Dispensa per il lettorato del corso di LINGUA INGLESE
Dipartimento di Filosofia e Beni Culturali
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Frederika GEBHARDT
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1. SOME GENERAL POINTS
When writing in English, re-read your work to check for:
   a. Spelling
   b. Grammar – tenses, subject-verb agreement etc.
   c. Punctuation
   d. Connector words and phrases to help cohesion in the text
   e. Words that may be confused – homophones
   f. False friends
   g. Style: formal / informal

a. Spelling
The British Recruitment and Employment Commission says that about half of all CVs and letters received by recruitment consultants contain spelling or grammatical errors. Applicants sending CVs and letters without spelling mistakes are 61% more likely to get a reply and 26% more likely to get an interview. So it is important to use a dictionary and not just a computer spell-check to verify the correct spelling, as the computer may not detect all the errors (far instead of for, for example).

Exercise 1 Underline the correct spelling of the following words.
1. proffessor professor
2. accademic academic
3. currently currantly
4. responsoble responsible
5. accommodation accommodation
6. achieve acheive
7. analisis analysis
8. experiance experience
9. requirement requirement
10. usefull useful

Exercise 2 Here are some phrases found in a CV. Find and correct the spelling mistake in each sentence.
1. I have good writen communication skills.
2. Good custermer service skills.
3. I wish to work with commuters.
4. I’m from the European Onion.
5. I have a doable degree in Science.
6. I’m an accurate and rabid typist.
7. My hobbits include reading and playing the piano.
8. I was formally in a music group.
9. My adress is at the top of the form.
10. i pay excellent attention to detail.
b. Grammar

Revise the grammar points and make sure you know where you tend to make mistakes.

<table>
<thead>
<tr>
<th>Articles (use and non-use)</th>
<th>I worked as a guide I love classical music Do you remember the 1980s?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and tense (past simple vs. present perfect; present perfect continuous)</td>
<td>He graduated in Archaeology in 1996 He’s been to Australia twice I have been studying all morning</td>
</tr>
<tr>
<td>Passive voice</td>
<td>Progress is being made in research It is said that she is writing a book</td>
</tr>
<tr>
<td>Prepositions</td>
<td>Are you interested in philosophy? We’re going to France for three weeks He was born on December 3rd</td>
</tr>
<tr>
<td>Word order (S + V + O; adding adjectives and adverbs; final prepositions; indirect questions; emphasis – inversion after negative adverb form)</td>
<td>I don’t like meat very much He’s never been to Rome Who are you speaking to? Do you know what the time is? Never have I seen such a wonderful painting</td>
</tr>
<tr>
<td>Subject-verb agreement</td>
<td>Everyone is interested in the subject Both John and Tim are going to India The Economics faculty, as well as the Science faculty, has decided to change the exam format</td>
</tr>
<tr>
<td>Modal verbs</td>
<td>I have been able to speak English since I was at school You must study more He can’t have known</td>
</tr>
<tr>
<td>Verb forms (infinitive or gerund)</td>
<td>I suggest you go to the library tomorrow I would like to apply for this position He spends his time studying</td>
</tr>
<tr>
<td>Nouns (singular/plural; countable/uncountable)</td>
<td>His advice is helpful The people are not happy with this idea Research is going slowly</td>
</tr>
<tr>
<td>Relative clauses and pronouns (whom/whose and that/which)</td>
<td>To whom it may concern My friend, whose life is interesting The girl that I met yesterday is French The painting, which was restored last year, has been sold</td>
</tr>
</tbody>
</table>

**Exercise 3 Correct the two mistakes in each sentence.**

1. More than 600,000 people travels to the UK every year for study English.
2. The UK offers more English courses that anywhere of the world.
3. Students which come to England are attracted from the modern teaching methods.
4. If you will choose a centre accredited by the British Council, you receive an excellent service.
5. The British Council is active since over 70 years.
6. Courses are designing for all purposes, that cover a broad range of topics.
7. Not only the courses cover day-to-day situations, but they also make you to understand British culture.
8. When you study at University, you would be expected to carry out researches in English.
9. You can contact the Internationally Student Office to know when are the admission tests.
10. Four-weeks English language courses, including social activities and cultural visits, is available.
Tense Review
When writing a letter or a personal essay, make sure you have used the most appropriate tense. The wrong tense may lead to misunderstanding on the part of the reader and not reflect the correct sequence of events.

Exercise 4 Match the sentence fragments and state what tense is used.

<table>
<thead>
<tr>
<th>Sentence Fragment</th>
<th>Time Expression</th>
<th>Tense Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We are studying Greek history...</td>
<td>...by next June.</td>
<td>past simple</td>
</tr>
<tr>
<td>2. They haven’t finished their homework...</td>
<td>...five years ago.</td>
<td>future intention</td>
</tr>
<tr>
<td>3. I will call you.</td>
<td>by the time I got to the station.</td>
<td>present perfect</td>
</tr>
<tr>
<td>4. Jane will have graduated...</td>
<td>...at the moment.</td>
<td>present simple</td>
</tr>
<tr>
<td>5. Sue gets up early...</td>
<td>...next July.</td>
<td>past continuous</td>
</tr>
<tr>
<td>6. I began skiing...</td>
<td>...since 2003.</td>
<td>future perfect</td>
</tr>
<tr>
<td>7. She was reading a book.</td>
<td>When I arrived,...</td>
<td>present continuous</td>
</tr>
<tr>
<td>8. The train had already left...</td>
<td>As soon as I arrive home...</td>
<td>past perfect</td>
</tr>
<tr>
<td>9. John has been living in Rome...</td>
<td>...every day.</td>
<td>future time clause</td>
</tr>
<tr>
<td>10. I’m going to visit Paris...</td>
<td>...yet.</td>
<td>present perfect continuous</td>
</tr>
</tbody>
</table>

Exercise 5 Complete the letter of application for an internship with an appropriate form of the verb in brackets, active or passive.

Dear Sir,
I 1. _______________ (to write) to express my interest in the Curatorial Department internship offer on your website and I 2. _______________ (to like) to apply for it. This 3. _______________ (to be) an ideal opportunity for me given my experience and qualifications.

Last month I 4. _______________ (to select) as one of the winners of a scholarship 5. _______________ (to provide) by the Program “Erasmus Placement”, which 6. _______________ (to allow) students to spend a period of internship abroad. This internship 7. _______________ (to complement) my experience in Arts Management, 8. _______________ (to provide) me with specific knowledge in museum and gallery practice, which I 9. _______________ (to consider) fundamental for my future career abroad and in Italy.

As you can see from my CV, I 10. _______________ (to have) some experience in a number of fields related to the art world, including 11. _______________ (to work) at the local museum. During this experience I 12. _______________ (to develop) the ability to be independent and precise in organizing my work.

If my application 13. _______________ (to be) successful, I 14. _______________ (to do) my best to achieve the objectives required. I 15. _______________ (to look) forward to receiving your reply.

Subject-verb agreement
Make sure the verb agrees with the subject.

Exercise 6 Write the singular or plural form of the verb in brackets.
1. There (be) many possible candidates for the job.
2. Everyone in the team (have) a role.
3. Both Jane and John (have) passed the exam.
4. Jane, as well as John, (have) passed the exam.
5. On the table (be) several applications.
6. There (be) a letter and several CVs on the table.
7. One of the letters (be) open.
8. All of the papers, including yours, (be) in that drawer.
9. The information (be) important.
10. The survey covering several universities (reveal) a rise in enrollments.

c. Connectors
Connectors are used to link ideas logically. They can be divided into:
1) Coordinating conjunctions, which join independent clauses: and, but, so ...
   The weather was hot, so I went to the beach.
   A comma usually precedes the conjunction.

2) Subordinating conjunctions, which introduce dependent clauses: although, if, unless ...
   Although it was raining, we still played tennis.
   If the sentence begins with a dependent clause, then a comma is necessary.

3) Adverbs, which join independent clauses: moreover, also, therefore ...
   I have passed all my exams. However, I still have to write my thesis.
   (For more information on connectors, and transition words and phrases, see Appendix II, p. 53)

Exercise 7 Complete the sentence with the most appropriate ending.
1. Unless you study hard, ...
   a. you won’t pass the exam.
   b. you will pass the exam.

2. Despite the increase in women in management roles, ...
   a. over 50% of chief executives are women.
   b. only 1% of chief executives are women.

3. The university fees are much higher than last year; nevertheless, ...
   a. I still intend to enroll.
   b. I may take a year off and look for work.

4. I have worked in a museum. Furthermore, ...
   a. my IT skills need to be improved.
   b. I have good organizational skills.

5. The university is closed today, owing to ...
   a. a strike.
   b. delayed exams.

Exercise 8 Underline the most appropriate word in the sentence.
1. 1. She walked into the shop (so/but/and) looked around.
2. (Although/However/Despite) it was raining, they still played tennis outside.
3. Fruit, (as/such as/as well as) kiwi and oranges, are rich in vitamin C.
4. You need to study harder, (if/so/but) you can get good results.
5. I understand what you mean, (but/so/moreover) I can’t agree with you.
6. I like classical music, (while/unless/besides) I hate rock.
7. I may stay home, (and/or/either) I may go out.
8. She must pass the exam, (otherwise/therefore/unless) she’ll have to wait until September.
9. We can’t go out (if/unless/also) it stops raining.
10. (As long as/As soon as/As far as) you get home, please call me.
d. Punctuation

Punctuation helps the reader understand the writer’s meaning. Most punctuation marks are used as in Italian. (See Appendix III, p. 56 for capital letters and punctuation).

