



Escuela Superior  
de Lenguas **UNLaR**



UNIVERSIDAD NACIONAL DE LA RIOJA

Dpto. Académico de Cs. Humanas y de la Educación

Escuela Superior de Lenguas

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CURSO DE INGLÉS PARA INGENIEROS

MATERIAL DE CLASE

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# 1

# Working life

## Learning objectives in this unit

- Talking about your work and responsibilities
- Introducing yourself and others
- Expressing interest in conversations
- Using the present simple and frequency adverbs to talk about your job and routine activities

## Case study

- Speed networking

## Starting point

1 Which things in this list are the most / least important for you in a job?

- money
- job satisfaction and professional development
- free time
- recognition
- job security
- career opportunities and opportunities for promotion
- variety
- training

2 When you were a child, what job did you dream about doing? Why?

## Working with words | Describing work

1 Ed Lu is an astronaut who spent six months on the International Space Station. Read what he says about working there. List the positive and negative points of his job.

## A job among the stars

Working on the ISS (International Space Station) is every astronaut's dream. Life on board may sound glamorous to some people, but conditions can be uncomfortable and we have a demanding schedule – we work ten-hour days and have one and a half days off – although when you live in your office, it's hard to separate on-duty and off-duty.

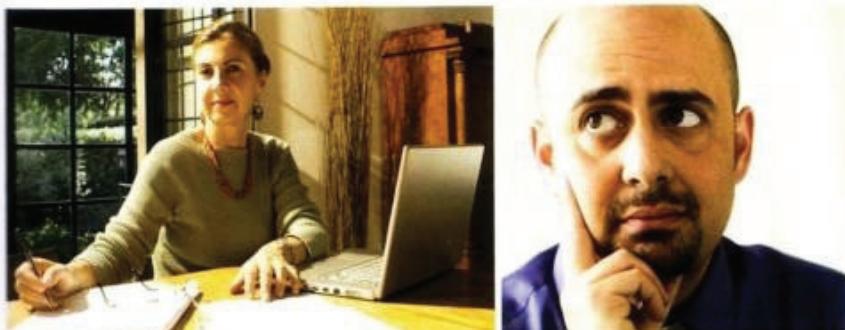
Our tasks are quite varied – we do a range of different scientific experiments – but we also have to perform routine maintenance and regular safety checks, like cleaning the air filter and inspecting our emergency equipment. We exercise twice a day – if you don't, your muscles just disappear in the weightless conditions.

Life is never dull, but you can feel lonely up here, away from friends and family. The work can also be stressful, so in my free time I relax by writing and answering emails. I also love taking photos of the views from up here. It's fun to watch stars as they rise through the atmosphere.



**2 01, 02** When Ingrid was a child she wanted to become a doctor. Mansour's ambition was to be a pilot. Listen and find out

- 1 what they do now
- 2 what they like / dislike about their work.



**3** How near are they to their childhood dreams?

**4** Work with a partner. Match the words from the list to definitions 1–11.

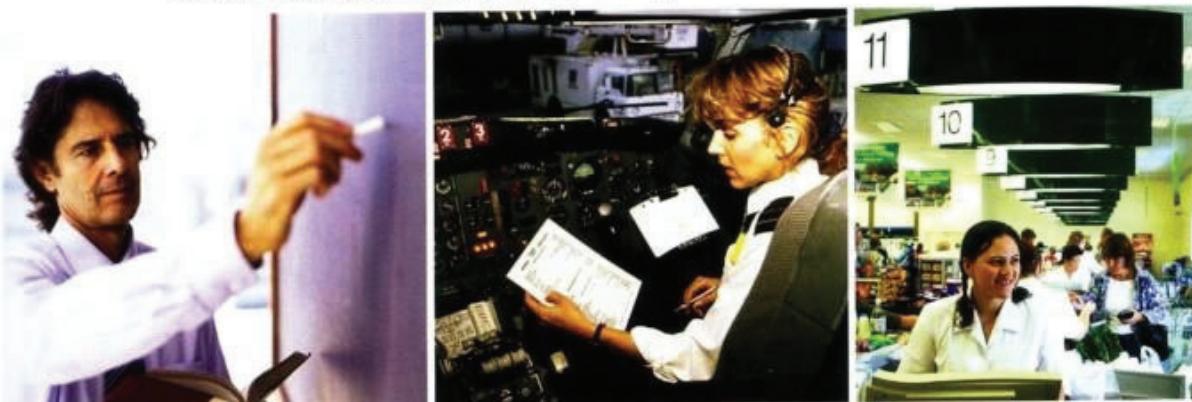
fun varied challenging routine depressing stressful  
glamorous worthwhile rewarding dull demanding

- 1 a good thing to do: \_\_\_\_\_
- 2 boring: \_\_\_\_\_
- 3 needing all our effort and attention: \_\_\_\_\_
- 4 difficult in a satisfying way: \_\_\_\_\_
- 5 lively and enjoyable: \_\_\_\_\_
- 6 looks attractive from the outside: \_\_\_\_\_
- 7 predictable, the same every day: \_\_\_\_\_
- 8 makes us feel unhappy: \_\_\_\_\_
- 9 different, not always the same: \_\_\_\_\_
- 10 makes us feel worried or anxious: \_\_\_\_\_
- 11 makes us feel good: \_\_\_\_\_

» For more exercises, go to Practice file 1 on page 102.

**5** Work with a partner. Describe these jobs using words from 4.

*Example: Being a teacher is quite a challenging job because you have to teach large groups of people who have different abilities. It's also very rewarding.*



**6** Work with a partner or in small groups. Describe your own job using words from 4.

② » Interactive Workbook » Glossary

# Business communication skills

## Socializing | Introductions and saying what you do



- 1 An NGO is a non-governmental organization. Amnesty International and the Fairtrade Foundation are two well-known NGOs. Can you think of any others?
- 2 03▷ The Culham Health Trust is an NGO based in New York. It has invited its key personnel, sponsors, and fundraisers to its headquarters to mark its 20th anniversary. Listen to these two conversations. Which is more formal? How do you know?
- 3 03▷ Listen again and write notes in this table.

### Job and responsibilities

Luc Akele

Jo Johansson

Walter Mayer

- 4 Put phrases a–h below into categories 1–3. Then decide which are more formal and which are less formal.
  - 1 Introducing yourself: \_\_\_\_\_
  - 2 Introducing someone else: \_\_\_\_\_
  - 3 Responding to an introduction: \_\_\_\_\_
  - a I want you to meet ...
  - b This is ...
  - c I'm delighted to meet you.
  - d I'm very pleased to meet you too.
  - e I don't think we've met. I'm ...
  - f Nice to meet you.
  - g I would / I'd like to introduce you to ...
  - h My name's ...
- 5 04▷ Listen and complete these sentences.
  - 1 Well, I \_\_\_\_\_ fund applications.
  - 2 Well, I'm \_\_\_\_\_ our sub-Saharan Africa operations.
  - 3 I \_\_\_\_\_ projects and make sure that the money is well spent.
  - 4 I'm \_\_\_\_\_ their medical donations programme.
  - 5 I \_\_\_\_\_ all the inter-governmental work.
  - 6 It \_\_\_\_\_ a lot of negotiation.

