

# **BUSINESS ENGLISH – GRAMMAR**

## **REFERENCE - LESSON 15 - 4º BIMESTRE**

DOMINAR AS FERRAMENTAS DE PRODUÇÃO DE TEXTOS EM QUALQUER CONTEXTO, AMPLIFICAR A INTERDISCIPLINARIEDADE, PERMITINDO COMPARAÇÃO, REFLEXÃO E ANÁLISE CRÍTICA

ORGANIZADOR: PROF. RONALDO PERICINOTTI

**PARA O ALUNO (TRABALHANDO SEM O PROFESSOR)**

CARO ALUNO,

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Obrigado

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# **BUSINESS ENGLISH – GRAMMAR REFERENCE - LESSON 15 - 4º BIMESTRE**



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## **Writing a good CV**

When you're applying for a job, a great CV is essential. Find out what to include and what to avoid for the best chance of getting an interview.

When you're looking for work, you need an attractive, clear and memorable CV (curriculum vitae) that shows your potential employer all the skills and experience you have for the job.

### **What should you include in a CV?**

This article mainly focuses on writing a UK-style CV. If you're applying for a job internationally, be aware that the standard length, format and tone can vary from country to country. It's a good idea to check the expected format in the country or company you're applying to.

### **Contact details**

Make sure the potential employer has a way of contacting you. Include your full name, telephone number and email address.

### **Photo?**

In many countries, employers expect to see a professional-looking photo on a CV. In others, like the UK, Canada and the USA, the law prohibits employers from asking for a photo, and it is better not

to include one. Try to find out if it is usual to include a photo in the working environment you're applying to.

## **Education**

List and date the most important qualifications you have obtained, starting with the most recent. You can also include any professional qualifications you have.

## **Work experience**

List and date the jobs you've had and the companies you've worked for, starting with the most recent. It's usually enough to cover the last ten years of your work history. Include your job title, responsibilities and achievements in the job.

If you have a lot of work experience, give the job titles but be selective about which responsibilities and achievements you highlight. Reduce the detail about jobs that are less relevant to the role you're applying for and draw attention to the most important experience you bring.

## **Skills**

These could include the languages you speak, the computer programs you can use well, the class type of your driving licence and any other professional skills you might have that are relevant to the job you're applying for.

## Eight useful tips

Before you start getting ready to list your qualifications and work experience, here are eight useful tips to think about.

### 1. Keep it short ... but not too short!

Your CV should be one to two sides of A4 paper. If you find you've got too much information, summarise and select the most relevant points. If it's shorter than a page, consider including more information about your skills and the responsibilities you had in your previous roles.

### 2. Use active verbs.

When you describe what you have achieved in previous jobs, use active verbs for a strong positive effect on the reader. For example, to make a change from *was responsible for*, use verbs like *led* or *managed* (*a team / a project*); *created* or *developed* (*a product / a positive atmosphere*); *delivered* (*results/training*); and *provided* (*support/training*).

### 3. Fill in the gaps.

Avoid leaving gaps in your employment history. If you were travelling the world, on maternity leave or looking after small children, include that in your CV.

#### **4. Make sure it's up to date.**

Always ensure your CV is up to date. Include your most recent experience at the top of each section.

#### **5. Don't exaggerate or lie.**

Your potential employer can easily check information about where you have studied and worked. Don't be tempted to lie or exaggerate about your expertise, because sooner or later this will be discovered and may result in you losing the job.

#### **6. Spend time on the layout.**

Make sure your CV is clear and easy to read. Use bullet points and appropriate spacing, keep your sentences short, line up your lists neatly and use a professional-looking font (e.g. Arial font size 12).

#### **7. Check for mistakes.**

Mistakes on a CV create a bad impression. Use spell check, reread your CV and ask someone else to check it for you too before you send it.

## 8. Include a cover letter.

When you send your CV to apply for a job, you should send it with a cover letter or email to introduce your application. The cover letter should show your personal interest in the role, highlight the skills and experience you bring and encourage the employer to read the attached CV.

## Job interviews

Preparation is the key to a successful job interview. Here's how to be ready for some common question types.

Job interviews can be a nerve-racking experience, especially when you don't feel prepared for them. And with the variety of interview questions that can be asked these days, it's hard to know what type of questions you should prepare for.

Here are three types of interview questions that you should practise answering before that important job interview.

### 1. Common interview questions

*Tell us about yourself.*

*What are your strengths and weaknesses?*

*Why do you want to leave your current job?*

These questions are for the interviewer to get to know you and to see if you're the best person for the job. Don't simply list things like your hobbies, your strengths or your work experience. Instead, give examples and use them to show your personality and the

characteristics you have that make you perfect for the job. Your interviewer may want to ask questions about certain areas of your CV, so use this opportunity to link your experience to the job you're applying for.