Exercise 9 Match the punctuation and definition.

1. Marks the end of a sentence. a. colon (;)
2. Separates information into readable units. b. brackets () and dash (—)
3. Used at the end of sentence that is a question. c. full stop (.)
4. Indicates that a list, title or summary will follow. d. comma (,)
5. Used to include extra information in sentences. e. question mark (?)
6. Separates two complete, but closely linked sentences. f. hyphen (-)
7. Indicates a contraction or possessive. g. semi-colon (;)
8. Links words to make compounds. h. apostrophe (‘)

Do not use the comma between two complete sentences, but a full stop, a semi-colon, or else add a conjunction: Jane stayed in. She was very tired. Jane stayed in; she was very tired
Jane stayed in because she was very tired.

Exercise 10 Tick (√) the correctly punctuated sentence and correct the mistakes in the other sentences.

1. The writer, whose book has come out, will be present at the bookshop next Monday.
2. Her name was Susan, she was Australian.
3. The small boy sold flowers; he was very poor.
4. Looking, out of the window I saw a black cat.
5. They were famous in the 1960’s.
6. The colours of the flag are red white and blue.
7. Although, it was raining they still went out.
8. It is a 12th-century church.
9. She went into the shop she didn’t see the wet floor.
10. He asked me where I was going?

Compare:
1) a. The panda eats, shoots and leaves.
   b. The panda eats shoots and leaves.

Or else:
2) a. There were two-year-old boys in the classroom.
   b. There were two year-old boys in the classroom.
What is the difference in meaning in each case?
Exercise 11  Explain the difference in meaning between the following pairs of sentences.
1.  a. I left her convinced she had won.
   b. I left her, convinced she had won.
2.  a. The criminal said the judge was mad.
   b. “The criminal”, said the judge, “was mad”.
3.  a. The students who finished the exam went home early.
   b. The students, who finished the exam, went home early.
4.  a. There were twenty odd people in the room.
   b. There were twenty-odd people in the room.
5.  a. Let’s eat Susan.
   b. Let’s eat, Susan.

Exercise 12 Re-write the text, punctuating it correctly and adding capital letters where necessary.

dear mr. hardy
please consider me as an applicant for your summer 2014 marketing internship position i will be available for a full time position beginning june 1st to september 3 2014 i learned of the position through the university of ca’ foscari career services office and after reading the positive evaluations from other students who have previously interned with your company i am definitely interested a copy of my cv has been enclosed for your review please note my academic achievements and campus involvement although my course work at the university of ca’ foscari is preparing me well for a career in business i believe i now need to apply my knowledge in a real world work situation an internship would provide that opportunity thank you for your time and consideration yours sincerely vanessa verde

e. Words that may be confused – homophones
A common source of word errors are homophones. These words have the same pronunciation, but are usually spelled differently and have different meanings. For example, know and no. Verify that you have the correct spelling of the word.

Exercise 13 Correct the word in italics.
1. It would be useful to by a map of the town.
2. The internship would compliment my experience in Arts Management.
3. The hole letter should be set out correctly.
4. The student has one first prize for his essay.
5. Do you know where the professors hold there lectures?
6. The medieval church is a fine peace of architecture.
7. I have a friendly manor.
8. Please right your name on the form.
9. Over the summer I worked for an examinations bored.
10. Many archaeological finds have been recovered from the sight.
Confusing words  The following pairs of words are often confused by Italian learners. (See Appendix I, p.49).

Exercise 14 Choose the most appropriate word in the context.
1. Schools in Italy are trying to rise/raise educational standards.
2. I went to a see play by Goldoni, which/that was performed at the Fenice Theatre.
3. He is studying the effects/affects of unemployment on society.
4. She told/said me she had taken a year off work to travel.
5. Like/As a student abroad, I really enjoyed myself.
6. We were extremely interested/interesting in attending the conference.
7. Those letters have laid/lain unopened on the table for days.
8. They have been in England since/for 5 days.
9. There was nothing to do except/accept go home.
10. The economical/economic policy has been heavily criticized.

f. False friends
Many words to be found in the English language seem familiar to Italian students, but the meaning is often different.

Exercise 15 Substitute the following words in italics with the correct word.
1. We went to buy some books from the local library.
2. The museum is actually undergoing restoration.
3. Admission prices were extremely economic.
4. The professor spoke on the argument of archaeology in the Near East.
5. Control your letter when you have finished it.
6. Students must assist the seminars.
7. Did you see the notice on television last night?
8. Have you seen Jane ultimately?
9. The historic spoke about WWI.
10. The number of visitors to the museum this year has broken all primates.

g. Style: formal / informal
It is important to distinguish between an informal and formal style when writing letters, for example.
Formal written texts feature:

- more complex sentences: William Shakespeare was born on 26 April, 1564 and he was an English poet and playwright → Born on 26 April, 1564, William Shakespeare was an English poet and playwright.
- more frequent use of the passive: They say it is correct → It is thought to be correct.
- an absence of contractions: I’ve travelled a lot and it’s been exciting → I have travelled a lot and it has been exciting.
- variation in the syntax, such as in the position of prepositions with relative pronouns:
  Who are you speaking to? → To whom are you speaking?
• **emphatic forms**: These jobs not only gave me valuable experience, but they also helped me fund my travelling. → Not only did these jobs give me valuable experience, but they also helped me fund my travelling.

  *Paul wrote the thesis.* → *It was Paul who wrote the thesis.*

  *I was surprised by the result.* → *What surprised me was the result.*

• **formal negation**: I don’t know anybody. → I know nobody.

  *There weren’t many students in the class.* → *There were few students in the class.*

• **more formal lexis**: The question of taxes was brought up at the students’ meeting. → The question of taxes was raised at the students’ meeting.

**Exercise 16** Complete each of the sentences in such a way that the meaning remains the same as in the original sentence.
1. Professor Harris wrote the article.
   The article __________________________________________________________________________.

2. Zygmunt Bauman introduced the idea of liquid modernity.
   It was ____________________________________________________________________________.

3. The professor, who I talked to, was very helpful.
   The professor, ________________________________________________________________________.

4. The University of Bologna, which was founded in 1088, is the oldest extant university in the world.
   Founded ____________________________________________________________________________.

5. I was fascinated by the theory.
   What _______________________________________________________________________________.

6. There isn’t any time to check the work.
   There _______________________________________________________________________________.

7. I have never read such a wonderful book.
   Never _______________________________________________________________________________.

8. He stood outside the office. He read a newspaper.
   Standing _______________________________________________________________________________.

**Formal lexis**
In formal written English phrasal verbs, slang, idioms, and emphatic words are generally avoided:
*I would be really happy if you could send me the form.* → *I would be grateful if you could send me the form.*
Exercise 17 Re-write the sentences, replacing the word in italics with its equivalent from the box.

<table>
<thead>
<tr>
<th>previous</th>
<th>currently</th>
<th>confident</th>
<th>believe</th>
<th>complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>contact</td>
<td>enquire</td>
<td>require</td>
<td>attend</td>
<td>receive</td>
</tr>
</tbody>
</table>

1. It is compulsory for students to come to seminars.
2. His last job was in teaching, and he now works in a bank.
3. I am sure she will get the letter soon.
4. I think I am the ideal person for this position.
5. They want all the documents by next month.
6. I will finish my degree course in May.
7. I would like to ask about course dates.
8. Could you get in touch with me as soon as possible.

Exercise 18 Complete the sentences with a word from the box.

<table>
<thead>
<tr>
<th>concerning</th>
<th>numerous</th>
<th>am unable to</th>
<th>following</th>
</tr>
</thead>
<tbody>
<tr>
<td>however</td>
<td>provide me with</td>
<td>grateful</td>
<td>further</td>
</tr>
</tbody>
</table>

1. I would be ____________ if you could send me the form.
2. ____________ your recent interview here, I am pleased to inform you that your application has been successful.
3. Could you ____________ some information?
4. ____________ details will be sent later.
5. ____________ candidates have applied for the job.
6. We tried to phone the company. ____________, there was no reply.
7. I am afraid I ____________ meet you on Monday.
8. He has written to me ____________ the new procedures.

Proofreading

When you have written your text, always re-read it to check for mistakes. Leave it for a day to check it if you have time, or else ask a friend to read it.
2. PERSONAL QUALITIES AND SKILLS

When you apply to go to university abroad, or for an internship or a job, it is essential to assess your personal qualities and skills.

Exercise 19 Adjectives to describe yourself. Complete the table.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>Write an X next to your qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambition</td>
<td>ambitious</td>
<td></td>
</tr>
<tr>
<td>analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attention</td>
<td></td>
<td></td>
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<tr>
<td>capability</td>
<td></td>
<td></td>
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<tr>
<td>competence</td>
<td></td>
<td></td>
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<tr>
<td>confidence</td>
<td></td>
<td></td>
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<tr>
<td>creativity</td>
<td></td>
<td></td>
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<tr>
<td>curiosity</td>
<td></td>
<td></td>
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<tr>
<td>decision</td>
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<td></td>
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<tr>
<td>determination</td>
<td></td>
<td></td>
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<tr>
<td>diligence</td>
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<tr>
<td>dynamism</td>
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<tr>
<td>efficiency</td>
<td></td>
<td></td>
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<tr>
<td>enthusiasm</td>
<td></td>
<td></td>
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<tr>
<td>flexibility</td>
<td></td>
<td></td>
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<tr>
<td>imagination</td>
<td></td>
<td></td>
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<tr>
<td>independence</td>
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<tr>
<td>maturity</td>
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<td>motivation</td>
<td></td>
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<tr>
<td>organisation</td>
<td></td>
<td></td>
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<tr>
<td>precision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reliability</td>
<td></td>
<td></td>
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<tr>
<td>responsibility</td>
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<td></td>
</tr>
</tbody>
</table>

Now choose the adjectives that best describe you, and discuss them with a partner, giving an example.

e.g. I am reliable because I can be depended on to get a job done.