### Tip | actually

Use *actually* to mean *in fact*, not *at the moment*, or *right now*. It's a polite way to correct or contradict someone.

A Which part of the States are you from?

B Actually, I'm from Ontario, in Canada.

» For more exercises, go to Practice file 1 on page 102.



- 6 Work with a partner. Choose a job from A, but don't tell your partner which one. Describe the job's responsibilities using words from B and phrases from 5. Your partner must guess the job.

*Example:* A This person deals with customers and is responsible for responding to complaints.  
B Is he / she an after-sales assistant?

A	B
sales rep	marketing director budget
website designer	administrator customers
lab technician	finance controller targets
team leader	human resources manager product development travel
	after-sales assistant publicity money
	recruitment complaints machinery

- 7 Work in groups of three. Each person chooses a job from 6.

- 1 Student A, introduce yourself to Student B, and then introduce Student C to Student B. Find out about each other's jobs and responsibilities.
- 2 Change roles and use your own jobs and responsibilities. Work together and find out as much as you can about each other.

ⓘ » Interactive Workbook » Email

## Practically speaking | How to express interest

- 1 Which of these phrases is *not* a direct response to something someone has just said?

- 1 Really?
- 2 A recruitment consultant?
- 3 That sounds ...
- 4 So tell me, ...
- 5 Oh right.

- 2 Complete this conversation with phrases from 1 above.

A I'm a recruitment consultant.

B 1

A Yes. I oversee recruitment for ten of our key accounts.

B 2 really demanding.

A It can be at times. 3 what exactly does your job involve?

B Well, I'm responsible for the department's spending.

A 4 Do you enjoy your job?

B I love it. It's great to be in a such a position of responsibility.

A 5 I think I'd find it stressful.

- 3 05 Listen and compare your answers from 2 above.

- 4 Work with a partner. Tell each other some information about your job. Respond with phrases from 2 and try to continue the conversation.

*Example:* A I work twelve hours a day.

B Twelve hours a day? What do you do?

## Key expressions

### Introducing yourself

Hello. / Hi, I'm ...  
Hello. / Hi. My name's ...  
I don't think we've met. I'm ...

### Introducing other people

This is ...  
I want you to meet ...  
I'd like to introduce you to ...

### Exchanging greetings

Nice to meet you.  
I'm very pleased to meet you.  
I'm delighted to meet you.

### Saying what you do

I deal with ...  
I handle ...  
I oversee ...  
I'm in charge of (+ noun / -ing) ...  
I'm responsible for (+ noun / -ing) ...  
My job involves (+ noun / -ing) ...

ⓘ » Interactive Workbook  
» Phrasebank

## Tip | right and really

In the UK, *really* and *right* can mean the same thing. They can both show that you are interested in what someone is saying.

A I do a lot of work in China.

B Right. / Really?

In the US, *right* confirms that what someone has said is correct.

A So, you work twelve hours a day?

B Right – four days a week.

## Language at work | Present simple review | Frequency adverbs

### 1 Read this conversation. Why are the verbs in **bold** in the present simple?

Hitoshi Dr Mayer, this is Véronique Denvir. She **works** for Medicine on the Move. It's a small medical NGO.

Dr Mayer Pleased to meet you, Ms Denvir. So, which countries does your organization deal with? Do you work in Nigeria?

Véronique No, we mainly **focus** on Angola. We regularly **visit** villages and set up temporary clinics.

Dr Mayer And who funds your projects?

Véronique Mostly the general public, but we also get some government grants.

Dr Mayer Oh, that's interesting. Can I ask who your medical supplier is?

### 2 Which of the questions a–d below from 1

- 1 can only be answered *yes or no*? \_\_\_\_\_
- 2 require information in the answer? \_\_\_\_\_
- 3 is / are indirect? \_\_\_\_\_
- 4 doesn't / don't use an auxiliary verb? \_\_\_\_\_ Why is this?

- a So, which countries does your organization deal with?
- b Do you work in Nigeria?
- c And who funds your projects?
- d Can I ask who your medical supplier is?

» For more information and exercises, go to Practice file 1 on page 103.

### 3 Work with a partner. Ask and answer questions about your jobs. Think about the hours you work, the distance from home, your tasks / responsibilities, and your colleagues / partners.

### 4 Now work with a different partner. Ask your new partner questions about his / her first partner. Start each question with *Do you know ...?*

*Example: Do you know where Johann works?*

### 5 Frequency adverbs say how often we do something. Complete this scale with frequency adverbs from the list.

*never usually rarely sometimes often always occasionally*



» For more information and exercises, go to Practice file 1 on page 103.

### 6 Match adverbs from 5 to the phrases in *italics* in 1–5.

- 1 I work late *once in a while*, if I have a lot of work to finish. \_\_\_\_\_
- 2 My colleagues seem to be stressed *all the time*. \_\_\_\_\_
- 3 *I hardly ever* use the phone – I prefer to use email. \_\_\_\_\_
- 4 *From time to time* I go on a trip abroad if my boss can't go. \_\_\_\_\_
- 5 We *don't often* meet socially – maybe two or three times a year. \_\_\_\_\_

### 7 Work with a partner. Ask and answer questions about how often you do these things. Try to keep the conversation going as long as possible.

- travel for work
- eat lunch at your desk
- work at the weekend
- deal with clients
- have meetings with your boss
- socialize with your colleagues

*Example: A How often do you travel for work?*

*B Once in a while. Every few months, I guess.*

② » Interactive Workbook » Exercises and Tests



## Unit 1 | Working life

### Speed networking

#### Background

### Need more good contacts? Contact25 thinks it has the answer

Networking is increasingly important for individuals and companies who want to succeed in the world of international business. Contact25 organizes business-to-business speed networking events. At these events, participants have a series of mini-meetings with new contacts. The idea is that within a few minutes of talking to someone, they will know whether it is possible to do business with them. This makes it a very efficient form of business networking – by meeting lots of people, you have more chance of meeting ideal contacts for your business.

How does it work? Each meeting lasts

5 minutes. You have:

- 2 minutes to talk about your company / organization
- 2 minutes to talk about your partner's company / organization
- 30 seconds to score your partner, and note down future action
- 30 seconds to move on to the next meeting.

Speed networking is proving to be a good solution for many businesses who simply want to get results. Contact25 estimates that each attendee creates €5,000 worth of new business per event. So it seems that speed networking is simple, effective, and generates results.

### The Expert View

Networking is important not only for generating business. In today's more complex and inter-related organizations, networking is also an essential management skill. Personal relationships are a source of information and power – the better the quality of your network, the more 'social capital' you have. Contacts outside your organization and industry give you an external perspective that enables innovation. A wide range of relationships inside your organization provides you with opportunities to build support and develop your ideas.

