summary

We have been contacted by Mainz AG, a German manufacturer of mobile telephones, and asked about the possibility of a cooperation agreement. We would adapt our business software for use in their products. Tests show that their product is a very good one and popular with our target market.

Introduction

This report will look at:

- The hardware manufacturers and their equipment
- Software that could be used on their mobile phones

- The advantages of working together
- Recommendations for action

Findings

1. Lenz has been developing cheap, small-scale electronic devices for thirty-five years. In the last five years they have focused on more expensive mobile phones for business people. These have been very successful. One in four mobile phones for the business market is a Lenz.
- 2 Our new 'Executive Organizer' software has a lot of attractive features for the traveling business person (e.g. address book, e-mailware, voice recorder, street finder function, etc.)
- 3 Market research shows that there is a big interest in our products being used on machines apart from computers.

Conclusion

The two companies have products which fit well together.

Recommendation

We should have a meeting with representatives from Lenz as soon as possible to discuss a joint venture between our companies, with the aim of putting our software onto their mobile phones.

Stephan Muller

Research and Development Director

19 November 2009

The report will be sent by email.

From:

To:

Subject: Report

Dear Mr. García

I'm sending you all the report on our visit to your institution. Pls let me know if the info is complete for the final presentation. Have you already informed authorities & other colleagues about the agreement? Can you send more details by Thurs 6th?

Please reply asap.

Rgds

Bill

Close up 18 . Reporting verbs

The most important basic aspects of reported speech that you have to remember are:

- Changes in verb tenses

"I'm going home"

He said he was going home

- Changes in expressions of time

"I'm going home tomorrow"

He said he was going home the following day

- Changes in personal pronouns and possessive adjectives

"I'm going to my uncle's home tomorrow"

He said he was going to his uncle's home the following day

When reporting what others have said most people use *say*, *tell*, *ask*, *answer* and they are correct, of course. However, there are a number of other reporting verbs which can more accurately describe what someone has said. These verbs take a variety of structures. The

following list gives you reporting verbs in various categories based on sentence structure.

Notice that a number of verbs can take more than one form.

| verb object infinitivo | verb infinitive | verb (that) | verb gerund | verb object preposition gerund | verb preposition gerund |
|---|---|--|---|---|-------------------------------|
| advise encourage invite remind warn | agree decide offer promise refuse threaten | admit agree decide deny explain insist promise recommend suggest | deny recommend suggest | accuse blame congratulate | apologize insist |
| Examples: Jack encouraged me to look for a new job. They invited all their friends to attend the presentation. | Examples: She offered to give him a lift to work. My brother refused to take no for an answer. | Examples: Tom admitted (that) he had tried to leave early. She agreed (that) we needed to reconsider our plans. | Examples: He denied having anything to do with her. Ken suggested studying early in the morning. | Examples: They accused the boys of cheating on the exam. She blamed her husband for missing the train. | |

Close Up 19: Hints on email writing

One of the advantages of emails is that they are quick and direct. Most emails have the following structure:

Subject line: It is short and gives information about the content of the message.

Salutation: It can be formal or informal.

Formal: Dear Mr, Mrs, Ms...

Less formal: Dear Larry

Informal: Hi/Hello Mary) or just the name)

Very informal: No salutation

Opening sentence: To explain the reason why you are writing.

Formal: I'm writing to...

Friendly and informal: Just a quick note to...

Main text or body: to explain the details of the message.

Very often emails-especially those from native speakers of English- can contain a lot of acronyms and abbreviations.

Conclusion: To tell the reader what kind of response, if any, you expect.

Friendly ending, can be used in formal and informal emails: Looking forward to your reply.

Informal ending to indicate a reply is necessary: Hope to hear from you soon.

Close: Like the salutation, this can be formal or very informal.

Very formal: Yours sincerely

Formal and informal (very commonly used): Regards/Best wishes

Friendly, informal: Bye/All the Best/Best

When writing to close colleagues: Name only (or initials)

Some useful and commonly used acronyms and abbreviations

&: and

& + : and/plus

am: in the morning

appt: appointment

asap: as soon as possible

at the mo: at the moment

eg: for example

ie: in other words

pls: please

pm: in the afternoon

Re: regarding/about

wk: week

yr: year/your

Thx: thanks.

Tia: Thanks in advance

FAQ: Frequently asked questions

CU: See you

FYI: For your information

Rgds: Regards

BTW: By the way

Info: Information.

Fwd: Forward, which means that you send the same email to another colleague.

2: To

U: You

RU: Are you

REQ: Request, when you want someone to do something for you.

ATB: You write this as a close, to wish someone well.

Exercise 37: Use the notes below to write an email to a client to set up a meeting.

Tues

Second meeting to finalize terms and conditions next week

Three possible times:

Tuesday 15/4 9 a.m.

Wednesday 16/4 any time

Thursday 17/4 afternoon any time

Need information on the conference schedules

Exercise 38: Now look at the client's diary and write a response.

Monday:

Tuesday: Meeting the executive board 9-11 am

Wednesday: Visiting convention center all day

Thursday: Meeting colleagues 10-12 am

Friday:

Saturday:

Sunday: Camping with family and friends

Close Up 20: Price goes by many names

You pay **rent** for your apartment.

You pay **tuition** for your education.

You pay **fee** to physicians in USA.

The airline or bus charges you a **fare**.

Local utilities call their price a **rate**.

Local banks charge you **interest**.

The price for driving on the Matanzas-Varadero road is a **toll**.

The company that ensures your car charges you a **premium**.

The guest lecturer charges an **honorarium**.

A corrupt government official may ask you for a **bribe**.

Someone might steal the **dues** collected by a trade association.

Clubs or societies may make special **assessment** to pay unusual expenses.

Your regular lawyer may ask you for a **retainer** to cover services.

The 'price of an executive is a **salary**.

The 'price of a broker is a **commission**.

The 'price of a worker is a **wage**.

Many (private workers) pay the **income taxes** to the government for the right of making money.

Exercise 39: Role play (Counterpart for practice)

STUDENT B

You are the Marketing Manager of XRIGHT SUPPLY plc. Your company is promoting a new product. Several companies, mostly small and medium companies, are acquiring this new equipment - this is confidential. Main advantage of the equipment is the cost/benefit ratio and the post-sale service the company offers.

The Chief Executive Officer is Japanese who would not like to be publicly known. His name is Yashiro Okayama. The company is open for business at any time. Arrange date and hour.

Answer the phone call .

Exercise 40: Role play (Counterpart for practice)

STUDENT B

You have only one set of electronic cooking appliance available now. You can provide any buyer this one ASAP, at regular price. There is a new set in the market at a higher price £455.99. Better quality. A discount - 10% as a promotion - might be possible. But delivery will take a couple of weeks. Be firm but tactful. Answer the phone

Exercise 41: Role play (Counterpart for practice)

STUDENT B

NEGOTIATION SKILLS PRACTICE

You are representing **XRright Supply plc**. You are going to negotiate the selling of a new machine (a state-of-the art equipment). These are your targets for the negotiation. Go through the points with the others in your team. Plan your strategy. You will have to compromise on most of the points if you really want the deal. **You really need the money.**

You are **running out of cash**. Be creative. Find alternatives

| | <i>What you want</i> | <i>What you agree</i> |
|---------------------------|---|------------------------------|
| Delivery time | 12 weeks | |
| Warranty period | 18 months | |
| Penalty Clause | Cancellation (two weeks before due time) Penalty: 25% of total price | |
| Delivery and Installation | Delivery charge: \$1000. Installation charge: \$750. (Negotiable) | |
| Price | \$670,000.00 | |
| Discount | 3-5% company policy | |
| Credit period | 60 days (company policy) | |

Section 7: Talking about Education

Cuba is well known because of the universal and free access to education that has been provided to all citizens, which started with the Literacy Campaign carried out in 1961. A museum about this historical event is regularly visited by people from different countries.