Exercise 20 Write a suitable adjective (choose from the table above). More than one may apply.
1. I always look forward to doing my tasks.
2. I adapt to whatever circumstances I am presented with.
3. I am ingenious in my approach, questioning traditional working methods.
4. I never miss an important deadline.
5. I thoroughly plan my time as well as the tasks I work on.
6. I am driven to succeed.
7. I am not afraid to ask questions.
8. I do my tasks quickly and thoroughly.
9. I analyse issues so that I can solve problems easily.
10. I do part-time jobs to fund my travels.

Exercise 21 Different qualities suit different kinds of jobs. Match the qualities from the box to the job types. There is more than one possibility.

<table>
<thead>
<tr>
<th>HEALTH CARE</th>
<th>MANAGEMENT</th>
<th>TECHNOLOGY</th>
<th>ARTS</th>
<th>TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>helpful</td>
<td>determined</td>
<td>innovative</td>
<td>sensitive</td>
<td>curious</td>
</tr>
<tr>
<td>practical</td>
<td>imaginative</td>
<td>logical</td>
<td>sympathetic</td>
<td>dedicated</td>
</tr>
<tr>
<td>inspiring</td>
<td>creative</td>
<td></td>
<td>efficient</td>
<td>creative</td>
</tr>
</tbody>
</table>

Exercise 22 Match the synonyms

1. enterprising  a. sympathetic
2. determined    b. resourceful
3. reliable      c. keen
4. flexible      d. self-assured
5. energetic     e. outgoing
6. conscientious f. thorough
7. sensitive     g. persevering
8. sociable      h. trustworthy
9. confident     i. dynamic
10. enthusiastic j. adaptable

Analysing your skills profile
An analysis of your skills and competences is important in order to prepare an effective CV, letter and for a job interview.

Exercise 23 Match the skills with the examples.

1. oral communication a. considering the opinions of others
2. leadership       b. understanding long-term impact of decisions
3. teamwork         c. handling complaints
4. research          d. planning meetings or events
5. organization      e. public speaking
6. problem-solving   f. collecting data
7. strategic thinking g. motivating people

Action verbs to describe skills and experience
Action verbs are important when describing your skills and achievements in a CV or cover letter, and are generally more convincing. Compare:
I was responsible for coordinating the project with *I coordinated the project*

I was head of the team with *I supervised the team*

The personal pronoun ‘I’ may be omitted when describing achievements, adding bullet points. Use the past simple tense for past actions and present simple tense for ongoing activities.

- *Research, develop and coordinate events* (now)
- *Prepared budgets and liaised with artists* (past)

**Exercise 24  Match the action verb with a definition.**

1. oversee  
2. run  
3. coordinate  
4. set up  
5. achieve  
6. carry out  
7. contribute to  
8. assess  
9. assist  
10. tutor

1. establish something new  
2. supervise  
3. be responsible for some activity  
4. teach somebody something  
5. evaluate  
6. complete, accomplish an assignment  
7. help somebody do something  
8. be involved in an activity  
9. help somebody do something  
10. organize an activity

**Exercise 25 Complete the phrases with action verbs from above in their correct form.**

1. The whole process took three years to _____________________________________________.
2. I have always __________________ successfully what my superiors have asked me to do.
3. I had to _______________ the performance of my colleagues.
4. I _______________ children with speech problems.
5. I _______________ a group of students in Latin and Greek in preparation for exams.
6. I _______________ distinction for this project and positive feedback.
7. I _______________ a lot to the project with new ideas.
8. I _______________ the Italian sales team for years.
9. It’s important to _______________ everything when creating an exhibition catalogue.
10. To ensure nothing went wrong, I _______________ the whole process.
3. READING A JOB ADVERTISEMENT

Where can you find job advertisements?
Writing a CV (résumé) and cover letter means reading job and internship advertisements carefully, to ensure that you are matching your competencies to the requirements. Read the following job advertisement and then answer the questions.

**Assistant Curator, Early Years and Family Programme**

<table>
<thead>
<tr>
<th>Reference:TG1757</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity type: Temporary, Part-time</td>
</tr>
<tr>
<td>Working hours:32.4 hours (4.5 days) per week</td>
</tr>
<tr>
<td>Salary: £22,297 per annum</td>
</tr>
<tr>
<td>Location: Tate Britain &amp; Tate Modern</td>
</tr>
<tr>
<td>Closing date: 01 October 2017 at 17:00</td>
</tr>
<tr>
<td>Apply online</td>
</tr>
</tbody>
</table>

This is a fantastic opportunity to join a dynamic and creative Learning team whose vision is to act as a champion for art in society.

We are looking for an Assistant Curator for the Early Years and Families Programme; someone who is passionate about producing exemplary cultural engagement opportunities, with and for children and intergenerational audiences.

As Assistant Curator with the Early Years and Families Programme you will have the opportunity to support the successful delivery and implementation of the programme across Tate Modern and Tate Britain.

You can expect to work with a unique range of artists, curators and multi-disciplinary creatives along with early years and families sector organisations, local community groups and other organisations working with children and families.

You will need to be a confident communicator, have excellent organisational skills and be able to work on your own initiative.

You will be joining a team with a similar drive to make a positive difference to the ways that children and families are supported to engage with art and culture on their own terms.

This role is offered on a temporary contract for up to 9 months

Tate aims to attract and retain talented people from all backgrounds. We particularly encourage applications from black, Asian, ethnic minority, and disabled applicants as these groups are currently underrepresented in the cultural sector.

*Our jobs are like our galleries, open to all*
**Exercise 26  Answer the following questions**

1. What is the job title?
2. Can anyone apply for it?
3. What are the primary (must-have) requirements? Secondary (nice-to-have) requirements?
4. What are the tasks involved in the job?
5. How should the applicant contact the employer?
6. How long is the job for?
7. When is the deadline for submitting the application?
8. What is the image the advertisement wants to project? e.g. sober, technical, relaxed, cool etc.

To make an initial decision on applying or not, concentrate on the degree to which your profile corresponds to the requirements and whether you can see yourself in the position. Also, pay attention to age requirements. If you are well over the age limit, your application will not go far. Keep in mind the lower salaries of younger employees.

Some people include a **personal profile** at the beginning of the CV that summarises what they have to offer. If you choose to include a profile, make sure yours is concise and relevant, and no more than 3 sentences long.

* e.g. *I am a motivated, adaptable graduate seeking a position in public relations which will use the organizational and communication skills acquired at university. I am reliable and responsible. I have experience in project management, and am able to work independently, using my own initiative.*

**Based on the criteria in the job advertisement above, write a profile that corresponds to the criteria using vocabulary for qualities and skills.**

**Profile:**
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
4. CV (RESUME)

A CV is a summary of your qualifications and skills tailored to the position you are applying for, whether an internship, academic study or job. It advertises what you have to offer, so it is essential to provide the best impression to the prospective employer/institution.

There are many conventions about CVs around the world. In continental Europe, some employers expect at least a three- or four-page CV that includes detailed information on educational achievements and professional qualifications, while in the UK a two-page CV is standard.

**Sections of a CV**

**Exercise 27** Match the sections with their description. Then link to a phrase.

<table>
<thead>
<tr>
<th>PROFILE</th>
<th>Jobs/voluntary positions</th>
<th>... successfully met all targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS</td>
<td>Short statement about yourself</td>
<td>... keen football player</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Extracurricular activities</td>
<td>... creative individual who loves working with people</td>
</tr>
<tr>
<td>EXPERIENCE</td>
<td>Describing things you can do</td>
<td>... Master’s in Communication</td>
</tr>
<tr>
<td>INTERESTS</td>
<td>Courses at school/university</td>
<td>... fluent in French and German</td>
</tr>
</tbody>
</table>

**CV sections**

**Exercise 28** Maria Rossi has applied for the position as curator at a museum. Below are 3 titles of sections that appear in the EU CV. Write A, B or C next to Maria’s phrases from her CV.

**A. Work Experience**
1. Degree modules: Art History, Archeology, Museography.
2. Temporary part-time library assistant at Ca’ Foscari University.
3. Can handle multiple tasks well.
4. Organised, arranged and maintained museum displays.
5. Am confident with Microsoft Office programmes and have experience with HTML.
6. Catalogued and files artefacts and display exhibits.
7. Fluent in Italian and French.
8. Internship for six months at Guggenheim Museum in Venice.
9. Organised meetings and conferences, and followed most of the public relations involved.
Skills and experience

Exercise 29 Place the action verbs from a CV under the most appropriate category. There are two for each.