Dr Martin Clarke, Programme Director,  
General Management Programme Group  
Cranfield School of Management

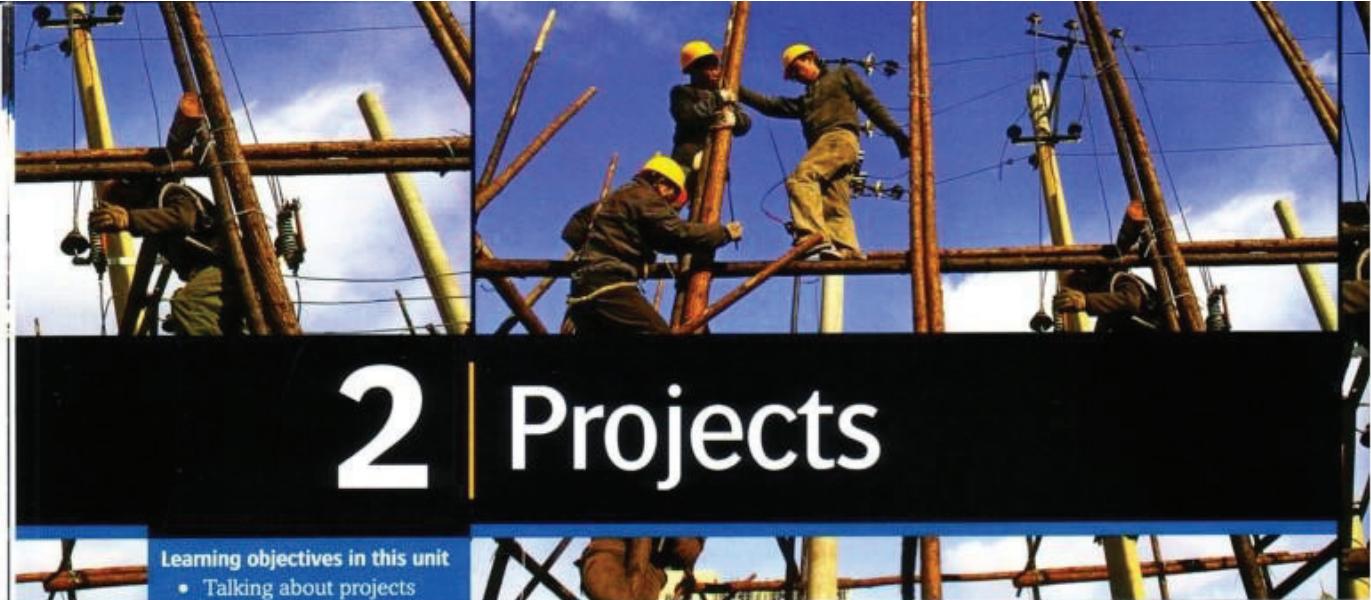
#### Discussion

- 1 Why is networking important?
- 2 What are the advantages and disadvantages of speed networking?
- 3 Contact25 is thinking of going international. How could they make international speed networking possible?

#### Task

- 1 You are going to participate in a speed networking event. Be yourself or choose a profile from File 01 on page 135. Make a note of your name, what you do, the name of your company / organization, what it does, and your personal and professional reasons for attending the event.
- 2 Work in small groups. Follow the rules of speed networking. Try to make as many useful contacts as possible and make a good impression on the people you meet.  
For each meeting
  - introduce yourself, say what you do, and who you represent
  - explain what the company / organization you represent does and why you are at this event
  - listen to your partner do the same as above and take notes
  - give your partner a score from 1 to 3 based on the following three statements
    - 'I would never want to work with this person.' = 1 point
    - 'I might want to work with them but I need to find out more about them.' = 2 points
    - 'I'm definitely interested in working with this person and will follow this up immediately.' = 3 points
  - note what you are going to do next with your contact.
- 3 Tell the group who your most useful contact was, and what follow-up action you will take.

### Case study



### Learning objectives in this unit

- Talking about projects
- Updating and delegating tasks in a meeting
- Starting and ending phone calls
- Talking about your work and current activities using the present simple and continuous

### Case study

- Planning a launch party

### Starting point

- 1 What makes a project successful?
- 2 Do you prefer to lead a project or just be part of the project team? Why?
- 3 Do you like being involved in long-term projects?

### Working with words | Projects

1 Read this article and answer questions 1–4.

- 1 What is volunteerism?
- 2 What sorts of things can employee volunteers do?
- 3 Who benefits from volunteering and how?
- 4 What has Samira Khan learnt from her project?

## A commitment to volunteerism

### What does volunteerism mean?

The clothing manufacturer, Timberland, is one of many large companies that are committed to volunteerism. The company encourages staff to spend up to 40 paid hours a year on community and social projects. The community benefits from the company's **resources**, staff gain new skills and **teamwork** improves.

The French food manufacturer, Danone, allows its employees to spend time in developing countries, working on projects in areas like conservation, teaching, caring, or building. In doing so, they can share their own **skills**, and at the same time, they gain new ideas and insights, and learn from the experiences of others.

A team from the banking group, HBOS, volunteered to help build an extension to a school in La Esperanza in Honduras. Linda Marshall, the project leader, said, 'I learnt that when new teams are forming, it is essential that **objectives** are agreed and everyone buys into them. This is a crucial factor to any project's success.'

### What can volunteering do for you?

Software engineer, Samira Khan, is in charge of a volunteer project to redecorate a community centre for the elderly in Chicago. Managing a project is a new experience for her. She is

learning how to organize a **schedule** so that they are able to complete the project before its **deadline**. She also has to deal with the **budget**, which is fairly limited, so she has to spend carefully. And every few days, she gets **updates** from her project team to check on progress and decide if they need more resources. She finds working on this project very rewarding and is pleased to be learning new skills.





## Unit 2 | Projects

2 Label these items with the words in bold from the text in 1.

1 \_\_\_\_\_

- It was agreed that Jonas will
- look at ways of cutting spending
  - talk to the bank about a loan
  - aim to balance the books in 6 months.

2 \_\_\_\_\_

### Sunhills community project

Completed: wiring and plumbing  
Ongoing: plastering and tiling  
Still to do: decorating and furnishing

3 \_\_\_\_\_

### June

5 June: complete decorating  
6 June: safety checks  
10 June: official opening

4 \_\_\_\_\_

Venue:	€2,000
Catering:	€4,000
Transport:	€350
<b>Total:</b>	<b>€6,350</b>

5 \_\_\_\_\_

- Accomplished in bookkeeping.
- Knows how to operate a variety of computer software.
- Speaks English and Spanish.



6 \_\_\_\_\_



7 \_\_\_\_\_

3 06 Samira is telling someone about the volunteer project that she is working on. Listen to these extracts from the conversation and answer questions 1–2.

- 1 Which items in 2 does she talk about?
- 2 What does she say about each one?

4 06 Listen again and complete the phrases that Samira uses in column A. Then work with a partner. Take turns to cover column A while your partner tests you using the definitions in column B.

Example: A How can you say 'finish on time'?

B 'Meet the deadline'?

A Yes.

A

- 1 \_\_\_\_\_ the deadline
- 2 fall \_\_\_\_\_ schedule
- 3 catch \_\_\_\_\_
- 4 be back \_\_\_\_\_ track
- 5 finish \_\_\_\_\_ schedule
- 6 \_\_\_\_\_ resources
- 7 stay \_\_\_\_\_ budget
- 8 \_\_\_\_\_ tasks
- 9 get \_\_\_\_\_ a task
- 10 \_\_\_\_\_ updates

B

- = finish on time
- = make slow progress
- = get back to the original schedule
- = work to the predicted schedule
- = finish before the planned date
- = make use of people, money, time
- = spend the right amount of money
- = give people different responsibilities
- = do a job
- = receive reports on progress

5 Work in small groups. A colleague has been asked to take over running a project for someone who is off sick. He / she has never managed a project alone. He / she has asked you for advice about how to manage the project and the project team. Discuss what advice you will give him / her. Then tell the class.