Dialogue 16: A Visit to the Literacy Museum

Professor Miriam: So, make yourself at home and now we are going to show you around. Feel free to ask any question. Cuba will be the first country in America...

Announcer: The Canadian students were really interested in the explanation given by the teacher.

They learned a lot about this important period of the Cuban history. The literacy campaign is still remembered as one of the most important moments in our history. It took place in 1961. Unbelievably, illiteracy was eliminated in only eleven months. It was a great victory of the newly born Cuban revolution and a lesson given to the whole world.

Professor Miriam: This lamp has a very special meaning to us all. And... it is a symbol, a symbol of hard work, a symbol of working at night, and besides that it represented carrying the light of teaching to the illiterate people.

Canadian student: Back when Cuban started the campaign to eliminate illiteracy, what countries helped to speed that up?

Professor Miriam: We had the support of students and teachers from around 26 countries.

Canadian student: And that helped speed up the elimination down to eleven months only.

Exercise 42: Complete the following sentences with information from the text.

- 1- The literacy campaign took place in _____.
- 2- Illiteracy was eliminated in _____.
- 3- Cuba had the support of students and teachers from _____.
- 4- The lamp represented _____.
- 5- The Literacy museum was founded after _____.

Exercise 43: Suppose you are going to visit the Literacy museum. Write as many questions as you want to ask the guide of the museum.

Exercise 44: Write a paragraph about a museum you have visited. Tell what you saw, what you enjoyed and what you liked the most.

Several Cuban teachers have had the possibility to contribute to the education of other peoples, even in some countries in which English is the first language. Our teachers have taken part in literacy programs in other countries as well. These are some examples of classroom interaction in the framework of literacy courses. They may be useful to you if you are a teacher who needs to use English to communicate with your students in the classroom.

Dialogue 17

Teacher: Today, we're going to look back at all we have studied so far in level 1. You know, I'm excited to see just how far we've come and how much you've learned.

Student: Cool! I can't wait to hear all we have done together in this journey of learning.

T: In level one, you've learned basic reading, writing and math skills. You picked up a lot of the knowledge you needed to gain access to the wealth of information that's found in books, newspapers, food labels and more.

S: That was just the first step. It got easier as we went along, but wow, did we ever learn that much in level one?

T: You sure did. You all worked so hard. It was just wonderful to see you in that first lesson when you all started to make baby steps and then how you were always ready to take your learning even further.

Dialogue 18

T: The text on your workbook page has lots of insights into our day's lesson. Why don't you go ahead and read it now? We'll talk about it when you're done and reflect on what it says about wisdom.

S: It says that wisdom comes from experience and some of the most important experience comes from our mistakes. That's great to hear. So after all, mistakes are sometimes a source of learning. Is that correct?

T: Well said. We all make mistakes. The important thing is that we learn from them so that we can make better choices in the future. The more we learn, the wiser we become.

Dialogue 19

T: Now, please take some time to complete this exercise and we'll discuss your answer in a few moments.

S: I got it. I am ready and waiting!

T: Great, would you share what you came up with? I hope you had enough time to write down at least a few notes.

S: Sure thing. Should I read it out loud?

T: Do, please.

Dialogue 20

T: That's great that you completed your homework and discussed learning with your friends and family, Rob. You are such a responsible student. Speaking of which, today's lesson is all about responsibility. Go ahead and turn to your workbook page for lesson nine.

S: There it is teacher.

Dialogue 21

T: Please turn to page four in your workbooks. You'll recognize it by the number four in the oval in the upper right-hand corner of the page.

S: I got it

- T: Excellent. Now, take some time to read the text on your own first and let me know when you are ready.
- S: I am done! I think I've really captured the idea of how we can draw wisdom from our elders. What should I do next?
- T: Now, I'll read the main text aloud. Please follow along. Then we'll see about the words that you didn't understand and discuss the educative message it conveys.

Close Up 21: Classroom Language: The beginning of the lesson

1. Good morning

- Good morning, everybody.
- Good afternoon, everybody.
- Hello, everyone.
- Hello there, James.

2. How are you?

- How are you today?
- How are you getting on?
- How's life?
- How are things with you?
- Are you feeling better today, Bill?

3. Introductions

- My name is Mr/Mrs/Ms Kim. I'm your new English teacher.
- I'll be teaching you English this year.
- I've got five lessons with you each week.

4. Time to begin

- Let's begin our lesson now.
- Is everybody ready to start?
- I hope you are all ready for your English lesson.
- I think we can start now.
- Now we can get down to work.

5. Waiting to start

- I'm waiting for you to be quiet.
- We won't start until everyone is quiet.
- Stop talking and be quiet.
- Settle down now so we can start.

5. Put your things away

Close your books.

- Put your books away.
- Pack your things away.

7. Register

- Who is absent today?
- Who isn't here today?
- What's the matter with Jim today?
- What's wrong with Jim today?
- Why were you absent last Friday?

8. Late

- Where have you been?
- We started ten minutes ago. What have you been doing?
- Did you miss your bus?

- Did you oversleep?
- Don't let it happen again.

Close Up 22: Classroom Language: Simple instructions

Here are some common instructions which the class can easily understand:

- Come in.
- Go out.
- Stand up.
- Sit down.
- Come to the front of the class.
- Stand by your desks.
- Put your hands up.
- Put your hands down.
- Hold your books/pens up.
- Show me your pencil.

A number of instructions can be used at the beginning of a session:

- Pay attention, everybody.
- You need pencils/rulers.
- We'll learn how to ...
- Are you ready?
- Open your books at page...
- Turn to page ...
- Look at activity five.
- Listen to this tape.
- Repeat after me.
- Again, please.
- Everybody ...
- You have five minutes to do this.
- Who's next?
- Like this, not like that.

A number of instructions can be used at the end of a session:

- It's time to finish.
- Have you finished?
- Let's stop now.
- Stop now.
- Let's check the answers.
- Any questions?
- Collect your work please.
- Pack up your books.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.

Instructions can also be sequenced:

- First
- Next
- After that
- Then
- Finally

Comprensión language:

- Are you ready?
- Are you with me?
- Are you OK?
- OK so far?
- Do you get it?
- Do you understand?
- Do you follow me?
- What did you say?
- One more time, please.
- Say it again, please.
- I don't understand.
- I don't get it.
- Like this?
- Is this OK?

Close Up 23: Classroom Language: The end of the lesson

1. Time to stop

- It's almost time to stop.
- I'm afraid it's time to finish now.
- We'll have to stop here.
- There's the bell. It's time to stop.
- That's all for today. You can go now.

2. Not time to stop

- The bell hasn't gone yet.
- There are still two minutes to go.
- We still have a couple of minutes left.
- The lesson doesn't finish till five past.
- Your watch must be fast.
- We seem to have finished early.
- We have an extra five minutes.
- Sit quietly until the bell goes.

3. Wait a minute

- Hang on a moment.
- Just hold on a moment.
- Stay where you are for a moment.
- Just a moment, please.
- One more thing before you go.
- Back to your places.

4. Homework

- This is your homework for tonight.
- Do exercise 10 on page 23 for your homework.
- Prepare the next chapter for Monday.
- There is no homework today.
- Remember your homework.
- Take a worksheet as you leave.