Communication: _____________________________________________________________

Language: _________________________________________________________________

Leadership: _______________________________________________________________

Teamwork: _________________________________________________________________

Organisation: ______________________________________________________________

Problem-solving: ____________________________________________________________

1. Arranged meetings and conferences.
2. Motivated staff to use their skills on important tasks.
3. Dealt with staff problems successfully.
4. Conducted guided tours in French and German.
5. Worked on group projects.
6. Presented my degree project on “Philosophy and Art” as a Powerpoint presentation.
7. Planned a catalogue.
8. Empowered others to achieve their goals.
9. Translated a computer website into Italian.
10. Used diagrams and charts as an aid to express my ideas better.
11. Applied creative solutions to difficult situations in the workplace.
12. Helped and supported colleagues offering constructive suggestions.

CV Style
The style of the CV depends on what you are applying for.

1. **Chronological**: Information is included under general headings – education, work experience, with the most recent events first.

2. **Skills-based**: You think through the necessary skills needed for the job you are applying for. Then you list all your personal details under these skill headings. This is called “targeting your CV”, and is becoming more common, and is most suitable when you have plenty of work experience.

3. **Academic CV**: Based on the chronological CV format, this type of CV is different as it will probably be longer. Priority is given to experience directly related to research, related skills and experience. Teaching if relevant should also be included and any administration skills, such as conference organization, exam marking, etc. List publications, conferences attended and any academic awards.

4. **Europass CV**: This is again based on a chronological format, developed to create a standard model that makes a person’s qualifications and skills easily understood throughout Europe. It is especially useful for students and young workers.
Read the following guidelines on how to complete the Europass form.

<table>
<thead>
<tr>
<th>GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal information</strong></td>
</tr>
<tr>
<td>First name(s) / Surname(s)</td>
</tr>
<tr>
<td>Address(es)</td>
</tr>
<tr>
<td>Telephone(s)</td>
</tr>
<tr>
<td>E-mail</td>
</tr>
<tr>
<td>Nationality</td>
</tr>
<tr>
<td>Date of birth</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Desired employment / Occupational field</td>
</tr>
<tr>
<td>Work experience</td>
</tr>
<tr>
<td>Dates</td>
</tr>
<tr>
<td>Occupation or position held</td>
</tr>
<tr>
<td>Main activities and responsibilities</td>
</tr>
<tr>
<td>Name and address of employer</td>
</tr>
<tr>
<td>Type of business or sector</td>
</tr>
</tbody>
</table>
Education and training

Dates
Add separate entries for each relevant course you have completed, starting from the most recent.

Title of qualification awarded
Write the exact title of the qualification and accompany abbreviations with their meaning.

Principal subjects/occupational skills covered
Summarise the subjects, focusing on those which are an asset. Beware of the false friend “frequented”, instead use “attended a course”. Include any dissertations at university level.

Name and type of organization providing education and training
Most recent first: Degree: Ph.D, MA, BA
High School diploma (Classical /Scientific Studies)
Level in national or international classification
Do not translate name of institution.

Personal skills and competences
Make sure what you write provides the right image of you and your skills and achievements. Match skills to job requirements.

Mother tongue(s)
Specify mother tongue

Other language(s)
The Common European Framework of Reference for Languages classifies language acquisition into the following categories, ranging from basic user, independent user, to proficient user: A1, A2 (Beginner), B1, B2, (Intermediate) C1 and C2 (Advanced).

Social skills and competences
Describe your social skills and competences (communication, teamwork etc.) and say where they were acquired.

Organisational skills and competences
This refers to the coordination and administration of people, projects, budgets etc. Say in what context they were acquired.

Technical skills and competences
This refers to the mastery of special equipment, but not computers. Say where you gained knowledge of this. e.g. work in recording and audio post-production studios, operating sophisticated electronic equipment to record music, speech, sound etc.

Computer skills and competences
Reference to word processing and other applications, and Internet.

Artistic skills and competences
State your artistic skills (if relevant) that are an asset and say in what context they were acquired.
Other skills and competences

Any other skills and competences that are an asset not mentioned earlier. You can include sport and hobbies, and voluntary work.

Driving licence

State here whether you hold a driving licence and if so for which categories of vehicle, if relevant.

Additional information

Include here any other information that may be relevant, for example publications, membership of organisations, references, etc.

Annexes

Attach copies of degree, qualification certificates etc.

Exercise 30 Always proofread your work for mistakes. Read the following CV. Antonio Volpe has not followed the guidelines in his CV. Find 10 mistakes referring to form and content.

EUROPASS CURRICULUM VITAE

Personal Information

First name/Surname: Volpe, Antonio
Address: 10, Brothers’ Flag Road, 30172 Venice, Italy.
Nationality: Italian
Date of Birth: 30/12/1975
Gender: Male

Desired employment/ Occupational Field: Museum Curator

Work Experience

Dates: 2000-2004
Position held: Deputy Curator

Main activities /responsibilities:
- Researched and documented artworks
- Worked on preventive conservation
- Lots of experiences in installing exhibitions

Name and address of employer: Guggenheim Museum, 704 Dorsoduro, 30123 Venice

Dates: 2004-2009
Position held: Assistant registrar
Main activities /responsibilities:
- Assisted in cataloguing museum artwork
- Maintained records of accessions and loans
- Arranged transportation of artwork
- Left job because of disagreements on policies

Name and address of employer: Galleris d’Arte Moderna, Cannaregio, 30135 Venice
Education and Training

Dates 1989-1994

Title of qualification awarded Diploma . High School of Classical Studies

Name of organization Liceo Classico Rossini, Venice

Subjects Latin, Greek, Italian, Art History

Level in national or international classification 60/60 with honours

Dates 1994-1999

Title of qualification awarded BA Degree

Name of organization Università di Ca’ Foscari, Venice

Subjects

Level in national /international classification

Degree grade: 110/110 with honours

Dissertation: L’impressionismo e i Giapponesi (Impressionism and the Japanese)

Personal skills and competences

Mother tongue Italian

Other languages English: C2 proficient user

French: B1 independent user

Social skills Teamwork: I work well with colleagues

Organisational skills Organisation: I am well-organised and always meet deadlines

Computer skills and competences Good command of Microsoft Office tools

Basic knowledge of graphic design applications

Artistic skills Designed catalogue for an exhibition on Impressionism

Other competences Musical skills – I play the flute in an orchestra

Additional information Pubblication: Article in monthly art journal EuroArte

Sample Chronological CV

Exercise 31  Read the CV, and explain the meaning of the words in bold.

SILVIA BIANCO
Via della Quercia, 16
Mestre, 30266
Venezia
Italy
Tel: 347 1234567
silviabianco@libero.it

Date of Birth: 13th September, 1987

PROFILE
I am a motivated, adaptable graduate (.........................) 1. seeking a position in public relations which will use the organizational and communication skills acquired at university. I am 2. reliable (.........................) and responsible. I have experience in project management, and am able to work independently, using my own initiative. I also work well under pressure to meet tight deadlines.

EDUCATION
2006 – 2009 University of Ca’ Foscari, Venice, Italy
Degree in Philosophy (Final degree grade: 110)

Modules included:
Philosophy of Language
Moral Philosophy
Philosophy of Logic

Research Dissertation: La Psicologia Filosofica di Ludwig Wittgenstein (The Philosophical Psychology of Ludwig Wittgenstein)

1999 – 2006 Liceo Classico Verdi, Mestre
Subjects: Italian, Latin, Greek, English, Mathematics (Final grade: 100/100)

WORK EXPERIENCE
2006 – 2009 Sales assistant in furniture department, La Rinascita Department Store
I was 3. in charge of (..........................) customer service, stock control, cash handling and opening store accounts. I 4. assisted (..........................) customers and 5. coped with (..........................) problems and unexpected situations.

2005-2006 Volunteer work
I worked for my local newspaper, where my 6. role (..........................) included telephoning members of the public to research stories, and writing articles.

SKILLS
Planning and organization: I 7. set my own deadlines and targets (..........................), and became 8. confident (..........................) in taking direction from my tutors while developing their advice, through my own initiative, into new areas of study that would be useful in my work.
Interpersonal: I also gave seminar presentations as part of a team, developing good working relationships and communication skills.
Language: English and German (fluent), French (basic).
Computing: I completed the ECDL course (European Computer Driving Licence) and am 9. proficient (………………………………..) in all aspects of Microsoft Windows.

Driving Licence: Full, clean driving licence

INTERESTS AND ACTIVITIES
I have travelled independently through Europe and America. The experience taught me how to use my initiative and be self-sufficient, and how to handle unexpected situations.

In July 2008 I participated in a 3-day philosophy workshop on “Metaethics and Experimental Philosophy”, and 10. contributed to (……………………………….) various group discussions, developing further my communication skills. I am currently editor of my local parish newsletter.

References are available upon request.

When you have finished, check:

 ✓ grammar and spelling
 ✓ clarity – fonts TNR, Arial (never Comic Sans) size 11 or 12
 ✓ length – not more than 2 pages (unless CV is academic where you include publications etc.)
 ✓ legible layout
 ✓ full, correct personal information
 ✓ education, work experience and activities in reverse chronological order – most recent first
 ✓ skills relevant for position supported by examples from experience
 ✓ full information concerning education institutions, courses attended and grades
 ✓ how experience helps you meet position specifications
 ✓ positive action verbs for experience – past tense
 ✓ include IT skills, languages spoken, and any technical training
Listening Comprehension – John Woodrow, Human Resources. On Writing Better CVs

Before you listen

Exercise 32  Match the words and phrases in the table to their definition

<table>
<thead>
<tr>
<th>1. recruitment</th>
<th>2. CV</th>
<th>3. post</th>
<th>4. database</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. candidate</td>
<td>6. flexible</td>
<td>7. relevant</td>
<td>8. reference</td>
</tr>
</tbody>
</table>

a. A person who is competing to get a job.
b. A document that describes your qualifications and working history.
c. Able to change or be changed easily according to the situation.
d. The process of finding new people to work for an organization.
e. A computer system that stores lots of information.
f. Connected with what is happening or being discussed.
g. A person who knows you and can say you are suitable for the job.
h. A job in an organization.