Example: He / she needs a realistic schedule to meet the deadline.

» For more exercises, go to Practice file 2 on page 104.

② » Interactive Workbook » Glossary

### Tip | in time and on time

In time means having enough time to be able to do something.

If we leave now, we'll be there **in time** for the meeting.

On time means at the correct time.

I have to be at work at 9 a.m. and I always arrive **on time**. I'm never late, but I don't like to be early either.

# Business communication skills

## Meetings | Updating and delegating tasks



### Business communication skills

#### TO DO:

- Call Samira Khan (community centre)
- Check re:
  - deadline - can they meet it?
  - decorating?
  - lighting?
  - carpets?
  - action?

1 07> Jamie Ortega oversees several volunteer projects in the Chicago area. He is calling Samira Khan to ask about the progress of the community centre project she is working on. Listen to their conversation and makes notes on Jamie's notepad.

2 07> Listen again and complete these phrases.

- 1 How \_\_\_\_\_ over there?
- 2 Well, so far \_\_\_\_\_.
- 3 Everything's \_\_\_\_\_.
- 4 So what's \_\_\_\_\_ the decorating?
- 5 We're \_\_\_\_\_ the ceiling ...
- 6 And where \_\_\_\_\_ the lighting?
- 7 We've \_\_\_\_\_ ...
- 8 So, \_\_\_\_\_, the painting's nearly done, ...
- 9 So it's all going according \_\_\_\_\_.

3 Put the phrases from 2 into these categories.

- a Asking for an update: \_\_\_\_\_
- b Giving an update: \_\_\_\_\_
- c Summarizing: \_\_\_\_\_

4 Work with a partner. Look at this schedule for an office move. Ask and answer questions about the project using phrases from 2.

*Example: A What's happening with the headed stationery?  
B We've ordered it.*

### Office moves programme - update 11/05

Task	Deadline	Date finished
Order headed stationery	10/05	09/05
Order new furniture	10/05	10/05
Send new address cards to clients	11/05	To do
Issue staff with new badges	11/05	10/05
Pack up paperwork	15/05	ongoing

#### Tip | Dates

Dates are written differently in the US and the UK. In British English the day comes before the month. In American English the month comes before the day.

*the tenth of May = 10/05 (British English); 05/10 (American English)*

5 08> Listen to this meeting between Samira, Jamie, and team members, Josie and Bruno. Who agrees to

- 1 meet the carpet suppliers? \_\_\_\_\_
- 2 buy the paint? \_\_\_\_\_
- 3 paint the ceiling? \_\_\_\_\_



6 08> Listen again. Mark 1–10: A (allocating a task), O (offering / agreeing to do a task), D (declining to do a task), or S (summarizing).

- 1 We need somebody to be here then to open up. \_\_\_\_\_
- 2 Can you do it? \_\_\_\_\_
- 3 Leave it with me. \_\_\_\_\_
- 4 I can go there this afternoon if you want. \_\_\_\_\_
- 5 Why don't I go there now? \_\_\_\_\_
- 6 I'd prefer not to if that's OK. \_\_\_\_\_
- 7 I'll come with you, then. \_\_\_\_\_
- 8 You can carry on with the rest of this paint. \_\_\_\_\_
- 9 I'm sorry, I have an appointment. \_\_\_\_\_
- 10 So, you two are going to get the paint ... \_\_\_\_\_

» For more exercises, go to Practice file 2 on page 104.

7 Work with a partner. Some students are visiting your company and you need to: book a room for the talk (task 1), get name badges (task 2), organize refreshments (task 3). Have a conversation using this flow chart.

A Ask B to do task 1.

B Agree, and ask A to do task 2.

A Decline and give a reason.

B Offer to do task 2.

A Offer to do task 3.

B Recap.

8 Work with a partner. Two project update meetings took place yesterday. Student A, turn to File 03 on page 136. Student B, use the information below.

Student B: You went to the Project 2 meeting. Your partner went to the Project 1 meeting. Your partner will call you. Tell him / her about Project 2, then find out what is happening with Project 1. These are the things you need to know.

Project 1 - organizing a training day for staff  
- Venue for training session?  
- Hotel for trainers?  
- Lunch?  
- Information pack for trainees?  
- Other?

Project 2 - raising money for a local children's charity  
- Posters and leaflets - printing now  
- 10 km sponsored run - need to contact council about using municipal ground  
- Charity sale - all staff have received a memo  
- Need someone to organize collection boxes

② » Interactive Workbook » Email

## Practically speaking | How to start and end phone calls

1 Complete phrases a–f below. Which ones can you use to

- |                            |                        |                                  |
|----------------------------|------------------------|----------------------------------|
| 1 start a call? _____      | 2 end a call? _____    |                                  |
| a I'm returning your _____ | c _____'s (name) here. | e What can I _____ for you?      |
| b Thanks _____ your help.  | d _____ for calling.   | f I'm _____ about / for / to ... |

2 Work with a partner. Have three phone calls using phrases from 1.

- You want to know the time of a meeting tomorrow.
- You want an expenses authorization form.
- You are calling someone back with information about your holiday dates.

## Key expressions

### Asking for an update

How are things going?  
What's happening with ...?  
Where are we with ...?

### Giving an update

So far so good.  
Everything's on track.  
We're (+ -ing) ...  
We've finished / completed ..., etc.

### Allocating a task

Can you ...?  
You can ...  
I / We need somebody / you to ...

### Offering to do something

Why don't I ...?  
I'll ...  
I can ... if you want.  
Leave it with me.

### Declining to do something

I'm sorry, I can't.  
I'm afraid I'm busy.  
I'd prefer not to (if that's OK).

### Summarizing

So, to recap ...  
X is / am / are going to ...  
It's all going according to plan.

② » Interactive Workbook

» Phrasebank

## Language at work | Present simple and continuous

1 Look at the verbs in **bold** in these two sentences. Which tenses are used and why?

- 1 I'm calling for an update.
- 2 I get updates from people every two days.

2 Read these two questions. Are they talking about now or in general? Why do they use different tenses?

- 1 What's happening with the decorating?
- 2 What else do we need to do at the moment?

3 Complete these rules with *simple* or *continuous*.

- 1 Use the present \_\_\_\_\_ to talk about general facts or regular actions.
- 2 Use the present \_\_\_\_\_ to talk about a current action or temporary project.
- 3 Some verbs are not used in the present \_\_\_\_\_ when they are talking about states, not actions. For example: *understand, like, know, believe, mean, need*.

4 Choose the correct answer from the words in *italics*.

- 1 What *is he doing / does he do* in my office?
- 2 He *fixes / is fixing* your computer.
- 3 He *is knowing / knows* what is wrong with it now.
- 4 He *repairs / is repairing* computers every day – that's his job.

» For more information and exercises, go to **Practice file 2** on page 105.

5 Work with a partner. Ask and answer questions using these prompts.

- 1 what / you / work on / this week?
- 2 you / like / travelling?
- 3 how often / you / work late?
- 4 you / have / any problems at work / at the moment?
- 5 who / you / talk to / right now?
- 6 how many people / be / in your English class today?
- 7 what / you / think / at the moment?
- 8 you / understand / the word 'deadline'?