**Avoid:** Giving a detailed life history or telling long stories that are irrelevant to the job or to the company.

## 2. Competency questions

*Tell me about a time you had to work as a team.*

*Tell me about a time you had to use your creativity to solve a problem.*

*Tell me about a time when you experienced conflict with a colleague and how you handled that situation.*

Here, the candidate is asked questions about situations they have faced in the past that can demonstrate a particular skill they have.

These could include skills like critical thinking, influencing, problem solving or flexibility. Interviewers often want to hear about challenges you've had, not just about times when everything went smoothly, so be ready with examples such as how you resolved conflict in your team or dealt with someone who was not working well. This will demonstrate that you can handle difficult situations.

When preparing for the job interview, read the job description carefully for the required skills and abilities and try to recall situations where you had to use these skills. Then use the STAR technique when talking about these examples:

- **Situation** – Give details about the context of your example and what you were trying to do.



- **Task** – Describe your responsibilities and the challenges you faced.
- **Action** – Describe what steps you took to deal with the situation.
- **Result** – Talk about the end result and how you contributed to this outcome.

**Avoid:** Going in unprepared and having to think up examples, or saying you've never faced any challenges at work.

### 3. Hypothetical questions

*What would you do if you had a different opinion from your boss about how to do something?*

*How would you deal with a large volume of work with several staff members off work?*

*What would you do if you had to introduce a new policy that you knew was going to be unpopular in your team?*

Hypothetical interview questions are similar to competency questions except that instead of asking you to talk about an experience you've had in the past, they present you with an imaginary situation that you might face in your new job.

This might seem difficult to prepare for, but remember that your answers are meant to demonstrate the skills needed for the job. When preparing for the interview, consider the qualities that the interviewer might be looking for, qualities like conflict management, time management or people skills. Then think about how you can demonstrate those qualities in a range of situations. Start with situations that you've experienced and move on to other possible situations that you might encounter in the role you're applying for.

**Avoid:** Going off-topic, changing the subject and not answering the original question.

## Grammar Reference

### Capital letters and apostrophes

Do you know how to use capital letters and apostrophes correctly? Test what you know with interactive exercises and read the explanation to help you.

Look at these examples to see how capital letters and apostrophes are used.

*India celebrates Independence Day on 15 August.*

*Adam speaks English, Arabic and some Persian.*

*It's really cold today! They say it'll snow tonight.*

*Jane's staying at her parents' house this week.*

Try this exercise to test your grammar.

## Capitalisation

There are lots of times when you need to use capital letters – for example, to start a sentence or for the pronoun *I*. Here are some other important rules for using them.

Days, months and holidays

We capitalise days of the week, months and festivals, but not seasons.

*His birthday party is on Thursday.  
Schools are closed at Christmas.  
It rains a lot in April and May, but the summer is very dry.*

## **Names of people and places**

We capitalise the names of people and places, including streets, planets, continents and countries.

*Bea Jankowski has lived on Church Street in Manchester for 20 years.*

*The Earth is the third planet from the Sun.*

*Russia is in both Europe and Asia.*

Words that come from the names of places – for example languages, nationalities and adjectives that refer to people or things from a country, region or city – are capitalised. We also capitalise nouns and adjectives that come from the names of religions.

*Some Canadians speak French.*

*Londoners eat a lot of Indian food.*

*Most Muslims fast during the day for Ramadan.*

## **Titles and names of institutions**

The names of organisations and usually the important words in book and film titles are capitalised. When a person's job title goes before their name, capitalise both. If the title is separate from their name, capitalise only their name.

*Salome Zourabichvili, the president of Georgia, is visiting President Alvi tomorrow.*

*The chief executive officer lives in New York.*

*We are reading War and Peace with Ms Ioana, our teacher.*

## Apostrophes

We use an apostrophe to show a contraction or possession.

### Contractions

We use an apostrophe to show where there are missing letters in contractions.

*It's raining.* (It's = It is)

*Don't worry, it won't rain.* (Don't = Do not; won't = will not)

*She can't drive because she's broken her leg.* (can't = cannot; she's = she has)

*I'd like a coffee, please.* (I'd = I would)

*You'll be fine.* (You'll = You will)

**\*\*** Note that ***it's*** is a contraction of *it is* or *it has*. ***its*** is a possessive form of the pronoun *it*.

*The dog is chasing its tail.*

*Are you sure it's OK for me to ring you so early?*

*It's rained a lot this week.*

### Possession

We also use an apostrophe with the letter s after a noun (normally a person, animal or group) to show that the noun owns someone or something.