Exercise 33  Now listen to John Woodrow and say whether the following statements are true or false.

1. Part of John Woodrow’s job is deciding which new people his company will employ.
2. Woodrow reads hundreds of CVs every month.
3. His company does not accept CVs.
4. Woodrow’s company keeps lists of potential employees on a computer.
5. Woodrow will ignore a CV which is too long.
6. He thinks the first CV he looks at is too short.
7. One problem with the first CV is that it includes irrelevant information.
8. Woodrow suggests that placements are not important when describing your experience.
9. The second CV has too much space on it.
10. The second CV includes information about the languages the person can speak.
5. COVER LETTER

When writing any type of correspondence (hard-copy letters or emails), make sure the layout of the correspondence is suitable for the context, and that you have used the most appropriate register – informal or formal. Again, after writing the letter, check for spelling and grammar mistakes, and that the text is divided into paragraphs. A cover letter accompanies your CV and should be no more than one A4 page long, at most 3-4 paragraphs. It should focus on the most relevant points for the position/internship, rather than repeat the information in the CV. If you send your application via email, write the cover letter in your email message and send the CV as an attachment.

Letter outline
A letter of application for a position or internship generally has the following structure:

Address
Post code
Telephone/mobile
Email
Date

Name Institution / Company
Address
Post code

Salutation – pay attention to the title and name of the person you are contacting
Dear Title - Sir / Madam / Mr. Last Name / Ms. Last Name / Prof. Last name / Name Surname / title of job /

Subject line – helps to clarify the purpose of the letter
Re: [state subject] Internship

Paragraph 1 State reason for writing - the internship/job you are applying for and where you found it listed
I am interested in applying for the internship / position of XX that was listed through the [Name University] Career Services Office / that was on [name website]

Paragraphs 2 and 3 Describe what you have to offer. Mention your CV and highlight key relevant points.
As you will see from my attached CV, I have the educational background and professional experience to meet the specifications in the advertisement. I have had a great deal of experience in [state academic experience]. I have [name academic activities] and I am currently [state present academic activities].

Paragraph 4 Concluding comments
I hope my application will be considered and I would be available for an interview at your earliest convenience. I look forward to hearing from you.

Closing
Addressed to named person = “Yours sincerely”. Unnamed (Sir/Madam/Hiring Manager) = “Yours faithfully”.
Irene Bianca
Via Calabria, 15
Mestre
30111
Venice
Italy
irene.bianca@hotmail.com
+39 - 3212345679
February 15th, 2014

Michael Wolf The Nirvana Theatre Company
24, Victoria Road,
Cambridge
CB2 3QJ

Dear Michael Wolf,

Re: Stage Management Internship
I am writing to apply for the Stage Management summer internship position that was listed through the University of Ca’ Foscari Career Services Office.

I have had a great deal of experience in Performing Arts, and Theatre in particular. I have spent a year in Copenhagen studying Dramaturgy and Lighting Design. I have also followed the staging of two performances. In 2007 I took part in an Internship on cultural management at the sixth edition of the theatre festival in Ravenna, and in 2008 I participated in several symposiums on the theatre organized by the Théatre du Fou during their tour in Marseilles. I am currently studying for a post-graduate degree in Performing Arts studies, which includes studying the critical tools and methodology needed to acquire competence in the techniques and languages used for visual expression. I am fluent in English and Spanish.

Last summer, I worked as an actor, performing in an experimental theatre group named “FolleTeatro”. We staged two performances: *Il Monte Analogo* (from René Daumal’s *Mount Analogue,* ) and *EuriDice* (from the Orpheus and Eurydice Greek myth). I was also vocal trainer for the group. I am seeking to complement this experience with an internship in order to acquire the background necessary for a future career in Stage Management. I am a good team worker and adaptive to various work contexts.

I believe that I would be an asset to your program. This internship would provide me with the ideal opportunity to expand my research skills. Thank you for your time and consideration. I have attached my CV and if you require any further information I would be happy to provide it. I will call next week to see if we might arrange an interview at a mutually convenient time. I look forward to hearing from you.

Yours sincerely,
Irene Bianca

**Exercise 34 Underline the phrases in the letter that express the following:**

1. This letter is to ask you to consider me for the internship.
2. I have had a lot of experience.
3. I am studying for a degree now.
4. I can speak English very well.
5. I want to integrate my experience.
6. I think I would be a useful person in the programme.
7. If you need to know anything else, I will tell you.
8. I hope to hear from you soon.

**Sample cover letter – Job**

*Read the sample letter application for the job.*

Via Carducci, 12
30141 Cornuda (TV)
Italy
Tel. +39 - 02615439
Email: ma.rossi1067@libero.com
September 14th, 2014

Equal Opportunity Employer
The Metropolitan Museum of Art
1000 Fifth Avenue New York,
NY 10028

Dear Sir or Madam,

Re: Museum Curator

I am writing to apply for the job of Museum Curator, as advertised on the Metropolitan Museum website. This would be an ideal job for me given my experience and qualifications.

Art and cultural heritage have always been important to me, which is why I chose to take a degree in Conservation of Cultural Heritage, specializing in Italian Medieval Art. I obtained top marks in my final degree grade (110/10 cum laude). I have excellent English language skills, and have spent several summers in England doing language courses. I am a confident user of Microsoft Office and have worked extensively with Advanced CATalogue, a program for cataloguing all types of digital media.

As you can see from my CV, my knowledge of Advanced CATaloguer helped me find a part-time job at the Gallerie dell’Accademia in Venice. This experience involved showing foreign visitors around the gallery, explaining the special exhibitions, in particular with school committees. I enjoy working with other people. I have also helped design and publish a catalogue for an exhibition on manuscript illumination at my local museum in Treviso.

I have just graduated, and am keen to find a job rather than carry on with further full-time study. As I am planning to move to America in the next few weeks with my family, I would be available for an interview at any time. I look forward to hearing from you.

Yours faithfully,

Maria Rossi

---

**Exercise 35** Underline the phrases in the letter that express the following:

1. It was made publicly known.
2. I focus above all on these subjects.
3. I am sure of myself when using this program.
4. I have used this program a lot.
5. I have just finished my degree.
6. I greatly desire to find a job.
7. To continue with my studies.
8. I am free and willing to come to the interview.

Exercise 36 Prepositions  Complete the letter with appropriate prepositions.
With reference 1. ______ your advertisement 2. ______ the jobsearch.com website, I am interested 3. ______ applying 4. ______ the position 5. ______ Museum archivist.

Ever since I was a child, I have always wanted to work 6. ______ a museum. I am currently studying 7. ______ a post-graduate degree 8. ______ Archive studies 9. ______ the University of Ca’ Foscari. In addition, I have had work experience in my local library, where I catalogued collections, as well as managing information and records. I have a good knowledge 10. ______ digital formats and computer-aided search systems. I feel I would be able to contribute a great deal 11. ______ your museum.

Please find a copy of my CV attached as requested 12. ______ your advertisement. I am available 13. ______ an interview 14. ______ your convenience.
I look forward to hearing 15. ______ you.

Exercise 37 Formal vocabulary  Choose the alternative that is more appropriate, given the letter’s context and the style required.

Dear Hiring Manager,
RE: Editorial Manager
Please accept my application for the Editorial Manager 1. (work / position) at Sound Publications, advertised on WorkList2013.

I 2. (believe / guess) that my combination of technical expertise, creative ability, and experience in managing writers, editors and creative projects, makes me 3. (the perfect / an ideal) person to help your editorial team to work successfully.

During my career 4. (until now / to date) I have supervised, developed and implemented editorial standards for style and quality. 5. (What’s more / Moreover), I have worked together with other related departments such as sales, marketing and IT. 6. I (have the ability / know how) to work well both within a team and cross-team, having learnt to appreciate the importance of building strong relationships with all departments in an organisation.

Should you require any 7. (further / more) information about my experience and qualifications, please notify me. Thank you for your kind attention. I am available for an interview 8. (at your earliest convenience / whenever you like), and 9. (am looking forward / look forward) to your reply.
Yours 10. (sincerely / faithfully),
Alan Smith
Exercise 38 Vocabulary Complete the letter with the words from the box below.

<table>
<thead>
<tr>
<th>contribute</th>
<th>forward</th>
<th>application</th>
<th>pursue</th>
<th>CV</th>
</tr>
</thead>
<tbody>
<tr>
<td>current</td>
<td>purpose</td>
<td>superiors</td>
<td>define</td>
<td>specifications</td>
</tr>
<tr>
<td>relate</td>
<td>advertisement</td>
<td>details</td>
<td>experience</td>
<td>position</td>
</tr>
</tbody>
</table>

Dear Mr Jones,
RE: Language teacher
I am extremely interested in your 1. __________ on the Webjobs.com website for the 2. __________ as a language teacher.

Please find the details of my 3. __________ in the enclosed 4. __________ and let me briefly explain how I can 5. __________ to your department.