5. Goodbye

- Goodbye, everyone.
- See you again next Wednesday.
- See you tomorrow afternoon.
- See you in room 7 after the break.
- Have a good holiday.
- Enjoy your vacation.

6. Leaving the room

- Get into a queue.
- Form a queue and wait for the bell.
- Everybody outside!
- All of you get outside now!
- Hurry up and get out!
- Try not to make any noise as you leave.
- Be quiet as you leave. Other classes are still working.

(Adapted from Classroom Language. Available at URL:

www.angles365.com/recursos/classroomlang.htm)

Close Up 24: Some relevant terms to the field of Education

1. **Adult and continuing education**

Education geared to the needs of mature students, especially during their working lives.

2. **Action plan**

Specific proposal developed by a learner, teacher or institution to address problems or difficulties or meet a desired goal.

3. **Assessment**

The process of evaluating and measure an individual's achievement; typically done with assessment tools such as assignments or examinations.

4. **Continuing professional development**

Opportunities for individuals to increase their current level of knowledge and skills through coursework or other means in order to improve their employment.

5. **Competencies**

An individual's abilities as they relate to knowledge, understanding, and skills; see also minimal competence.

6. **Deadline**

Final date for the submission of assignment or other required work.

7. **Feedback**

Responses provided to an individual while completing a task that are intended to guide the individual to a desired end.

8. **Fluency:** Natural, normal, native-like speech characterized by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions.

9. **Group work:** Learning activities requiring several students to work together.

10. **Guidelines:** Statements specifying recommended procedures for completing a specific task.

11. **Handout:** Typically a sheet provided to all members of group that contains vital information, a task to be completed, or other guidelines for an assignment.

12. **Language skills:** In language teaching, this refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Often the skills are divided into sub-skills, such as discriminating sounds in connected speech, or understanding relationships within a sentence.

13. **Mentoring**

Activity of advising and guiding a person through some task.

14. **Oral:** Related to speaking.

15. Progression

The movement from one educational stage or developmental level to another.

16. Question bank

A set of questions on a subject used either for study/review or for drawing questions used on an examination.

17. Rehearsal

Process of practicing an action or activity in order to perfect it.

18. Remedial teaching

Education activities aimed at removing deficiencies in knowledge or skills.

19. Resource

Material, either object, person, or location, that can be used to provide information.

20. Review

A short essay providing a critical commentary of a work.

21. Role play

Learning process in which participants act out the roles of other individuals in order to develop particular skills and to meet particular learning objectives.

22. Self assessment

Assessment completed by the learner him/herself to evaluate his/her own performance, strengths and weaknesses.

23. Study groups

Groups assembled to work together to facilitate learning.

24. Teamwork

Process where individuals engage in a cooperative effort to achieve a common objective.

25. Tutor

Instructor who provides instruction to one or more students outside of traditional classroom instruction.

26. Teamwork

Process where individuals engage in a cooperative effort to achieve a common objective.

27. Values

Fundament beliefs and principles about what is important to a person, professional, or discipline.

28. Web page

Hypertext document that include text, images, and hyperlinks.

29. Website

A collection of web pages organized around one theme or managed by a single organization.

Close Up 25: Language for Thinking

1. Defining

What is a...?

Give me a definition of a...

How would you define a...?

Who can define/give me a definition of...?

Can anyone give me a definition of...?

What do we call this?

2. Classifying

How would you classify...?

How many kinds of ...are there?

Who can classify...?

| | | | | | |
|-----------|--------|------------|------|-------|------------|
| There are | three | Kinds | of | | |
| | | types | | | |
| | | forms | | | |
| | | classes | | | |
| | | categories | | | |
| | fall | | into | three | kinds |
| | Can be | divided | | | types |
| | | classified | | | classes |
| | | | | | categories |
| | | | | | |

We/you/one can classify ... according to ...criteria

This class has...characteristics/features

3. Illustrating/Exemplifying

What is an example of this?

Give me an example (of this)?

Who can give me an example (of this)?

Let's take an example

Let me give you an example

One example of this is...

For example

For instance

4. Contrasting

In what way/how is ...different from ...?

How does ...differ from...?

How can one/we/you distinguish ...from...?

| | |
|-------------------------------|--------------------------------|
| ...is unlike... | in that... |
| ...is different from... | in so far as... |
| ...differs from ... | in ...respects: (firstly, etc) |
| One can distinguish...from... | |

...although... (subordinate clauses)

...though... (ditto)

....whereas... (main clauses)

... but.... (ditto)

However

But

Nevertheless

On the one hand, on the other hand

It is true that... Nevertheless...

Admittedly... Nevertheless

5. Comparing

In what way is ...similar to...?

What similarities are there/can you see between...and ...?

...is like ...(in that/in so far as...)

...is similar to... (in that/in

...and ...are similar (in that/in so far as...)

6. Giving reasons

Why?

Why does/did...?

Who can tell me why...?

What is/was the reason for that?

Give me a reason for that

What will/would happen if...happens/happened?

This is/was because...

The reason for this is that...

There are three reasons for this

This is/was due to...

If...happens, (then) ... will happen

When...happens, (then)... will happen

Because...happens, then ...will happen

This means that...will happen

So

Therefore

Thus

For this reason

That is why

7. Predicting

I predict that ... will happen

... will happen

If...happens, (then) ... will happen

When...happens, (then)... will happen

Because...happens, then ...will happen

This means that...will happen

... will not happen, unless ...happens

... will not happen, if ... does not happen

8. Summarizing

Who can summarize (what we have said)?

What have we said

What are the main points we have made?

So what we have said is...

So let's summarize.

Let me summarize/sum up

Let's summarize/sum up

So...

So you see...

So, we have said...

The main points we have made are...

9. Hypothesizing

What will happen, if ...happens?

What would happen if...happened?

What could/might happen, if ...happened?

What would have happened, if ...happened?

If ...happens, ...will (future, certain)

If... happens,... may/might/could happen (future, possible)

If ...happened, ...would happen (future, possible)

If ...had happened, ...would have happened (past, speculative)

Unless ... happens, ...will not happen

If... does not happen, ...will not happen

Assuming...happened, ...would happen.

Imagine (you are/there is...etc)

10. Time sequence/process

First

Then, after that, next

Eventually

Finally

11. Listing

I want to make three points

There are three reasons...

Etc

Firstly, secondly, thirdly, fourthly...finally/lastly

First, second, third, fourth...finally/last

12. Adding

Moreover

Furthermore

In addition

And another thing...

13. Apposition

Let me put this another way

Another way of putting this is...

In other words

Namely

14. Drawing conclusions/deducing

What can we/you/one conclude from this?

What do we/you conclude from this?

What conclusions can we draw from this?

If...is (the case), what must ...be/do etc?

If this was the case, what must...have been/done etc?

I/we conclude from this that...

I/we/one can conclude...

One can draw two conclusions from this...(firstly,...)

If ...is (the case), ...must be ...

If...was the case,...must have been ...

If...is not the case, ...cannot be...

If ... was not the case, ...cannot have been...

Section 8: Participating in a conference

Most professionals attend conferences regularly. Although they can participate as delegates, they very often do it as presenters.

Close up 26: Hints for effective oral presentations

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

- Introduction, to say what your message is going to be. Use the introduction to welcome your audience, introduce your subject, outline your structure, and give instructions about questions.
- Body, to say your real message. It is the 'real' presentation. It should be well structured, divided up logically, with plenty of carefully spaced visuals.
- Conclusion, to say what your message was. Use the conclusion to sum up, give recommendations, thank your audience, and invite questions.