*My cat's favourite toy is a small, red ball.*

*Sadiq's parents live in Liverpool.*

*South Korea's economy is growing.*

### Singular or plural

We use 's when the possessor is singular.

*Marie's mother is going to Hong Kong.*

We also use 's when the possessor is a plural noun that does not end in s.

*The People's Republic of China*

*My cousin writes children's books.*

When a plural noun ends in s, we put the apostrophe after the s (s').

*This is a picture of my parents' house.*

*Our friend's new car is red. She just got it yesterday.*

*Our friends' new car is red. They just got it yesterday.*

When a singular noun ends in s, we generally use 's.

*James's brother-in-law is German.*

*He has a collection of Dickens's novels.*

## **The future – degrees of certainty**

Do you know how to use phrases like *will definitely*, *be likely to* and *probably won't* to say how sure you are about future events? Test what you know with interactive exercises and read the explanation to help you.

Look at these examples to see how we can express different degrees of certainty about the future.

*I'll definitely be at the meeting, don't worry.*

*She's likely to say yes if you ask nicely.*

*It probably won't rain later according to the weather forecast.*

## **Grammar explanation**

We can show how certain we are about the future by using modal verbs and other expressions.

## Modal verbs and adverbs

We can use modal verbs (such as *will*, *might*, *may* or *could*) and adverbs (such as *probably* and *definitely*) to show how sure we are.

### Very sure

People **will definitely** work from home more in the future.  
Robots **definitely won't** replace all human jobs.

### Sure

Donna **will** really enjoy this film.  
You **won't** regret it.

### Almost sure

We'll **probably** finish the project by tomorrow.  
He **probably won't** have enough time.

### Not sure

I **might go** to the party, but I'm not sure yet.  
He hasn't studied much, so he **might not** pass the exam.  
When you are not sure, we can also use *may*, *could* and *may not*.  
However, we don't usually use *could not* to talk about the future.

## Other expressions

We can also use other expressions such as *be bound to* and *be likely to*, or verbs such as *think* and *doubt*.

### Very sure

He's **bound to** feel nervous before his driving test.  
She's **certain to** get that job!  
He's **certain that** he'll get here on time.

*There's no chance **that** we'll ever win the lottery.*  
*There's no way **that** my boss **will** give me the day off.*

## Sure

*I'm sure **that** you'll do well in the interview.*  
*Are you sure **that** you **won't** be available?*

## Almost sure

*The government's **likely to** call an election soon.*  
*Ali's **unlikely to** be invited to the party.*  
*There's a good chance **that** it'll snow this week.*  
*There's not much chance **that** I'll finish this essay tonight.*  
*She **thinks** he'll be able to help.*  
*I **don't think** we'll have petrol-based cars in the future.*  
*I **doubt** they'll have any trouble finding the address.*  
*What do you **expect** mobile phones **will** be like in ten years' time?*

## Not sure

*There's a chance **that** she'll be back at work tomorrow.*  
*There's a chance **that** he **might** come and visit us next week.*  
*I **think** we **might** see more of these problems in the next few years.*  
*I'm not sure **that** I'll be able to finish this pizza!*

## Verbs and prepositions

Do you know how to use the prepositions *for*, *from*, *in*, *of*, *on*, *to* and *with* after verbs? Test what you know with interactive exercises and read the explanation to help you.

Look at these examples to see how prepositions are used after verbs.

*Can you wait for me to finish my lunch?*

*I'm relying on my co-worker to answer all my emails while I'm on holiday.*

*Sun cream protects you from getting burnt.*

Try this exercise to test your grammar.

## Grammar explanation

When a verb is part of a longer sentence, it is often followed by a specific preposition.

*I **agree with** Mike.*

*She **listens to** the radio a lot.*

*He **thanked me for** the flowers.*

There are no grammatical rules to help you know which preposition is used with which verb, so it's a good idea to try to learn them together. To help you do this, write new vocabulary in your notebook in a sentence or phrase. Here are some common verbs for each preposition.

## Verbs with **for**

*They're **waiting for** a bus.*

*He **apologised for** being late.*

*I **applied for** the job but I didn't get it.*

*How do you **ask for** a coffee in Polish?*

*I can't go out tonight because I have to **prepare for** my interview tomorrow.*