With over 15 years of 6. __________ in teaching English and French in both England and France, I believe my qualifications would match your 7. __________. In my 8. __________ position at the language school I manage a team whose main 9. __________ is to find the best way to teach different languages to young pupils. My 10. __________ and the students' parents have recognized that I have found an easy method which develops my students' skills.

I would 11. __________ myself as serious and dynamic. I am able to 12. __________ well to people and believe it is time for me to move to a university like yours in order to 13. __________ my teaching career and to bring my best to your students. If you are interested or if you have any questions I can be contacted most easily on my mobile phone or by email (see 14. __________ at the top of the letter). I thank you for taking the time to consider my CV and I look 15. __________ to hearing from you soon.

Guided writing

Exercise 39 Use the notes below to write complete sentences for the job application, adding pronouns, prepositions, articles, connectives etc. and punctuate it. Write the underlined verbs in their correct tense or form. Then DIVIDE THE LETTER UP INTO 4 PARAGRAPHS.

Dear Ms Smith,
1. /with reference / your advertisement / job.com website /
2. / be / interested / apply / position / art curator / Tenton Museum of Fine Arts /
3. / work / curator / Hatton Art Gallery / past six years / enjoy / move / your museum /
4. / you / can see / my CV / I / have / PhD / Museum Studies /
5. / specialise / Western / Asian collections / my work / include / designing / catalogues /
6. / research / art collections / publish / articles / specialist journals / past three years /
7. / be / highly creative / technologically proficient / effective communicator /
8. / love / join / Tenton Museum of Fine Arts / new art curator / I / know / have / skills / knowledge / succeed /
9. / be / grateful if you / consider / my application 
10. / be / available / interview / your convenience
11. / can / email / me / telephone / number above
12. / look / forward / hear / you soon.

Yours sincerely,

Susan Hillman
6. EMAILS
In an academic environment, email communication has become commonplace, whether between students and their peers or between students and an academic authority. There are numerous situations in which email writing is involved. For example, in the UK and the USA students have written assignments, which are generally sent via email, and the teacher may also provide feedback through this medium. Therefore, appropriate forms of email writing are essential to guarantee a favourable impression of the student on the teacher. In general it is best always to match the style of writing to the person you are writing to. This also applies to any authority outside the academic environment, especially when applying for internships or jobs.

NB: Cover emails adopt the same formal criteria as hard copy cover letters e.g grammar, formal lexis and paragraphs. The only difference is that your address will go below your name at the end of the letter.

**Email writing guidelines**
Concise: Keep the text short and state your reason for writing at the beginning.
Correct: Make sure there are no grammar or spelling mistakes.
Complete: As for a letter, make sure you have a beginning and a closing sentence.
Clear: Provide enough context for the reader to easily understand your message. Ensure that an attached document is compatible and can be opened. Remember always to include the subject line.
Careful: Use the register that corresponds to the person you are writing to. No abbreviations or emoticons.
Use an appropriate email address. If you are writing to a professor, use your university account that will provide your matriculation number.

**Sample formal request email to teacher**
---Original Message-----
From: jverde1098@unive.it
Date: 18.03.2013 13:06:00 GMTUK
To: Professor James
Subject: Jenny Verde course F10654 request assignment extension
Dear Professor James,
Owing to bad health recently I have been unable to complete your assignment on Kant which was set last lesson. I was wondering if it would be possible to submit the assignment next Monday?
Yours sincerely,
Jenny Verde

**Sample informal request email to teacher**
---Original Message-----
From: jverde1098@unive.it
Date: 18.03.2013 13:06:00 GMTUK
To: Professor James
Subject: Jenny Verde course F10654 request assignment extension
Dear Professor James,
I’ve had flu recently and so I’m afraid I haven’t been able to finish your assignment on Kant. Could I possibly give it to you next Monday? Thanks.
Regards,
Jenny Verde
Using Modals in Letters and emails.
You will often need to use words like will, would, could, and should in your emails, so you should know how to use them.

Will and Shall both refer to the future, but shall is now quite unusual and only used in formal style in statements with I and we. It is more commonly used in questions, such as suggestions: I shall be delighted to give you any further information. Shall I call the office? Will is the standard way to talk about the future in statements: My colleague will attend the conference. We will send you a copy.

Would, Could and Should, Would are often used to make requests: I would be grateful if you could send me... I would appreciate if you could write... Would you sign in on arrival? Could you send me the document?

Should expresses advice: You should try to be more punctual.

It can also be used in formal expressions with the subject-verb order changed: Should you require it, we also have a conference room. If you require ...

Must and Have to both express strong obligation, but with a difference: Have to shows us that the obligation comes from somebody else. It's a law or a rule and the speaker can’t change it: You have to apply for a visa.

Must shows us that the obligation comes from the speaker: You must hand in your essay by Friday.

Mustn’t expresses prohibition: You mustn’t smoke in the classroom.

But we use don’t/doesn’t have to to express no obligation, not prohibition: You don’t have to come to the meeting if you don’t want to.

Exercise 40 Complete the sentences with an appropriate modal from the box.

<table>
<thead>
<tr>
<th>will</th>
<th>would</th>
<th>shall</th>
<th>should</th>
<th>could</th>
<th>must</th>
<th>have to</th>
</tr>
</thead>
</table>

1. Students ____________ pay the course fees when they enroll.
2. ________________ we go now?
3. We ________________ like to point out that your application is incomplete.
4. Maybe I ____________ speak to her later.
5. If I see him I ____________ let him know.
6. I ____________ be grateful if you ____________ send me the file.
7. We ____________ contact you again shortly.
8. ________________ you phone me tomorrow?
Exercise 41  Match the formal and informal phrases.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thank you for your email...</td>
<td>a. I'm sorry...</td>
</tr>
<tr>
<td>2. I am writing with regard to...</td>
<td>b. If you’d like more details...</td>
</tr>
<tr>
<td>3. I would be grateful if you could...</td>
<td>c. Thanks for the email...</td>
</tr>
<tr>
<td>4. We regret to inform you that...</td>
<td>d. Just give me a call...</td>
</tr>
<tr>
<td>5. Please accept our apologies for...</td>
<td>e. But/Also/So</td>
</tr>
<tr>
<td>6. I was wondering if you could...</td>
<td>f. See you next week...</td>
</tr>
<tr>
<td>7. We would like to remind you that...</td>
<td>g. I’ll get back to you soon...</td>
</tr>
<tr>
<td>8. I am afraid that...</td>
<td>h. I’ve attached...</td>
</tr>
<tr>
<td>9. If you require any further information...</td>
<td>i. Please can you...</td>
</tr>
<tr>
<td>10. Do not hesitate to contact us...</td>
<td>j. We’re sorry to tell you that...</td>
</tr>
<tr>
<td>11. I look forward to meeting you next week.</td>
<td>k. Could you...?</td>
</tr>
<tr>
<td>12. However/In addition/Therefore</td>
<td>l. Don’t forget...</td>
</tr>
<tr>
<td>13. Please find attached...</td>
<td>m. I’m writing about...</td>
</tr>
<tr>
<td>14. Please feel free to contact me...</td>
<td>n. Let us know...</td>
</tr>
<tr>
<td>15. I will contact you again shortly...</td>
<td>o. We’re sorry for...</td>
</tr>
</tbody>
</table>

Exercise 42  Rewrite the sentences, substituting the phrases in italics with more formal phrases.

1. Please can you complete the form and sign it.

2. Don’t forget that university tuition fees must be paid by October.

3. If you’d like more details, please contact our International Welcome Desk.

4. As soon as I have more information, I’ll get back to you soon.

5. I’ve attached the form for your contract.

6. But, to keep your scholarship you are required to obtain 20 university credits.

7. I’m writing about your application for a residence permit.

8. I’m sorry, you will have to change your study plan.

9. Let us know if you require any further assistance.

10. We’re sorry to tell you that there are no scholarships currently available.
Exercise 43  Match the words of Latin origin with the Anglo-Saxon words.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>assistance</td>
<td>a. give</td>
</tr>
<tr>
<td>due to</td>
<td>b. ask for</td>
</tr>
<tr>
<td>enquire</td>
<td>c. more</td>
</tr>
<tr>
<td>inform</td>
<td>d. needs</td>
</tr>
<tr>
<td>submit</td>
<td>e. help</td>
</tr>
<tr>
<td>verify</td>
<td>f. before</td>
</tr>
<tr>
<td>information</td>
<td>g. questions</td>
</tr>
<tr>
<td>request</td>
<td>h. check</td>
</tr>
<tr>
<td>further</td>
<td>i. ask</td>
</tr>
<tr>
<td>requirements</td>
<td>j. tell</td>
</tr>
<tr>
<td>queries</td>
<td>k. because of</td>
</tr>
<tr>
<td>wish</td>
<td>l. facts</td>
</tr>
<tr>
<td>prior to</td>
<td>m. want</td>
</tr>
<tr>
<td>inconvenience</td>
<td>n. trouble</td>
</tr>
</tbody>
</table>

Exercise 44  Complete the sentences with one of the formal words from Exercise 42.

1. I apologize for any ________________ that may have been caused by the delay.
2. You must _______________ your completed application for graduation 14 days before.
3. If you have any ________________ do not hesitate to contact us.
4. Please _______________ that all the information is correct.
5. If you _______________ to attend courses taught in English, please contact Professor Smith.
6. We would like to _______________ you that your office is in Room 13.
7. The University is closed, _______________ a strike.
8. _______________ information will be available later.
9. If you require any ________________ with accommodation, go to the website.
10. Contact your tutor _______________ your arrival.