Speakers use markers to organize the information. The following chart lists useful expressions that you can use to signpost the various parts of your presentation..⁶

| Functions | LANGUAGE |
|-----------|----------|
|-----------|----------|

⁶ Ibidem

| | |
|--|---|
| | |
| Welcome your audience: | <p>"Good morning, ladies and gentlemen"</p> <p>"Good afternoon, everybody"</p> |
| <p>Introduce the topic</p> <p><i>(Para presentar / enunciar el tema) ...</i></p> | <p>"Today, the topic of my talk is... I'm going to talk about"</p> <p>"My purpose today is to introduce our new range of..."</p> <p>"I am going to talk about..."</p> <p>"I'd like to start by... "</p> <p> "Let's begin by... "</p> <p> "First of all, I'll... "</p> <p> "Starting with... "</p> <p> "I'll begin by..."</p> |
| Outline your structure | <p>"<u>To start with</u> I'll describe the progress made this year. <u>Then</u> I'll mention some of the problems we've encountered and how we overcame them. <u>After that</u> I'll consider the possibilities for further growth next year. <u>Finally</u>, I'll summarise my presentation (<u>before</u> concluding with some recommendations)."</p> |
| Give instructions about questions: | <p>"Please feel free to interrupt me if you have any questions."</p> <p>"I'll try to answer any of your questions after the presentation."</p> <p>"We'll be examining this point in more detail later on... "</p> <p>"I'd like to deal with this question later,</p> |

| | |
|--|--|
| | <p>if I may..."</p> <p>"I'll come back to this question later in my talk..."</p> <p>"Perhaps you'd like to raise this point at the end..."</p> <p>"I won't comment on this now..."</p> |
| Finishing one subject... | <p>"Well, I've told you about..."</p> <p>"That's all I have to say about..."</p> <p>"We've looked at..."</p> <p>"So much for..."</p> |
| ...and starting another | <p>"Now we'll move on to..."</p> <p>"Let me turn now to..."</p> <p>"Next..."</p> <p>"Turning to..."</p> <p>"I'd like now to discuss..."</p> <p>"Let's look now at..."</p> |
| Give further information (<i>Para brindar información adicional</i>) | <p>In addition...</p> <p>Moreover...</p> <p>Furthermore...</p> |
| Direction (<i>Para pasar a otro tema o aspecto</i>) | <p>Moving on/Changing All /All right...</p> <p>Now, let's see/ analyze/look at/ turn to...</p> |
| Giving examples (<i>Para ilustrar /brindar ejemplos</i>) | <p>For instance...</p> <p>For example...</p> <p>Such as...</p> <p>To illustrate...</p> <p>For example,...</p> <p>A good example of this is...</p> <p>As an illustration,...</p> <p>To give you an example,...</p> <p>To illustrate this point...</p> |
| Reformulating/Clarifying (<i>Para</i> | In other words... |

| | |
|-------------------------------------|---|
| <i>reformular o aclarar)</i> | That is (to say)... |
| | Namely... |
| Concluding (<i>Para concluir</i>) | To sum up... |
| | In conclusion... |
| | This is all I have to say... |
| Giving 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." |
| | "Many thanks for your attention." |
| Invite questions: | "Are there any questions?" |
| | "Can I answer any questions?" |
| | "Now I'll try to answer any questions you may have." |
| | "Can I answer any questions?" |
| | "Are there any questions?" |
| | "Do you have any questions?" |
| | "Are there any final questions?" |

Dialogue 22: Clayton Stewart is an Australian researcher on environmental issues. He is participating in a Convention at the International Conference Center of Havana. Francisco Hernandez is a journalist reporting on the Convention proceedings for his newspaper. He is impressed by the lecture on Global Warning he has just attended.

F: Hello, Mr. Stewart. My name is Francisco Hernandez. I am a journalist from Everygreen magazine. I really enjoyed your session. Would you have a few minutes to answer some questions?

A: Of course. I would be delighted to. How can I help you?

F: There are some arguments about Climatic or Climate Change and Global Warming. Could you clarify the difference for me?

A: On the one hand, Climate Change is any long-term change in the statistics of weather over periods of time that range from decades to millions of years. It can express itself as a change in the mean weather conditions, the probability of extreme conditions, or in any other part of the statistical distribution of weather.

On the other hand, Global Warming refers to the increase of the average temperature of the Earth's near-surface air and oceans since the mid-20th century and its projected continuation.

F: I recognize that this issue is very complex. Are there reasons for this development and are there agencies that have some responsibility here?

A: It's evident that there are governments which have developed their societies by depleting natural resources and never signed the Kyoto Protocol. This is a protocol to the United Nations Framework Convention on Climate Change which was initially adopted for use on 11 December 1997

F: What lies ahead for our planet?

A: The answer lies in part in Education. We all need to learn much more about what is happening and what we can do about it. If we don't stop this, we perish in the process. Humanity could no longer survive!

F: We are grateful for all the information you have shared with us. It is clear that this is an urgent matter for all citizens of the world to attend to. Thank you for taking this time.

A: It is my pleasure, Mr. Hernández

Close Up 27: Two important means to make clear authors' ideas are **defining** and **describing**. Recognizing these means helps you process material more efficiently. Textbook writers and lecturers usually begin by defining the main concepts and terms under discussion. **Definitions** are usually made up of three components: **the concept or term** to be defined, **the class** to which the concept belongs to, and **the characteristics** that make it different from other members of the same class. These components are organized following one of two basic structures and using specific markers.⁷

Exercise 44: Read the definitions of Climate Change and Global Warning and complete the chart.

Exercise 45: Provide your own definitions of useful terms in your profession. Do not forget to follow the rules for writing definitions.

Exercise 46: Using information related to the dialogue above complete the sentences with the most appropriate modal verbs.

a.- Governments _____ devise policies for environmental education.

⁷ Adapted from Learning to Learn by Mérida Figueredo, et al.

b.- World governments _____make major commitments to this Global Climate issue.

c.- Individual citizens also _____ to shift their daily habits.

d.- Fossil fuel burning and deforestation _____ some of the causes of the increase of temperature.

e.- People _____ should learn much more about ways to improve environmental issues.

Exercise 47: Rewrite these sentences using modal verbs.

a.- What are the possible causes of greenhouse effect?

b.- Governments have the obligation to devise appropriate policies to protect the environment and people have the moral obligation of following them.

c.- Endangered species need to be protected.

d.- Children need to learn to protect nature.

Exercise 48: Write a letter to a newspaper giving your opinion about an important issue related to your field of work. Use the following linking words and expressions to help you write the letter.

➤ Explain why you are writing:

I am writing to you because...

➤ Give your opinion:

In my opinion,...

➤ Give the opposite opinion:

It may be true that...

➤ Give your opinion again, more strongly:

But as far as I am concerned,...

But in practice ...

Dialogue 23: At the National Botanical Garden

A group of university students from different countries is given a guided tour of the National Botanical Garden in Havana. Virginia Olivera and María Stuart are majoring in Agronomy. They are both committed to ecology and sustainability of the earth. María and Virginia engage in conversation with one of the guides, Roberto.

Roberto: Welcome everyone. My name is Roberto Lahera and I will be your guide today. Welcome to the National Botanical Garden. We consider this to be one of the dreams come true for botanists, agronomists, scientists and citizens of Havana. This peaceful and beautiful garden houses one of the best centers for plant protection nationwide. Follow me please.