## Verbs with *from*

*This spray should **protect** you **from** mosquitoes.*

*Has he **recovered from** the accident yet?*

*She won an award because she **saved** someone **from** drowning.*

*I **suffer from** allergies.*

## Verbs with *in*

*She doesn't **believe in** coincidences.*

*Our company **specialises in** computer software.*

*You have to work hard if you want to **succeed in** life.*

## Verbs with *of*

*I don't **approve of** hunting animals for their fur.*

*Our dog **died of** old age.*

*This shampoo **smells of** bananas.*

## Verbs with *on*

*Their decision will **depend on** the test results.*

*The film is **based on** the novel by Boris Pasternak.*

*If you make so much noise, I can't **concentrate on** my work.*

*Come on! We're **relying on** you!*

*We don't **agree on** anything but we're still good friends.*

## Verbs with **to**

*What kind of music do you like **listening to**?*

*Can I **introduce** you **to** my grandfather?*

*Please **refer to** the notes at the end for more information.*

*Nobody **responded to** my complaint.*

*She **apologised to** me the next day.*

## Verbs with **with**

*I **agree with** everything you've said.*

*My assistant will **provide** you **with** more information if you need it.*

*We're finding it difficult to **deal with** the stress.*

## Stative verbs

Do you know how to use stative verbs  
like *think*, *love*, *smell* and *have*?

Look at these examples to see how stative verbs are used.

*I think that's a good idea.*

*I love this song!*

*That coffee smells good.*

*Do you have a pen?*

Try this exercise to test your grammar.

Stative verbs describe a state rather than an action. They aren't usually used in the present continuous form.

*I don't know the answer. ~~I'm not knowing the answer.~~*  
*She really likes you. ~~She's really liking you.~~*  
*He seems happy at the moment. ~~He's seeming happy at the moment.~~*

## Stative verbs often relate to:

- thoughts and opinions: *agree, believe, doubt, guess, imagine, know, mean, recognise, remember, suspect, think, understand*
- feelings and emotions: *dislike, hate, like, love, prefer, want, wish*
- senses and perceptions: *appear, be, feel, hear, look, see, seem, smell, taste*
- possession and measurement: *belong, have, measure, own, possess, weigh.*

## Verbs that are sometimes stative

A number of verbs can refer to states or actions, depending on the context.

*I think it's a good idea.*

*Wait a moment! I'm thinking.*

The first sentence expresses an opinion. It is a mental state, so we use present simple. In the second example the speaker is actively processing thoughts about something. It is an action in progress, so we use present continuous.

Some other examples are:

*have*

*I have an old car.* (state – possession)

*I'm having a quick break.* (action – having a break is an activity)

*see*

*Do you see any problems with that?* (state – opinion)

*We're seeing Tadanari tomorrow afternoon.* (action – we're meeting him)

*be*

*He's so interesting!* (state – his permanent quality)

*He's being very unhelpful.* (action – he is temporarily behaving this way)

*taste*

*This coffee tastes delicious.* (state – our perception of the coffee)

*Look! The chef is tasting the soup.* (action – tasting the soup is an activity)

Other verbs like this

include: *agree, appear, doubt, feel, guess, hear, imagine, look, measure, remember, smell, weigh, wish.*

## **Reflexive pronouns**

Do you know how to use reflexive pronouns like *myself, yourself* or *themselves*?

*She looked at herself in the mirror.*

*I'm trying to teach myself Italian with an app.*

*Our children walk to school by themselves.*

Try this exercise to test your grammar.

Reflexive pronouns are words like *myself, yourself, himself, herself, itself, ourselves, yourselves* and *themselves*. They refer back to a person or thing.

We often use reflexive pronouns when the subject and the object of a verb are the same.

*I cut **myself** when I was making dinner last night.*  
*I hope **you** enjoy **yourselves** at the party tonight!*  
*My phone isn't working properly. **It** turns **itself** off for no reason.*  
***We** need to believe in **ourselves** more.*

## Adding emphasis

We can add a reflexive pronoun for emphasis when it's unusual or different.

*He wants to pass his driving test so that **he** can drive **himself** to work.*

*She broke her arm, so **she** couldn't wash **herself** very easily.*

We can use reflexive pronouns to emphasise that someone does it personally, not anybody else.

*The door was definitely locked. **I** locked it **myself**.*  
*Are **you** redecorating your flat **yourselves**?*

We can also use a reflexive pronoun together with the noun it refers to in order to emphasise it.

*We talked to the **manager herself**, and she agreed to give us our money back.*

***Parents themselves** need to take more responsibility for their children's learning.*

*By + reflexive pronoun*

We can use *by + reflexive pronoun* to mean *alone*.

***He usually goes on holiday **by himself**.***

***Do **you** enjoy being **by yourself**?***

## **Reciprocal pronouns**

Notice the difference between plural reflexive pronouns and reciprocal pronouns (*each other, one another*).

***They're buying **themselves** a new television.***

***They're buying **each other** small gifts.***

***We looked at **ourselves** in the mirror.***

***We looked at **each other** in surprise.***

With reciprocal pronouns (e.g. *each other*), each person does the action to the other person/people but not to themselves.

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