Functions of phrases

Exercise 45  Write the functions next to the phrases.

<table>
<thead>
<tr>
<th>opening</th>
<th>request</th>
<th>apologizing</th>
<th>thanks</th>
<th>attachments</th>
<th>closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Please confirm that the arrangements are ok.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>We regret to inform you that there are no places left.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>In reply to your request I can confirm that...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I look forward to receiving your reply.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I would like to thank you for your help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Please do not hesitate to contact us if you have any queries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Please find attached the report as requested.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I would appreciate it if you could...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I am afraid that...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I would like to express my gratitude for your help.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>I would like to check some details with you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I am sorry for the delay in replying to your email.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Thank you for sending me your bank details.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>I have attached a copy of the documents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Following our telephone conversation...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>We look forward to hearing from you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thank you for your email requesting further information.

Unfortunately we are unable to change the contract.

Could you possibly send it by Monday?

Thank you in advance.

Exercise 46  Prepositions  Complete the sentence with the correct preposition.

1. May is the deadline _________ the completion of the project.
2. We apologize _________ any inconvenience caused.
3. We look forward _________ hearing from you.
4. The report will be ready _________ three weeks.
5. Lessons start _________ September 15th.
6. Thank you _________ advance for your help.
7. We spoke _________ the phone yesterday.
8. _________ addition to your ID document, could you please send us your bank details.
9. I am sorry for the delay _________ replying.
10. I am writing _________ the meeting next week.
11. Please get back to me _________ soon as you can.
12. We will send the original documents _________ post.
13. I am writing _________ regard to your application.
14. _________ addition to your address, we would like a telephone number.
15. Please see the attachment _________ further details.
16. Are you free to meet us _________ 9 o’clock?
17. If you need any further information _________ this matter, please contact the office.
18. You will be provided _________ all the material you need.
19. Students can specialize _________ a wide range of subjects.
20. More information can be found _________ our website.

Exercise 47  Student life  Write an email for the following situations.

1. You have lost your library card. Write to the Library Help desk and ask what the procedure is to get a replacement.

2. You would like to change your university accommodation, as your roommate has parties all the time and you cannot study. Write to the Accommodation Officer, telling where you are lodged, ask for a single room, and state the reasons why you want to change.

3. You have been asked to take part in a conference on “Archaeology in the Middle East”. Write to the Conference Organizer saying that you accept the invitation. Ask when the abstract should be submitted, and how long your talk should last.
7. PERSONAL STATEMENT / LETTER OF INTENT

When applying for jobs, internships and graduate programs, you are often required to present the following documents:

a) application form
b) CV (resume)
c) official university transcript
d) letters of recommendation
e) personal statement (500-1,000 words)

The personal statement should describe your goals, experiences and qualifications, highlighting your strengths. The personal essay differs from an application letter as it is not addressed to a specific person and does not conclude with a request for an interview. Unlike an application letter, it does not refer to your CV but stands on its own as a declaration. As this document is an important first introduction to a potential employer or program director, it requires considerable care and planning. Some important points:

Answer the question
If a specific question is being asked, read it very carefully and make sure your answer focuses on it. If you are asked to explain why you have chosen this particular course or internship, do not spend too much time listing your qualifications but concentrate on your motives for applying.

Use the personal pronoun “I”
This document is a personal statement and so using “I” is recommended. Be careful, however, to get the right balance of personal and academic characteristics.

Make your essay distinctive
You may want to make your essay memorable in some way. For example, you might like to include an anecdote that illustrates an important moment in your life: the inspiring influence of a family member or teacher, or a personal experience that influenced your decision to pursue a particular career or field of study.

Keep it short
Most personal essays are limited to about 500 words or one A4 page, so make sure you do not duplicate information that is included elsewhere in your application. Structure the essay carefully and focus on one idea in each paragraph.

Revise the final draft
Make sure you leave enough time for a careful revision of this document, which may be vital to get an interview or a place on a program. When writing it, always use a spell-check and a grammar-check, if possible, and re-read it carefully yourself. Take a look at your personal statement and read it out loud to yourself. Imagine it was a television advert - would you buy the product?

Linking experience, acquired skills and application of these skills to the course/internship/job
Remember these letters: ABC – Activity: What you did
Benefit: What you gained from the activity
Course/internship/job: How all this is relevant to your application.
Personal Statement Structure
The structure of the personal statement depends on whether you are applying for a job, internship or university course. However, generally speaking the essay is divided into four, five or six paragraphs at the most including an introduction and conclusion. The statement itself should be no longer than one page.
The statement is based on three important points: 1)Who you are 2) What you can offer 3) Your career aim

Sample personal statement

Exercise 48 Read the job advertisement for the requirements and underline the Activity, Benefit and job relevance in the personal statement.

Funjobs in fundraising!
We’re looking for dynamic personalities to join our fundraising teams, raising awareness and support for some truly amazing organisations like Amnesty International, Greenpeace and Mencap. You’ll be working away from home, travelling around the UK, meeting some fantastic people and earning decent money. We provide the team’s accommodation and car, flexible work schedules and full training. We ask for a minimum 5 week commitment, lots of enthusiasm and heaps of energy.
Do something worthwhile – join us!
Apply at www.funjobs4u.co.uk

Paragraph 1 State reason why you are applying
As a child my family was based in several countries for my father’s work. I feel lucky because I met many people from different cultures and backgrounds. This experience made me aware of cultural diversity. I would value the chance to be part of your fundraising organization to contribute to making the world a better place.

Paragraph 2 Highlight relevant work/academic experience
During my teenage years I started listening to the BBC World Service and reading internationally recognized journals and magazines. I am currently studying International Relations at the University of Ca’ Foscari because it combines several subjects that I feel passionate about and I enjoy studying different economic and political systems. Last year I took part in a volunteer programme with Earthwatch in Tanzania, helping to determine the impact of forest fragmentation and monitor the rainforest bird populations. The expedition raised awareness of cultural differences and poverty and also developed my teamwork and problem-solving skills because I had to deal with difficult situations. This experience made me aware of NGOs and their work.

Paragraph 3 Highlight relevant hobbies or activities
Apart from university I love taking photographs - particularly black and white – and I held a small exhibition of work last year in Venice. I have also led fundraising and volunteering initiatives to provide new beds to a local home for the homeless, and have realized that there is a great deal of poverty in my country. I gained First Certificate level when I spent one month in the UK to perfect my English and I am also fluent in Spanish.

Paragraph 4 Write about your future goals and how the job could help you to achieve them
In the future my career ambition is to find a suitable role within and international organization - such as the UN. I would like to focus on assisting people who have been displaced due to civil unrest, war, famine or other natural disasters. I look forward to the challenges and opportunities that working in the UK will present. I would value greatly the chance to be part of such an important organization and also make new friends. I believe that in some way I may contribute to it through my work effort and experience to date.
Sentence Variety

Sentences in your personal statement can be made more varied and interesting by linking them in different ways and not always starting in the same way. They can add emphasis to important points in your text. Note that words or phrases placed at the beginning of the sentence receive major emphasis. Below are some strategies to achieve this.

- Begin sentence with an **adverb**: *Luckily, I had an excellent teacher who helped me.*
- Begin sentence with a **prepositional phrase**: *In the future, I hope to pursue a career in Finance.*
- Begin sentence with an **infinitive phrase**: *To learn to speak English more fluently, I attended evening classes.*
- Join ideas using **present participle –ing form**: *Having just completed my Bachelor’s Degree in Finance, I am now seeking a job in Accounting.*
- Join ideas with a **past participle form**: *Driven to go beyond my comfort zone, I want to become independent.*
- Join ideas using an **appositive**: *Professor James, my tutor, has greatly influenced my career choice.*
- Join ideas using a **relative clause**: *The courses that I followed proved to be extremely useful.*
- Join ideas with a **conjunction**: *My long-term goal is to start up a business and do social work.*
- Join ideas with **subordination**: *Although I graduated in Economics, I am more drawn to Art History.*
- Making a sentence more emphatic (**cleft sentence**): *It was my teacher who inspired me most.*
- Variety of **cleft sentence with what**: *What I appreciate about the course is its emphasis on communication.*
- **Inversion of subject and verb** in negative adverbials for emphasis: Not only is she gifted, but she is also very generous.

**Exercise 49 Read the sample personal statement below and underline the different sentence styles mentioned above.**

From an early age, I developed a strong interest in the world of business and finance. It was my father, a pharmacist, who most influenced me. He ran the family business and I spent most of my time around him in this business environment. What attracted me to business related courses is that accounting and finance is the backbone to every successful business. Indeed, without proper account keeping and finance it is almost impossible for any type of business to survive, especially in the economic crisis that surrounds us today.

As an Economics and Business graduate, I am extremely interested in gaining experience in the field of Finance. The classes I have pursued for my undergraduate degree, such as Financial Accounting and Interpersonal Skills for Business have given me a solid academic foundation in this area. Undertaking an internship will provide me with the opportunity to apply this knowledge in a business setting, as well as develop the communication, organisation and numeracy skills that I have acquired through my work experience.

To be exposed to UK work practice will be an invaluable experience, as I aim to work for a multinational company. In the competitive environment of Finance, I can offer commitment, flexibility and enthusiasm for learning demonstrated through pursuing extra-curricular Accounting classes in my spare time. I have the confidence to work independently, while also enjoying working on group projects. My experience at SmithandJones has particularly strengthened my understanding of team dynamics as well as developing my analytical and time management skills. Required to multi-task, I soon mastered the ability
to prioritise tasks through flexible, structured planning to meet various deadlines. Through my involvement in the Internship program I look forward to exploring many aspects of the field of Finance.