6 Write notes on the notepad below about some current events or activities in your life.

- 1 Give a mini presentation to the class using your notes.
- 2 Listen to other members of the class and prepare two questions on their presentations.



Training or education:

Planning a holiday:

My work:

My free time:

Ways of practising my English:

Other:

# UNIT 3: CV or RESUME What's a CV?

A CV provides a potential employer with a quick summary/overview of your experience, background and skills to help them decide if you are a good candidate to invite for an interview. CVs are also often required as part of graduate/professional school applications.

## Contact Information

- Include your full name, phone number and a professional email in an attractive header
- While a mailing address is conventionally included, use your best judgement depending on your situation
- Include your website and/or edited LinkedIn URL if relevant
- In North America, personal information such as age, height and citizenship is not included

## Languages

- If you speak more than one language, list these in order of relevance to the workplace
- Indicate your level of proficiency (i.e. basic, intermediate, fluent)

## Computer/Technical/Laboratory Skills

- List the specific programs/software or lab techniques you are familiar with

## Education

- List all degrees you hold or are working on, most recent first
- Include any specializations (major, minor), thesis or honours work
- You can include scholarships and awards as details here, or in a separate "Awards" section

## Awards and Scholarships

- List titles, reason for the award (if not clear from the title), dates and monetary values (if significant)

These are the basic components of a CV for undergraduate student or recent graduate. While your Contact Information always comes first, the other sections can and should be presented in whichever order is most relevant to the position for which you are applying.

## Experience

There are many ways to organize this information. Early on, general section headings such as "Volunteer Experience" work well. However, once you have more experience and want to highlight patterns you have identified, try to strategically use headers for your experience section(s) in order to incorporate key skills from the job description.

### General options include:

Work Experience  
Volunteer Experience  
Extracurricular Experience  
Career-Related Experience  
Additional Experience

### Sample targeted headings:

Tutoring Experience  
Sales and Customer Service Experience  
Outreach and Marketing Experience  
Writing and Editing Experience  
Research Experience  
Leadership Experience  
Performance Experience  
Administrative Experience

## Certifications/Affiliations/Memberships/ Additional Training

- List any additional certifications or active memberships you hold, along with the dates

## Interests and Activities

- Make sure this section is organized and relatively detailed/specific

# SAMPLE: ONE PAGE CV

## Jane Student

243 Maple Street, Vancouver, BC, V2G 3B4  
Jane.student@mail.mcgill.ca 514-111-9999

### Education

#### Bachelor of Arts: Sociology Major

McGill University, Montréal, QC

- James McGill Entrance Scholarship (\$10,000) 2017

### Volunteer and Extra-Curricular

#### Peer Educator

McGill Career Planning Service (CaPS), Montréal, QC

- Meet with students to review and offer feedback on their CVs
- Organize classroom presentations to promote CaPS activities and services
- To date, peer outreach activites have resulted in a 10% increase in drop-in appointments

#### VP Communications

2014 - 2017

High School Student Society, Montréal, QC

- Managed all communications including monthly newsletter, social media and website

### Work Experience

#### Crew Member

2014 - 2016

Midnight Kitchen, Montreal, QC

- Worked in a team of 8

#### Camp Counsellor

Summer 2016

ABC Daycamp, Vancouver, BC

- Supervised and interacted with a group of 16 children aged 6 to 10 years
- Developed weekly activities and agendas for campers
- Created and led local outings to attractions such as Science World
- Prepared and administered work schedule for all counsellors

#### Groundskeeper

Summers 2012 - 2014

Jagre Ridge Golf Course, Vernon, BC

- Groomed golf course each morning for clients
- Collaborated with a team of 12

### Certifications and Skills

- CPR/First Aid Certified May 2015, exp 2018
- Microsoft Office Suite: Word, Excel, Powerpoint, and Adobe Photoshop

### Activities and Interests

**Music:** Over 10 years of experience as an active amateur musician in orchestras and bands

Achieved Grade 8 RCM standing in both trumpet and piano

**Sports:** Avid runner, cyclist and skier; annual participant in the Terry Fox Run

# SAMPLE: TWO PAGE CV

## Jean-François Student

4509 Faure, Montréal, QC H3B 2Y9

Jean-francois.student@mail.mcgill.ca; 514-330-1123

### Languages

English and French (Bilingual)

### Education

#### Bachelor of Science, Honours Anatomy and Cell Biology

2014 - 2017

McGill University, Montréal, QC

- Minors in Anthropology and Social Studies of Medicine
- Dean's Honour List

#### Diplôme d'Etudes Collégial (DEC), Health Sciences

2011 - 2013

Cégep de Trois-Rivières, Trois-Rivières, QC

### Research Experience

#### Clinical Research Coordinator

2015 - Present

Bone and Mineral Unit, Royal Victoria Hospital, Montréal, QC

- Coordinate two research projects investigating treatments for osteoporosis
- Liaise between patients, investigators, hospital staff, and sponsoring companies
- Design and provide information and resources for patients diagnosed with osteoporosis
- Successfully recruited hundreds of study participants using innovative advertising

#### Undergraduate Research Assistant

2014 - 2015

Professor McGill Lab, McGill University, Montréal, QC

- Welcomed and registered participants and explained study
- Completed data entry, administrative tasks and lab maintenance

### Community Involvement

#### Friendly Visitor

Montréal General Hospital, Montréal, QC

2014 - Present

Centre Hospitalier St-Therese, Shawinigan, QC

2011 - 2013

- Visit patients in the dialysis unit to provide conversation, and support

#### Volunteer Service Participant

2013 - 2014

Katimavik Youth Leadership Program, Hearst, ON, Prince Rupert, BC & Moncton, NB

- Lived with a group of 15 young people in three small Canadian communities for one year
- Volunteered as an Activities Coordinator in a seniors' residence, as a Tree Planter in a deforested area and as a Mentor in a community centre for at-risk youth

## Additional Work Experience

### **Server (part-time)**

Bar le Barouf, Montréal, QC

2014 - Present

- Train new staff on service and cash
- Awarded most efficient worker three months in a row
- Nominated point person to deal with crisis situations

### **Sport Camp Counsellor**

McGill Sports Camp, Montréal, QC

Summers 2015, 2016

- Supervised a group of 10 children between the ages of 8-10
- Created and ran multiple activities related to various sports
- Encouraged and motivated children to participate and succeed in activities
- Updated parents on daily activities and events

## Extra-Curricular Activities

### **McGill International Student Buddy**

2015 - Present

International Student Services, McGill University, Montréal, QC

- Communicate with new McGill students from abroad prior to their arrival; advise and assist them during their entire first year

### **Orientation Leader**

Aug 2016

McGill University, Montréal, QC

- Led a group of 20 new McGill students through orientation activities

### **Judo instructor**

2010 - 2014

Centre de Judo Shawinigan, Shawinigan, QC

- Coached children between the ages of 5-15
- Judged judo competitions for the 5-8 year old category
- Created an information sheet for all participants about schedules and equipment they will need

## Activities and Interests

### **Sports:**

- Varsity soccer, McGill University (2013-Present)
- Judo – black belt (2004-Present). Won national championship in 2010 & 2011

### **Music:**

- Piano – classical & jazz (2003-Present)