Virginia: My goodness! I love that orchid. I have only seen it in pictures! What do you call it?

Roberto: This is the famous ^aOrquidia de Marzo^a. It is one of the *Dendrobium* sp. only seen in tropical regions. It grows in areas of moderate humidity and semi-shade conditions. You will find other types of orchids around the garden. If you love orchids, You might

want to consider visiting the largest Orchid Botanical Garden of Cuba in Soroa. It features over 700 species.

Virginia: That would be nice. But it should be in our next visit because tomorrow we are flying to Santiago Cuba.

Roberto: Well, there is also a very beautiful Botanical Garden in Santiago de Cuba, on the way to la Gran Piedra.

María: Are there exotic plants there?

Roberto: Oh, yes! There are beautiful tropical flowers. And the people who work in the garden are very nice. They can even give some information in English because they have taken lessons by television.

Virginia: Roberto, This is spectacular, I would never imagined such a beautiful place in the middle of a city! Having this kind of garden in Havana gives local people and tourists access to plants that are rarely seen. Providing information on plant protection is also very useful for everyone.

Virginia: Thank you for your information tour and for your important work.

Maria: Thank you. There is urgent need for action. I will certainly return for some of your programs here.

Roberto: Thank you. The tour is over and I hope you enjoyed the garden. I believe we all understand there is an urgent need for immediate actions to save the ecosystem. Being conscious about it IS THE FIRST STEP IN affirmative action. Thank YOU ALL for coming!

Close Up 28: writers also use markers to organize their piece of writing. Read this chart.

| Structure | Functions | Markers |
|--------------|--|--|
| Introduction | Presenting the topic Stating the objective(s)/ Stating the target audience | This paper/research is about/deals with/refers to... The purpose/goal/aim of this report/ is to... This textbook/article is intended for ... |
| Conclusión | Summarizing | On the whole... To conclude/ In short/ Summing up / Summarizing ... |

Close Up 29: Writing Abstracts

Very often professionals need to write abstracts for different reasons. In this section we give you some **useful hints to write abstracts**.

An abstract is a brief, comprehensive summary that describes the contents of a thesis or an article. The length of the abstract should go from 150–350 words

What Is Usually Included in an Abstract?

- a title identical to the title of the thesis

- the name of the author
- the date of the thesis
- where the thesis is submitted or published
- the main topic of the thesis
- the purpose of the thesis
- the methods used to research information
- further sub-sections within the thesis
- results, conclusions, or recommendations

A Simple Abstract Structure

A short abstract can be a single paragraph. Or you can divide your abstract into short paragraphs:

First paragraph: state what the thesis is about, give a simple statement of aims and methods.

Second paragraph: explain the structure of the thesis and say something about the content.

Third paragraph: give a concluding statement, including a short summary of the Results

Abstract and Thesis Titles and Headings

Abstract and thesis titles should be kept as short and sweet as possible and be to the point.

There are simple rules for the use of capital letters in titles, headings and subheadings in

English, including abstract and thesis titles. These are:

- headings and sub-headings should not end with full stops
- do not place headings and sub-headings within quotation marks
- first and last word should always be capitalized
- do not capitalize articles (the, a, an), prepositions (to, from, with, over, etc.), or coordinating conjunctions (and, for, or, nor, etc.)
- do capitalize nouns, verbs (even short ones like Is), adverbs, adjectives, subordinating conjunctions (Although, Because, Due to, etc.) and pronouns (He, Their, etc.)

Sample abstracts 1

Greg Bond, Business and Law, University of Applied Sciences Wildau

Abstract of Bachelor's Thesis, Submitted 29 February 2009:

Writing Abstracts in English for Bachelor's and Master's Theses at the UAS Wildau

The aim of this thesis is to investigate and identify the present status of abstract writing in English for bachelor's and master's theses at the UAS Wildau, and to make recommendations for students who are required to produce abstracts in English.

In the first part, results of a short empirical survey of the university faculties and degree programs are presented. These show that there is growing demand for

student abstracts in English, but at present students receive very little guidance in this matter.

The thesis then identifies the uses of an English abstract, and further outlines the structure of an abstract. In a detailed central section the thesis provides students with useful practical tips on the language of abstracts, including rules for creating headings and titles, and giving lists of phrases and vocabulary that are commonly used in abstracts. Here, the thesis draws on a number of sources from other universities and books on academic writing in English.

In conclusion, the thesis argues that abstract writing in English is essential but that students should not be expected to be able to write good abstracts without assistance. This thesis hopes to offer all UAS Wildau students useful tips on writing abstracts in English, and thus make a small contribution to improving the general standard of bachelor's and master's theses.

Exercise 49: Sometimes professionals need to write the abstract of an article. The following activity will help you write **the abstract of a journal article**.

Read the abstract of the journal article *Technothrillers and English for Science and Technology*, and answer the following questions.

- (a) Which sentence states or implies what the author did?
- (b) Which sentence states or implies how the author did what he or she did?
- (c) Which sentence states or implies what the author found?
- (d) Which sentence states or implies what the author concluded?

- (e) Quite often abstracts read like news reports. Can you find any sentence where the abstract states or implies that the article has some novelty value because of important contributions to knowledge and practice within the teaching profession?
- (f) Can you anticipate the content/structure of the article?
- (g) Would you read the whole article? Explain.

Sample Abstract

Discussions on pre-historic life, novel techniques for DNA reconstruction, computer algorithms for large-database processing, or applications of chaos theory topics one would normally find in specialized publications; however, they can appear in contemporary technothriller stories where adventure and academic seminar are skilfully blended. This article focuses on a particular teaching experience where a contemporary fiction work featuring high-tech has been used as source material in English for Science and Technology (EST) courses, and how this approach has had a positive impact on students' motivation to learn English as well as on their overall performance in the foreign language. It is suggested that since the same field of information can be accessed through different genres, EST teachers can incorporate fiction literature into their language programs and exploit these reading passages through a combination of strategies drawn from literature lessons and tasks from EST methodology. The choice allows both to attain the goals of EST course and to initiate students into reading literature in the foreign language.

Close Up 30: The Language of an Abstract

Introduction (usually in present, could also be in present perfect or simple past tense):

The purpose of this study is to investigate the effects of ... on ...

The goals of this study are to determine ...

The primary purpose of this study is to determine ...

This study is specifically concerned with the effect of ... on ...

This study is an initial attempt to investigate the relationship ...

This study has two major purposes: (1) to investigate ... (2) to demonstrate ...

The aim of this study is to identify the characteristics of ...

The major objective of this study is to ...

The aim/topic/goal of the present paper is to ...

This thesis discusses/describes/analyses/studies/focuses on/deals with ...

This study/experiment/research/survey was aimed at
developing/improving/testing ...

The project was designed to ...

Materials and Methods (in past tense):

This study was conducted in North Karelia / at North Karelia Polytechnic.

The empirical part of this study was conducted in May 2000.

Data for this study/research were collected/gathered/obtained
from/by/through/with

the help of/among ...

The subjects of this study were ...

The subjects were randomly selected.

The sample was selected from ...

Twenty companies served as subjects in a study designed to investigate ...

Six groups, each consisting of ..., were formed to ...

Twenty companies were selected for this investigation.

Using local and national data, this study was designed to investigate.

This questionnaire investigated how companies view their ...

A questionnaire was distributed/mailed/sent to ...

Respondents filled in a form/indicated their preferences/rated each item.

Responses were made on a 5-point Likert scale ranging from ... to ...