### **Travel:**

- France, England, Spain, Portugal and Australia

# SAMPLE: ONE PAGE CV

## ◆ Fatima Student ◆

3600 McTavish, Montréal, QC, H3A 0G3, fatima.student@mail.mcgill.ca; 514-398-3334

### EDUCATION

**Bachelor of Arts and Science, Economics and Mathematics** 2014 - 2017  
McGill University, Montréal, Canada  
• Minor in History  
• Exchange term at University of Edinburgh (Winter 2015)

**International Baccalaureate Diploma** 2014  
XYZ International School, Beirut, Lebanon

### CAREER-RELATED EXPERIENCE

**Research and Event Planning Intern** Summer 2016  
United Nations, New York, USA  
• Researched the advantages of micro financing for female farmers in West Africa  
• Assisted with planning for annual agriculture conference  
• Translated English conference documents to French and Arabic

**VP Finance** 2015 - 2016  
McGill Arab Students' Association, Montréal, Canada  
• Managed the annual budget for one of McGill's largest student associations

**Assistant Analyst Intern** Summer 2015  
ABC Bank, Hong Kong, China  
• Translated English financial documents to French and Arabic  
• Documented trade transactions and entered data into Excel

**Receptionist** 2012 - 2014  
SFT Shipping, Beirut, Lebanon  
• Answered client inquiries on the phone and in person in a trilingual environment  
• Updated client accounts and entered import and export data

### SKILLS AND INTERESTS

**Languages:** English, French and Arabic: Fluent, Hebrew: Intermediate, Mandarin: Basic

**Software:** PowerPoint, Excel and Word

**Interests:** Reading (Politics, Technology), Painting and Genealogy

**Sports:** Basketball (Team Captain in high school, intramurals at McGill), Ultimate Frisbee and Golf

**World Travel:** Australia, Germany, France, UK, Israel, Jordan, Egypt, USA and Canada

◆ REFERENCES AVAILABLE UPON REQUEST ◆

# ACTION VERBS

On the following two pages you will find a list of action verbs organized by skill area. Use these ideas to describe your past experiences and skills in your CV and Cover Letter. Make sure to check out all of the categories as many verbs apply to multiple skills!

## ANALYSIS

Accounted	Critiqued	Measured	Scrutinized
Analyzed	Deciphered	Observed	Studied
Ascertained	Deliberated	Prioritized	Synthesized
Assessed	Determined	Programmed	Tested
Compared	Estimated	Projected	Validated
Computed	Evaluated	Questioned	Verified
Conceptualized	Examined	Rated	
Concluded	Formulated	Recommended	
Confirmed	Justified	Researched	

## COMMUNICATION

Addressed	Counselled	Interpreted	Referred
Advocated	Demonstrated	Lectured	Reported
Authored	Discussed	Listened	Responded
Called	Drafted	Lobbied	Spoke
Clarified	Edited	Marketed	Summarized
Coached	Educated	Persuaded	Taught
Communicated	Elicited	Presented	Transcribed
Contacted	Explained	Promoted	Translated
Convinced	Familiarized	Publicized	Tutored
Corresponded	Informed	Queried	Wrote

## CREATIVITY

Adapted	Created	Improvised	Played
Authored	Designed	Innovated	Revised
Brainstormed	Developed	Invented	Shaped
Built	Engineered	Made	Visualized
Composed	Envisioned	Manufactured	
Constructed	Illustrated	Produced	

## INITIATIVE

Accelerated	Created	Improvised	Played
Accomplished	Coordinated	Initiated	Revamped
Achieved	Established	Instituted	Reviewed
Acted	Founded	Introduced	Revitalized
Advanced	Generated	Launched	Solicited
Applied	Handled	Proposed	Spearheaded
Attended	Implemented	Rejuvenated	Utilized

# ACTION VERBS

## LEADERSHIP

Administered	Delegated	Headed	Officiated
Advised	Directed	Hired	Oversaw
Allocated	Empowered	Influenced	Piloted
Anticipated	Enabled	Instructed	Recruited
Appointed	Encouraged	Interviewed	Sanctioned
Approved	Endorsed	Led	Selected
Assigned	Enforced	Maintained	Sponsored
Authorized	Financed	Managed	Supervised
Chaired	Fostered	Monitored	Trained
Decided	Guided	Motivated	Unified

## PROBLEM SOLVING

Aided	Fulfilled	Reduced	Solved
Alleviated	Generated	Refined	Streamlined
Ameliorated	Identified	Reformed	Strengthened
Augmented	Improved	Remedied	Supplemented
Customized	Increased	Remodeled	Transformed
Expanded	Polished	Repaired	Troubleshoot
Extended	Reconciled	Restored	Updated
Finalized	Rectified	Saved	Upgraded

## TEAMWORK

Accommodated	Contributed	Integrated	Related
Assisted	Cooperated	Mediated	Respected
Balanced	Facilitated	Negotiated	Shared
Collaborated	Harmonized	Participated	
Consulted	Helped	Partnered	

## ... AND MORE!

Activated	Excelled	Licensed	Shipped
Added	Executed	Navigated	Sought
Appraised	Experimented	Operated	Staffed
Approximated	Familiarized	Performed	Submitted
Audited	Guaranteed	Prepared	Surveyed
Displayed	Involved	Realized	Tailored
Dissected	Issued	Served	

**WORDS**

Job benefits and recruitment

**GRAMMAR**

Present perfect and past simple

**EXPRESSIONS**

Making suggestions and arrangements

**COMMUNICATION**

An interview

Email to confirm arrangements

**BUSINESS ISSUES**

Choosing the right job

**END-OF-UNIT QUIZ****FOCUS ON WORDS****1**

Companies often give their staff more than a salary. They also give them benefits, such as a company car. Look at the list below. Do you get any of these benefits? Or any others? Which ones are most important to you?

- 1 Pension
- 2 Flexible working hours
- 3 Medical insurance

- 4 Maternity / paternity leave
- 5 Training
- 6 Paid holiday

**2**

Look at what people are saying in the cartoon and match a-f to a benefit in 1 above.

**3**

Two people are talking about their company benefits. One works for a US company and the other for a Swedish company.

- 1 (4.1) Listen. Are they happy with all the benefits their companies offer?
- 2 (4.1) Now listen again and complete this table.

**BENEFITS**

- Pension
- Flexible working hours
- Maternity leave
- Company mobile phone
- Paid holiday

**AMERICAN COMPANY**

company pays 10% of salary

8 weeks

2 weeks

**SWEDISH COMPANY**

10 a.m. - 4 p.m.  
+ 15 hours

only for professional calls

**4**

Which company would you prefer to work for?

- 5 Work with a partner. What do people think about when they look for a new job? Just money and benefits?
- 6 Here is some advice for people looking for a job from an Internet recruitment page. Complete the gaps with the words from the box.

vacancies training recruitment appraisal CV interview  
retire salary advertisements application benefits relocate

The screenshot shows a web browser window with the following details:

- Header:** Previous, Next, Reply, Reply All, Forward, Flag, Print, Edit, Delete, A, Inbox.
- Title:** Recruitment for you ....
- Navigation:** HOME, ALL ABOUT US, YOUR CV, LOCAL RECRUITMENT, CONTACT.
- Section:** Looking for a change? Top tips to get you going!
- Content:** A numbered list of 11 tips for job seekers, each containing a gap for completion using words from the box above.

**Top tips list:**

- 1 Watch for ..... vacancies ..... in different departments at your present workplace.
- 2 Have an up-to-date ..... ready.
- 3 Look at the ..... in newspapers and on the Internet.
- 4 Are you prepared to ..... to another country or city?
- 5 Send your details to a ..... agency.
- 6 Have an idea of what ..... and other ..... you want.
- 7 Choose some well-known companies and send them an .....
- 8 Ask your boss for an ..... to discuss your future.
- 9 Apply for a ..... course to learn new skills.
- 10 Ask your boss when he plans to ..... !
- 11 Never give up. A man in India got a call for an ..... 34 years after he applied for the job.

- 7 Work with a partner. Tell them about when you got your present job. Talk about:
- how you found out about the job
  - the interview
  - why you liked the job.

Did you have interviews at other companies? Why did you choose this one?

#### KEY WORDS

application appraisal benefits CV (curriculum vitae) flexible interview maternity leave medical insurance  
paternity leave pension recruitment relocate retire salary training vacancies

## WORDS

Job benefits and recruitment

## GRAMMAR

Present perfect and past simple

## EXPRESSIONS

Making suggestions and arrangements

## COMMUNICATION

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## BUSINESS ISSUES

Choosing the right job

## END-OF-UNIT QUIZ

## FOCUS ON GRAMMAR: Present perfect and past simple

1

Read Part 1 of an article about people changing jobs. Answer the questions below.

John Chen *has bungee-jumped* from 120-foot-high bridges, has walked over red-hot coals and has parachuted from planes. But in his opinion the scariest thing he has ever done happened in 1999. He decided to leave his former employer Microsoft. Since then he has worked full-time for his own company, PlayTime.

PlayTime educates people in dealing with changes by giving them life-changing adventures, such as mountain climbing or swimming with dolphins. Over a third of the participants on his courses have changed jobs afterwards. His course is called The Journey and lasts one year.



bungee-jumping: jumping from a bridge attached to a piece of elastic  
the scariest: the most frightening

- 1 Why did John leave Microsoft?
- 2 List some of his interesting activities.
- 3 What kind of people come to PlayTime?
- 4 Underline the verbs in the present perfect, as in the example.

### KEY GRAMMAR

The *present perfect* is formed with *have / has + the past participle* of the main verb.

We use it to talk about actions in the past where the time *includes* the present.

We use *ever* to talk about an experience that happened at some time in your life.

For more on the present perfect, see Language reference page 116.

2

What scary or exciting things have you done in your life? Compare with a partner, as in the example.

*I've done a parachute jump. I've visited India.*

We can start a conversation using the present perfect.

A *Have you been to Sri Lanka?*

B *Yes, I have. / No, I haven't.*

If the answer is positive, we can continue with the past simple. For example:

*When did you go? How long were you there? Where did you stay?, etc.*

3

Work with a partner. Use the conversation starters in *italics* to develop conversations using your own ideas.

*Have you heard about ... (the tornado in Florida)?*

*Have you seen ... (the new Spielberg movie)?*

*Have you tried ... (the new gym)?*

*Have you ever ... (been to the Far East)?*

**4** Now read Part 2 of the article. Answer the questions below.

A former colleague of John Chen's, Bruce Baker, spent four years at Microsoft before leaving in 1996. This scientist then spent four years training to be a priest and since December 2001 he has worked for the church. A third colleague, Peggy Fitzgerald, was a program manager for 10 years, from 1989 until 1999. She then quit, retrained and became a 'doula', or childbirth coach, in 2000.

So why did all these people leave well-paid corporate positions to take up more altruistic careers? 'The corporate world is a stepping stone,' Ms Fitzgerald observes. 'Learn skills while you're there and then go off and do something to give back.'

a childbirth coach: a person who gives advice to future mothers  
altruistic: taking interest in other people more than yourself

- 1 How long was Bruce at Microsoft? When did he leave Microsoft?
- 2 How long did he study to be a priest? How long has he worked for the church?
- 3 Make two questions about Peggy using *How long ...?*

- 5**  What do you think about these people? Have people left your company for similar reasons? Have you thought about it?

#### KEY GRAMMAR

We use the *present perfect* to talk about an action which started in the past but is not finished.

We use the *past simple* to describe an action which began and ended completely in the past.

We use *since* to describe the start of the action (e.g. *since 1997*) and *for* to describe the *length of time* of the action (e.g. *for three months*).

For more on the present perfect vs. the past simple, see Language reference page 116.

- 6** Complete the gaps with *for* or *since*.

1	..... years	4	..... Tuesday
2	..... May	5	..... 6 o'clock
3	..... three months	6	..... five hours

- 7**  Work with a partner. Ask each other about your careers. Use these prompts.

- How long / present company?
- How long / current job?
- How many companies / work for?
- How long / continue your studies after the age of 18?
- Ever / do / completely different type of job? What?
- How long / study English at school?

**WORDS**

Job benefits and recruitment

**GRAMMAR**

Present perfect and past simple

**EXPRESSIONS**

Making suggestions and arrangements

**COMMUNICATION**

An interview

Email to confirm arrangements

**BUSINESS ISSUES**

Choosing the right job

**END-OF-UNIT QUIZ****FOCUS ON EXPRESSIONS: Making suggestions and arrangements**

- 1** 4.2 An HR manager, Anna Baxter, is preparing to interview three candidates for a new post. She is discussing her plans with her colleagues Marianne and George. Look at these suggestions. Which three suggestions are accepted?

- 1 What about interviewing them by phone?
- 2 I think we should invite them here on different days.
- 3 Why don't we invite them here on the same day?
- 4 We could also ask them to work together on a small project.
- 5 Let's get some coffee.

- 2** Look at the sentences in 1. Underline the expressions used for making suggestions.

- 3** Listen again. How do they respond to suggestions 1–4 in 1?

- 4** Work with a partner. Take it in turns to make suggestions in these situations. Use the expressions in 1, as in the example.

*Why don't we try the new Italian restaurant?*

**SITUATION**

- 1 A colleague wants to have lunch.
- 2 You are launching a new product.
- 3 A friend is unhappy with her salary.
- 4 You need a new supplier.
- 5 A colleague looks unwell and tired.
- 6 Your boss needs help with phone calls in English.
- 7 There are communication problems in your office.
- 8 A colleague wants to work abroad.

**SUGGESTION**

- |  |
|--|
| the new Italian restaurant                       |
| an email to all customers                        |
| meeting with her boss for an appraisal           |
| search on the Internet                           |
| leave early                                      |
| take a language course                           |
| <br>   |
| a weekly meeting                                 |
| <br>   |
| meeting with HR director to talk about vacancies |

- 5** Now, for each situation in 4, take it in turns to make a different suggestion and respond. Use the expressions you heard in 3, as in the example.

**A** *Let's try the new Chinese restaurant for lunch.*

**B** *OK. Good idea. / No. I think I'd prefer ...*

- 6** Work with a partner. Write down three problems you have at work at the moment. Tell your partner. Listen to your partner's suggestions.