The response rate was ...

All 59 subjects participated in the study.

Interviews were conducted by/with ...

The interviews were recorded on audiotape.

Conclusions (in simple present or past tense):

These results suggest that ...

The results show that/reveal ...

It was concluded that ...

This study/survey shows/supports/questions/implies/indicates ...

On the basis of the results of this research, it can be concluded that ...

The results provide some support for ...(ing)...

The results did not support the expectations that ...

These data support the view that ...

Close Up 31: Further vocabulary to use in an abstract

When you write the abstract or speak about an article, you restate what the author has said, and sometimes you also give your opinion or judgement.

Therefore, you need precise vocabulary to convey the author's meaning as exactly as possible.

1. Verbs: show, demonstrate, illustrate, prove, argue, examine, explore, look into, consider, deal with, address, involve, relate to, refer to, draw on, explain, investigate, highlight, outline, provide an overview of, define, distinguish between, indicate, support, reveal, suggest, conclude, recommend

For example: The author explains...

The article highlights...

The experiment demonstrated...

The results reveal...

(See also the *close up* on reporting verbs)

2. Nouns: intention, purpose, aim, objective, thesis, argument, issue, assumptions, methods, premises, results, conclusions, outcome, recommendations

For example: The purpose/aim/ intention of the article is...

3. Connecting words: however, first, second, then, finally, thus, for example, furthermore, in addition, in conclusion, by contrast, nonetheless, consequently, etc.

For example: first the author explains.... The, he supports his claims...

Close up 32. The use of Passive voice

The passive voice is frequently used in formal texts, like scientific articles.

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

Example: A new vaccine was produced.

In the example above, the focus is on the fact that the vaccine was produced. However, who did it is not relevant.

Sometimes a statement in passive is more polite than active voice, as the following example shows:

Example: A mistake was made.

In this case, the focus is on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

Form of Passive

Subject + finite form of *to be* + Past Participle

Example: The Botanical Garden was visited by a group of foreign students.

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

Exercise 50 : Read the following texts and select the passive voice constructions.

- Programming languages have been under development for years and will remain so for many years to come. They got their start with a list of steps to wire a computer to perform a task. These steps eventually found their way into software and began to acquire newer and better features. The first major languages were characterized by the simple fact that they were intended for one purpose and one purpose only, while the languages of today are differentiated by the way they are programmed in, as they can be used for almost any purpose. And perhaps the languages of tomorrow will be more natural with the invention of quantum and biological computers. (Taken from Wikipedia, the free encyclopedia)
- Bits-basic units of memory

Information is processed and stored in computers as electrical signals. A computer contains thousands of electronic circuits connected by switches that can only be in one of two possible states: ON (the current is flowing through the wire) or OFF (the current is not flowing through the wire). To represent these two conditions we use **binary notation** in which 1 means ON and 0 means OFF. This is the only way a computer can 'understand'

anything. Everything about computers is based upon this binary process. Each 1 or 0 is called a **binary digit** or **bit**.

(Taken from

www.portalhuarpe.com.ar/MEDHIME/.../Idiomas/.../InformaticaDer.htm)

Section 9: Talking about Sports

Close Up 33: Using the English language to talk about sports.

Sports have become a means to strengthening bonds of friendship and understanding among people from every country in the world. Communication in sports has been made much easier with the use of the English language, which is at present the official language of most International Sports Federations and the preferred means of interaction among athletes, coaches, judges and referees, and sports leaders around the world.

The universality of English in the field of international sports is the reason why lots of terms which are specific of a certain sports discipline come from the English language. The pronunciation and spelling of these terms sometimes remains the same as in English, but is sometimes adapted to those of the language spoken in other countries. Can you think of a TV sports commentator in Cuba narrating a baseball game without using plenty of words of the English language? Is there a word in Spanish for a strike or an out?

These are some communicative contexts in which people from different countries need to use the English language to talk about sports and physical culture:

- To talk about winning and losing in sport.
- To talk about a training routine.

- To talk about the schedule of a sports event.
- To describe a sports facility.
- To narrate a sports event.
- To talk about records.
- To talk about an athlete's sports career.
- To talk about physical exercise.
- To talk about an athlete's daily routine.
- To ask for and give general information about sports in the Olympic Program.
- To talk about the rules which govern certain sports disciplines.
- To talk about injuries or lesions.

Reading 7: A letter to Meghan

Hey Meghan!

Thanks for the e-mail. I apologize for taking so long to get back to you. I was in Phoenix for a couple of weeks visiting my family.

I am sorry to hear about your shoulder. It's funny you should ask me this question, because I had arthroscopic surgery on my shoulder last year in August. I had torn some of the cartilage in my shoulder and I had bursitis. They cleaned it all up, and I am pretty much completely healed.

I had to take six months off to allow my shoulder to heal. It's been really tough for me. I always thought I was invincible and that shoulder surgery would never happen to me. I basically had to start all over again with my training.

But it is really great because now I realize how much I love swimming, and I missed it in a way that I never had before. I just took it for granted how much fun it was to get up on the blocks and go all out for the win.

The break also was a welcome one because it was good for me to take some time off and just be a “normal” person. The main thing that I have learned is that though I love the sport and missed it unbearably, there is a lot more to life than chlorine and champions. I believe that if I weren’t swimming, I would find something else in which to put my passions that would be just as worthwhile (well... almost!)

I don’t know how serious your injury is, but I do know that you can make it if your body (and your doctor) will allow you. Never stop believing that you can do it.

I know of several top swimmers who have had bad shoulders and they simply base their training on great kicking. They work underwater and specialize in short court swimming (which is great if you want to swim in college). Think about Natalie Coughlin! It can be done especially in the sprint events. You should talk to your coach about this.

I wish you the best, and always remember that whatever it is, it is happening for a reason. In the end I am sure it will work out for the best.

Best of luck, Misty Hyman, USA.

Exercise 51: Identify in the letter expressions by means of which:

- a) Misty writes about his shoulder problem.
- b) Misty writes about how hard it was for him to stop swimming for a while.

c) Misty gives advice to his friend.

Exercise 52: Find in the letter the equivalent expressions for:

a) *Tuve que empezar de nuevo con el entrenamiento*

b) *Salir a buscar la victoria / salir a ganar*

c) *Eventos de velocidad*

Dialogue 24: Bill talks about sports with a Cuban friend.

Bill: I understand baseball is your favorite sport in Cuba.

Carlos: Yes, it is. Almost every Cuban knows how to play baseball. It is played in every park and there are baseball teams in every school in the whole country.

Bill: How long is your national series?

Carlos: Well, it's rather long. It takes more than 9 months, including the play off with the eight teams qualifying after the round robin.

Bill: How do you make your national team?

Carlos: Just based on the players' performance in the National Championship. We make a team of twenty players, usually including three catchers, six infielders, four outfielders and seven pitchers.

Bill: Some of your players are very famous in Canada. Third-baseman Omar Linares was very well known to us in the nineteen-nineties.

Carlos: Yes, he is said to have been one of the best Cuban players in the last thirty years.

Carlos: Which sports are popular in Canada?

Bill: Ice hockey, baseball and basketball

Reading 8: Omar Linares – a great baseball player

Omar Linares Izquierdo was born in San Juan y Martinez, Pinar del Rio, on October 23, 1967. He played third base for the Cuban national team and for Pinar del Rio in twenty seasons of the Cuban national series. As he started playing regularly as a teen, the public knows him affectionately as El Niño, meaning “the kid”.

Linares’s exceptional career shows statistics which include a 368 batting average, 404 homeruns, 1547 runs batted in and 264 stolen bases.

He led the National Series in batting average four times, in RBIs four times and in walks six times.

Linares was a mainstay on the Cuban national baseball team during much of the 1980s and 1990s, as the starting third baseman on world championship winning teams in 1986, 1988, 1990, 1994, 1998 and 2001. He was part of Cuba’s Olympic gold medal teams in 1992 and 1996, and the silver medal team in 2000. He retired in 2004.

Exercise 53: Find in the text above the equivalences for the following words and phrases:

- a) Promedio de bateo
- b) Jonrón
- c) Carreras impulsadas
- d) Bases robadas
- e) Bases por bolas
- f) Serie Nacional
- g) Tercera base abridor

Reading 9: A newspaper article on the last game in the 2009 World Baseball Classic

The 2009 World Baseball Classic thus far has been a festival of 38 games played by 16 teams from all over the world.

Now it's down to one game and two teams from neighboring nations.

This is the one game that both teams have been waiting to play since the tournament began almost three weeks ago and, just perhaps, were destined to play all along: A Classic final.

Japan and Korea meeting for the championship of the '09 Classic should shock no one who has followed the tournament, watching as the defending champion and the 2008 Olympic champion have been sharp and efficient in winning six games each – and losing only to each other, twice apiece.

When the two teams meet for the fifth time in the tournament Monday night at 9 p.m. ET at Dodger Stadium, they'll be way beyond familiarity and rivalry.

"That we were able to come up to the stage together, I really feel great respect for the Koreans for that," Team Japan manager Tatsunori Hara said, "And at the same time, I feel like it's the game of the century."

It's certainly the culmination of a decade of competition between the two countries. Since the 2000 Sydney Olympics, the two teams have faced each other 15 times in international play, with Korea taking eight games and Japan taking seven. In those games, the runs scored are Japan 38, Korea 35. Six of those have come in the Classic, including a memorable meeting in Anaheim in 2006 that almost cost Japan a semifinal berth.

In this go-round, both teams have benefited from excellent pitching, and they're both throwing their hottest starters for the final. Korea, which won a coin toss

Sunday night to be declared the home team, goes with Jung Keun Bong (2-0, 0.66 ERA, 3G/2GS, 13.2 IP in the Classic), who has defeated Japan twice thus far. Japan turns to Hisashi Iwakuma (1-1, 0.73 ERA, 3G/2GS, 12.1 IP), who gave an ace effort in a 1-0 loss in the seeding game out of Pool A on March 9. These two teams know each other as well as they know themselves, and all they did was find out more about each other in the first four meetings.

Exercise 54: Identify in the text above the phrases or acronyms used to indicate that:

- a) Hisashi Iwakuma won one game and lost another in the World Classic.
- b) Jung Keun Bong earned an average of 0.66 races per game.
- c) Japan lost a game versus Korea with a 1-0 score.
- d) Jung Keun Bong has played in three games, in two of which he has been the starting pitcher.
- e) Mr. Iwakuma has pitched a total of 12.1 innings.

Exercise 55: Find the text the prepositions you will use to complete the following sentences:

- a) The teams competing in the Classic come _____ the five continents.
- b) Japan lost its first game _____ Korea.
- c) This will be the fifth game _____ Japan and Korea.

Close Up 34: Look at some other expressions often used when commenting on baseball games:

- a) He pitched 5 innings on three hits. / Lanzó 5 entradas y permitió tres hits.
- b) He gave up a run. / Permitió una carrera.

- c) He struck out seven. / Ponchó a siete.
- d) He cleared the fence. / Se llevó la cerca.

Close Up 35: The International Olympic Committee decides which sports are included in the Olympic program in each of the Games. Some sports which have been contested in several Games have been excluded for the 2012 London Games, while other fairly new disciplines have been included. Let's look at a list of some of the sports which were part of the program in Beijing 2008:

| | | |
|--------------------------|------------------------------|---------------------|
| <i>Archery</i> | <i>Athletics</i> | <i>Baseball</i> |
| <i>Basketball</i> | <i>Beach Volleyball</i> | <i>Boxing</i> |
| <i>Cycling</i> | <i>Diving</i> | <i>Equestrian</i> |
| <i>Fencing</i> | <i>Football</i> | <i>Gymnastics</i> |
| <i>Handball</i> | <i>Hockey</i> | <i>Judo</i> |
| <i>Modern Pentathlon</i> | <i>Rhythmic Gymnastics</i> | <i>Shooting</i> |
| <i>Swimming</i> | <i>Synchronized swimming</i> | <i>Table tennis</i> |
| <i>Tae Kwando</i> | <i>Tennis</i> | <i>Volleyball</i> |
| <i>Water Polo</i> | <i>Weightlifting</i> | <i>Wrestling</i> |

Reading 10: Archery and the Olympic Games

Archery is one of the oldest arts still practiced. The history of archery is closely linked with the history of mankind. Evidence of ancient archery has been found throughout the world, even in Australia where it had previously been thought that the bow had not been used.

Archery was first included in the Olympic program in 1900, and was again in the Games in 1904, 1908 and 1920. After the Antwerp Games archery

disappeared from the Olympics, mainly resulting from the fact that there was no International Federation and the rules of the sport were not homogeneous around the world.

The International Archery Federation (FITA) was founded in 1931 in Lwow, Poland, but it was not until the 1972 Munich Olympics that the sport of the bows and arrows came back to the Games. The FITA President at that time, Mrs. Inger Firth (GBR) did an outstanding job in negotiating with the International Olympic Committee the return of this elegant sport to the program.

FITA has had to make radical changes to their rules in the last few years in order to make their sport more attractive to television. After the double FITA round (288 arrows shot at four different distances) contested in Munich, Montreal, Moscow and Los Angeles, an important modification was introduced in the 1988 Seoul Games: the Grand FITA Round, in which only the top 8 archers would shoot a finals round of 36 arrows. This event proved very exciting to the spectators on the field, but did not allow full TV coverage, as the eight archers were shooting at the same time at eight different targets.

A major change was introduced in the Barcelona Games: the Olympic Round, an individual and team single elimination round consisting of 12-arrow matches. With the new round, only two archers shoot for the Gold medal, after they have won their five previous matches. Archery is now more TV and spectator friendly. It is very easy to understand what's going on and to follow the competition comfortably seated at home.

There are two divisions in archery competitions: the recurve bow division and the compound bow division. The compound bow, which you may have seen in the Rambo films, has wheels and pulleys at the end of its limbs. These devices,

which are not permitted in the recurve bow, make the compound bow a piece of equipment which makes it easier for the archers to hit the target. In addition, in the compound division it is allowed to place a magnifying lens in the bow sight, and the archers can use release aids which help them hold and let go of the string.

These devices are not allowed in the recurve bow. It is for this reason that the recurve bow is much more demanding on the archer, who must hold the bowstring with his fingers (aided only by a piece of leather to prevent finger bleeding). The recurve bow is the only division presently contested at the Olympic Games.

The number of FITA member associations (one per country) has now reached more than 145 nations. Archery is now a popular sport around the world, and many very fine archers strive to win a quota place to compete at the Olympic Games. Cuba has participated in the archery competition of the Olympics on three different occasions: Sydney, Athens and Beijing. It was in the 2008 Games that a Cuban archer achieved our highest result so far: Juan Carlos Stevens won three matches and finally ranked fifth among 64 competitors.