**KEY EXPRESSIONS**

*Why don't I / you / we ...? Good idea. How about ...? Fine. You / We could ... OK. Let's ... I'm not sure about that.  
Shall we ...? You should ...*

7

(( 4.3 )) Marianne needs to arrange the interviews. Look at her diary and listen to her first call to one candidate, Charles Lawson. Today is 3 June.

- 1 What dates are difficult or impossible for Charles?
- 2 What possible dates do they choose?
- 3 Do they arrange a time?

JUNE	Week 23	JUNE	Week 24
7 Monday		14 Monday	
8 Tuesday		15 Tuesday	
9 Wednesday		16 Wednesday	
10 Thursday		17 Thursday	
11 Friday		18 Friday	

8

(( 4.3 )) Complete the gaps in the conversation with words from the box, then listen again and check your answers.

good how about available time shall when free afraid say busy

- M So, <sup>1</sup> ..... are you <sup>2</sup> ..... ?
- C Which week are you talking about?
- M Either next week – week twenty-three, or the week after – week twenty-four.
- C Next week is difficult, so I'd prefer the week after.
- M Right. That's the week beginning Monday the 14th. <sup>3</sup> ..... Tuesday the 15th?
- C I'm free that day but the following day I'm in Madrid.
- M Are you <sup>4</sup> ..... on the 17th and 18th?
- C I'm <sup>5</sup> ..... I'm <sup>6</sup> ..... the morning of the 17th.
- M OK, so <sup>7</sup> ..... we <sup>8</sup> ..... the afternoon of the 17th and then all day on the 18th?
- C That would be fine. What <sup>9</sup> ..... is <sup>10</sup> ..... for you?

9

Work with a partner. Take it in turns to be Marianne and arrange times with the other candidates. Use the diary above. Remember the dates you have already agreed with Charles Lawson.

- 1 Student A you are Marianne. Call Student B, Emilie Thomas, to find two days that she is free. Student B, turn to File 9 on page 95.
- 2 Student B now you are Marianne. Call Student A, Philip Johnson, to find two days that he is free. Student A, turn to File 9 on page 87.

### KEY EXPRESSIONS

When are you free? Are you available on / at ... ? How / What about ... ? How does ... suit you?

What time is good for you? Shall we say ... ? So that's (time) on (day / date).

**WORDS**

Job benefits and recruitment

**GRAMMAR**

Present perfect and past simple

**EXPRESSIONS**

Making suggestions and arrangements

**COMMUNICATION**

An interview

Email to confirm arrangements

**BUSINESS ISSUES**

Choosing the right job

**END-OF-UNIT QUIZ****FOCUS ON COMMUNICATION**

- 1 Write a job advertisement for your ideal job. Complete the box below.

**JOB TITLE:****SALARY AND BENEFITS:****RESPONSIBILITIES:****LOCATION:****EXPERIENCE REQUIRED:****OTHER SKILLS (LANGUAGES, ETC.):**

- 2 You want to apply for this job. Make a list of questions you think an interviewer would ask you.

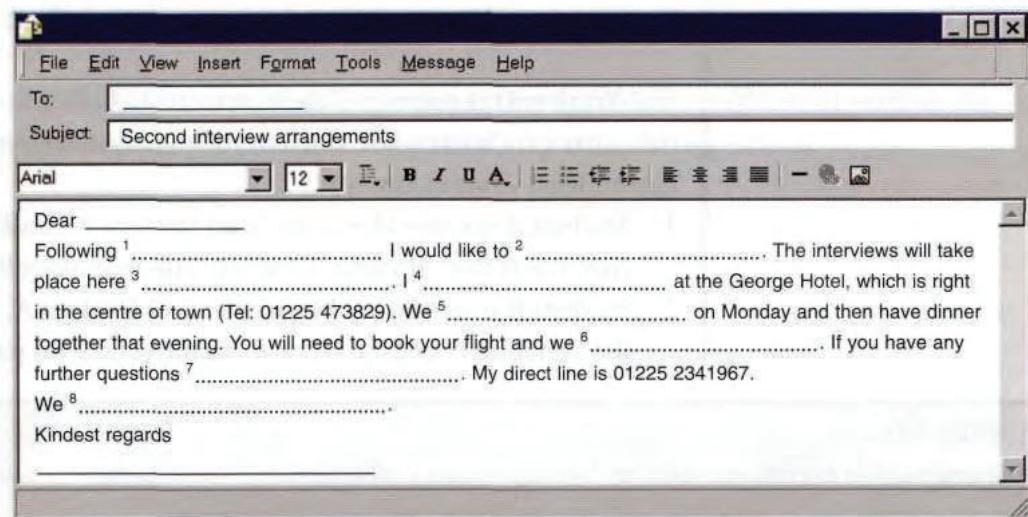
*What experience do you have of this type of work?**How long have you worked for your present company?**What questions would you ask? Make a list.**Could you tell me about the salary?*

- 3 Work with a partner. Exchange your job advertisements and lists of questions. Interview your partner for his / her ideal job. Then, change roles. Your partner interviews you for your ideal job.

- 4 Now complete this email to confirm the arrangements for a second interview. Use the words in the box below.

do not hesitate to email me or phone me  
would like to show you around at 4.30  
look forward to seeing you again  
have arranged overnight accommodation for you

on Tuesday June 11th  
our phone conversation  
will reimburse you as agreed  
confirm the following details



**WORDS**

Job benefits and recruitment

**GRAMMAR**

Present perfect and past simple

**EXPRESSIONS**

Making suggestions and arrangements

**COMMUNICATION**An interview  
Email to confirm arrangements**BUSINESS ISSUES**

Choosing the right job

**END-OF-UNIT QUIZ****FOCUS ON BUSINESS ISSUES: Choosing the right job**

- 1 Work with a partner. Look at the picture. Which job would you most like to do? And least like to do? Why? Why do people change jobs?
- 2 Here are five reasons for changing jobs. What advice would you give these people?
  - 1 I work for the family firm. I'd like to try the outside world.
  - 2 My job is boring.
  - 3 I want to do something to help the world.
  - 4 I love my hobby. I want a job where I can use this interest.
  - 5 I left school when I was very young. I'm not really qualified to do anything.
- 3 (4.4) Three people telephone a radio programme to ask for career advice. Listen and for each caller write down their problem from the list in 2.  
1 Caller 1 .....      2 Caller 2 .....      3 Caller 3 .....
- 4 (4.4) Listen again and complete the advice each caller receives.
  - 1 Caller 1: You could get ..... a sailing instructor.
  - 2 Caller 2: Go to ..... and get some qualifications.
  - 3 Caller 3: Try the outside world for a couple of years but make sure the family business will ..... back if you want to.
- 5 Tell your partner how and why you chose your career.

**END-OF-UNIT QUIZ**

This is the end of Unit 4. Try this quick quiz to check you have understood everything.

- 1 If we ask someone: *How long were you married?*, is the person still married?
- 2 If I say: *I've been to Brazil*, what is the next logical question?
- 3 Complete with *for* or *since*.
  - a I've worked here ..... 1991.
  - b She's worked here ..... five years.
- 4 What is the word for the group of best candidates for a job? Is it: *toplist*, *shortlist*, *shortline*?
- 5 How many company benefits can you think of?
- 6 Suggest a destination to someone for a weekend away.
- 7 You want to meet someone the day after tomorrow at 5.00 p.m. Ask them.
- 8 What can you say to change the time of a meeting?