Reading 11: The History of Artistic Gymnastics

Origin

When gymnastics began in ancient Greece more than 2000 years ago, the gymnasium was the centre of cultural activity. Men gathered there not only to practice sport, but to understand art, music and philosophy. The Greeks believed symmetry between mind and body was possible only when physical exercise was coupled with intellectual activity.

Today, gymnastics is often termed the ultimate combination of sport and art, but the idea is nothing new. Plato, Aristotle and Homer heartily advocated the strengthening qualities of gymnastic activity. It is a philosophy that can be found in much of their work.

The term "artistic gymnastics" emerged in the early 1800s to distinguish free-flowing styles from the techniques used by the military. Although viewed as a novelty by many, gymnastics competitions began to flourish in schools, athletic clubs and various organizations across Europe in the 1880s. When the Olympic movement was resurrected at Athens in 1896, gymnastics made a fitting return.

Olympic history

The early Olympic Games featured some gymnastic disciplines which could scarcely be deemed "artistic", however. Rope climbing, tumbling and club swinging were among the events that failed to survive the refining process. At the World Championships, first held in Antwerp in 1903, field events such as the pole vault, broad jump and shot-put even featured occasionally until 1954. Swimming appeared once, at the 1922 championships.

The Olympic program began to settle in 1924, with men competing for individual medals and in team events on each apparatus. Four years later, women began competing in Olympic gymnastics at Amsterdam. By 1952, the Soviet Union had become the leading force in Olympic gymnastics, its profile rising slowly after a group of social reformers - including playwright Anton Chekhov - formed the Russian Gymnastic Federation in 1883. Gymnastics has been present at every Olympic Games.

A perfect fusion of athletics and aesthetics, gymnastics ranks among the defining sports of the Olympic Games. Mixing strength and agility with style and

grace, the high-flying acrobats have provided many of the most breathtaking Olympic spectacles of the past quarter-century.

Nadia Comaneci's perfect 10 score at the 1976 Montreal Games, the first ever awarded, remains the high-water mark for most gymnastics fans. The 14-year-old Romanian achieved the seemingly impossible seven times in Montreal, a feat so unexpected that the scoring technology was set up for only three digits. Her 10.00s were displayed as 1.00.

Gymnastics has a long, proud history. The sport can be traced back to ancient Greece, where such skills featured in the ancient Olympic Games. Ancient Rome, Persia, India and China practiced similar disciplines, mostly aimed at preparing young men for battle. The word itself derives from the Greek word *gymnos*, meaning naked - dress requirements for athletes in those days were minimal, to say the least.

Competition

In artistic events (performed on an apparatus), men compete in floor, pommel horse, rings, vault, parallel bars and horizontal bars. Female gymnasts compete on the vault, uneven bars, balance beam and floor. The competition includes all-round events and team events, also scored over each apparatus.

Close Up 36: Interviewing an outstanding athlete

These are some of the questions you may ask of an outstanding athlete.

- a) When did you become involved in _____?
- b) Why did you become interested in this sport?
- c) Is there a sports tradition in your family?
- d) Who was your first coach?

- e) Was there a time in your early career in which you thought you wanted to quit?
- f) When did you realize you wanted to become a world-class athlete?
- g) You made the national team for the first time at a very young age. What did that mean to you?
- h) Was your first international competition abroad a positive experience?
- i) When in your sports career did you realize you were a top athlete?
- j) Which of your many victories in the international arena do you value the highest?
- k) How do you train for major events such as the World Championships and the Olympic Games?
- l) Which is your immediate goal as an athlete now?

Close up 37: Translation hints

Professionals very often need to translate information from their field of work.

The hints included here are by no means exhaustive; they offer valuable suggestions to take into consideration when translating from English into Spanish.

1. Translate ideas , not words
2. Beware of false cognates (aquellas palabras que se asemejan a algunas en español, pero tienen significado diferente en inglés). For example:

| English | Spanish |
|----------------|----------------|
| actually | realmente |
| eventually | finalmente |
| library | biblioteca |
| lecture | conferencia |

3. -Ing forms are translated in different ways.

3.1. The gerund is translated into Spanish as an infinitive or as a noun.

Examples:

| English | Spanish |
|---|--|
| Working in the experiment was an interesting experience. | Trabajar en el experimento fue una experiencia interesante. |
| After the failure of their theory, the scientists considered resigning . | Después del fracaso de su teoría, los científicos pensaron en renunciar . |
| He began by explaining the objectives of the research. | Comenzó por explicar los objetivos de su investigación. |
| The reading of the most recent advances in technology helped to understand the new approach. | La lectura de los avances tecnológicos más recientes contribuyó a la comprensión del nuevo enfoque. |
| The scientists regretted not having at their disposal the latest book on genetics. | Los científicos lamentaron no haber tenido a su disposición el libro más reciente sobre genética. |

3.2. The present participle is translated into Spanish in different ways.

3.2. 1.- as participio de presente (en español las terminaciones –ante, -ente o los adjetivos terminados en –or, -ora)

| English | Spanish |
|--|---|
| There was an exciting discussion about the issue. | Hubo una emocionante discusión acerca del asunto |
| They brought discouraging news to the conference. | Trajeron noticias desalentadoras a la conferencia. |

3.2. 2.- as participio pasivo (en español las terminaciones –ado, -ido)

| English | Spanish |
|---------|---------|
|---------|---------|

| | |
|---|------------------------------------|
| There was an exciting discussion | Hubo una animada discusión. |
|---|------------------------------------|

3.2..3.- as proposición relativa.

| English | Spanish |
|--|--|
| Here are some papers containing a full account of the research. | Aquí tenemos unos documentos que contienen un informe complete de la investigación. |

4. The passive voice is translated into Spanish in different ways:

- Voz pasiva en inglés a voz activa en español. Cuando en la oración pasiva en inglés se menciona el sujeto, se traduce al español en voz activa.

| English | Spanish |
|--|--|
| The weight of the human body is supported <u>by the skeleton</u> . agente | <u>El esqueleto</u> sostiene el cuerpo humano. sujeto |

- Cuando no se conoce quién realizó la acción, o no es conveniente mencionarlo, se usa la voz pasiva en español, al igual que en inglés.

| English | Spanish |
|----------------------------------|---|
| He was operated on this morning. | Fue operado esta mañana. / Lo operaron esta mañana. |

- Cuando en la oración pasiva en inglés no se menciona el sujeto real, en español se usa la voz pasiva con “se”.

| English | Spanish |
|---|--|
| Predictions <i>were made</i> for space forecasts. | <i>Se hicieron</i> predicciones para los proyectos espaciales. |

- Cuando se ha omitido quién realizó la acción, la oración en voz pasiva se usa en español la voz activa impersonal.

| English | Spanish |
|---|--|
| The problem <i>was solved</i> at last. | Al fin <i>resolvieron</i> el problema |
| He <i>was given</i> a chronometer for his daily work. | <i>Le entregaron</i> un cronómetro para su trabajo diario. |
| Instructions <i>were given</i> to him. | Se le <i>dio instrucciones</i> . / Recibió instrucciones. |

- Las oraciones pasivas impersonales en inglés se pueden traducir al español de dos formas diferentes:
 - a pasiva impersonal (estilo formal)
 - a activa impersonal (tercera persona del plural) (estilo coloquial)

| English | Spanish |
|--|--|
| It is said that the Earth has changed its diameter and volume. | Se dice que la tierra ha cambiado su diámetro y volumen. |
| | Dicen que la tierra. |

(Adapted from Serrano Torres, M. et al. Integrated English Practice 5. Editorial

Pueblo y Educación. La Habana, 1989