**Exercise 50** Join the sentences together, using the strategies mentioned above. You may need to modify the sentence.

1. John was delayed by the traffic jam. He arrived one hour late for the exam.

2. She went to the UK to improve her English.

3. Professor Jones has published extensively on ethics. Professor Jones is a specialist in ethics.

4. My teacher inspired me most.

5. Museums frequently offer internships to post-graduates. Museums are a good place to start your career.


7. The thesis was revised and rewritten. The thesis received a top grade.

8. I think the subject is fascinating.

9. Students rarely come to exams unprepared.

10. I achieved a high grade to my immense joy.

11. I did not have to wait long for my exam results, thankfully.

12. I have not studied Latin. I enjoy Archaeology.
8. JOBS AND WORK

Jobs

Work and Job

The noun work is uncountable when it refers to a physical or mental activity with a result, such as money: She’s looking for work of any kind.

It can also refer to the place where the activity is done: I’ve just got home from work.

The noun work can also be countable when referring to literary or artistic production: He has the complete works of William Shakespeare.

The noun job is countable and refers to a position of paid employment: There are very few jobs to be found. It can also refer to a small task: There are quite a few jobs to do around the house.

Exercise 51 Complete the sentences with job(s) or work(s).

1. The museum is exhibiting _________ by Da Vinci.
2. He tried to find a _________ for the summer before going to university.
3. I’m looking for a part-time _________.
4. It takes me an hour to get to _________.
5. What’s your _________?
6. He has done a lot of _________ this morning. (both are correct – can you say why?)
7. This course means doing a lot of hard _________.
8. Cleaning is tiring _________.
9. He has had to change _________ frequently in the last two years.
10. We’re having a lot of problems at _________ at the moment.

Exercise 52 Choose the most appropriate word or phrase.

1. I’ve found a _________ job during the holidays. I will have it for the next six weeks only.
   / overtime / temporary / part-time /
2. I am hoping to _________ enough money to pay for my studies.
   / gain / win / earn /
3. I was _________ from my last job because I was always late.
   / sacked / thrown / pushed /
4. I was planning to _________ in any case because I hated the boss.
   / retire / dismiss / resign /
5. Fortunately, a new _________ came up straight away.
   / work / position / employ /
6. You should put in a(n) _________ for that vacant post.
   / application / promotion / resignation /
7. After the __________ with the personnel officer, I was told I had the job.
   / discussion / talk / interview /

8. I would like to find a job with a decent __________.
   / earnings / money / salary /

9. What are the job __________ for university graduates?
   / perspectives / prospects / prospectus /

10. The nurse works in ____________, which can be tiring.
    / turns / shifts / schedules /

At work
Exercise 53 Choose the most appropriate word to complete the sentences.

1. I’m lucky to have found this job. I get along well with my (colleagues / employees).
2. The work is not particularly (heavy / dense).
3. They all got a (promotion / promote) last week.
4. We won’t get a pay (raise / rise) until next year.
5. I need a day (off / of) tomorrow.
6. Three workers have been (failed / fired) from their jobs.
7. (Training / Formation) is provided for workers who need it.
8. If you are in a state job, it provides (safety / security) for a long time.
9. One of the (beneficiaries / benefits) that go with this job is having a company car.
10. He is medically (insured / ensured) in his job.

Describing your work - Prepositions
Exercise 54 Complete the sentences with the correct preposition.

1. I work __________ XYZ Ltd.
2. I have been __________ the company for 10 years.
3. I report directly __________ the Head of Department.
4. I’m in charge __________ a large team.
5. I’m responsible __________ developing new projects.
6. I specialize __________ construction projects.
7. I’m interested __________ restoration.
8. My job consists __________ two main functions.
9. I take part __________ board meetings every month.
10. I’m currently working __________ an interesting project.
11. XYZ Ltd. started life __________ a small company.
12. The company is divided __________ several departments.
13. Our main business is dealing __________ complex projects.
14. At present the company is involved __________ the restoration of a hospital.
9. PREPARING FOR AN INTERVIEW

Before the interview
Before you are invited to an interview, think about yourself and any past experience suitable for the internship or job that you may have, so as to be prepared to know what to say to an interviewer. Consider the following topics:

- Skills you have to offer
- Skills you would like to improve
- Past experiences you want to highlight, such as volunteer work, hobbies etc
- Location, salary and lifestyle priorities
- Kinds of people and environments you prefer

Carefully review your CV and prepare short responses to potential questions about anything on it. In addition, for a job interview, remember to research the job thoroughly and the geographical area if it is different from your present location.

Exercise 55 Vocabulary
Job values
Look through the following list and tick the values that are most important for you in a job. Choose your top 3 values and compare your results with your partner.

ambition, friendship, power, security, money
success, fun, respect, travel, trust
freedom, recognition, creativity, challenge

What kind of jobs offer these sort of values? Are there any jobs you would never apply for regardless of the salary?

During the interview

- To be interesting, look interested
- Stick to safe topics
- Listen more than you talk
- Let yourself be led by the interviewer
- Don’t be too enthusiastic
- Watch your body language.

Some common interview questions.
1. Tell me a little about yourself.
2. What kinds of people do you find it difficult to work with?
3. Describe a situation where your judgment proved to be valuable.
4. Do you work better under pressure or with time to plan and organize?
5. What is more important--completing a job on time or doing it right?
6. What are your strengths and weaknesses?
7. What are you most proud of?
Choose one of the questions and prepare an answer. Then in pairs discuss your answers.

Exercise 56 Read the article and match the words in bold to their definition.

The Most Outrageous Job Interview Mistakes
(adapted from www.forbes.com)

1. To discover.
2. To criticize or disparage someone.
3. Serious mistakes, a mess.
4. To ask people what they think.
5. To be extremely tense and nervous.
6. Careless mistakes.
7. To be easily noticed.
8. A series of questions in order to gather information.
9. Wrong or improper conduct.
10. To be intimidated, overcome with fear.

Harris Interactive conducted a survey on behalf of the jobs website CareerBuilder.com, in which they canvassed more than 2,600 hiring managers and human resource professionals to unearth the most shocking mistakes they had seen candidates make during interviews.

The hiring environment may cause frustrated candidates to make avoidable mistakes—but no amount of stress or pressure can justify some of these outrageous gaffes. Nerves and lack of preparation can also be to blame, says Rosemary Haefner, CareerBuilder’s vice president of human resources, leading to errors like hugging the president of the company or calling your wife mid-interview to ask what’s for dinner.

“In this job market, it can be tough just to get a face-to-face interview,” she says. “When the day comes, it’s not uncommon for anxiety to get the best of the person. On the other hand, there are candidates who are confident and are articulate about their own record, but fail to research anything about the prospective role or the organization.”

Employers understand that being on the other end of the table can be a daunting experience, says Michael Erwin, a senior career advisor at CareerBuilder. “Being a little nervous or needing a moment to get your thoughts straight are common reactions to the stress of a job interview. However, employers are usually less forgiving of mistakes that have nothing to do with nerves and everything to do with a lack of preparation or professionalism.”

Even common blunders can be a sure-fire way to make a bad first impression. CareerBuilder asked hiring managers about frequent mistakes that will destroy a candidate’s chance at employment, and 60% cited
answering a call or texting during an interview as one of the biggest deal breakers. Sixty-two percent said one of the most detrimental mistakes a candidate can make is appearing uninterested. Dressing inappropriately, talking negatively about current or previous employers and failing to make eye contact are other common missteps that hiring managers won’t tolerate.

“One mistake that we’re seeing much more frequently is candidates leaving the cell phone ringers on and even answering calls or responding to text messages during the actual interview,” Erwin says. “Cell phones and tablets are a major distraction and send the interviewer the message that you don’t think this opportunity merits your full attention.”

Another item on the list of detrimental mistakes that stuck out for Haefner is talking negatively about current or previous employers. “It’s a mistake that a lot of job seekers probably don’t think about,” she says. “After all, the job seeker may be entirely justified in their criticisms or frustrations with past employers. However, the employer may see it as unprofessional, unwarranted or a sign that the candidate may have a hard time building positive relationships with colleagues.”

If you’ve had a negative experience in a previous job, focus on what you’ve learned from the challenges and stay away from badmouthing old bosses, she adds.

To avoid such screw-ups, Haefner suggests researching and practicing. Vigorous preparation can help you stand out from the crowd—in a good way—so you’ll want to show up with well thought-out questions and examples for the interviewer, and present yourself confidently without being arrogant, she says. “Most important, do whatever it takes you to be calm and focused. For example, exercise a few hours before the interview, make sure you’ve had a meal and aren’t jittery, leave early to eliminate any chances of a rushed or late arrival, and when you’re there, let your personality, professionalism and skills do the standing out.”

Your interview is often where you make your strongest impression, so to avoid making it also your last impression, carefully consider what you want the employer to learn about you during the meeting, and strive to stand out for being a perfect fit for the job. Telling the hiring manager that you’d do whatever it takes to get the job done, legal or not—as one candidate actually did—just won’t work.

“Interviews are a job audition,” Haefner says. “The employer isn’t hiring a list of skills and accomplishments. They’re hiring the whole person: their personality, their resume, their critical thinking and creative ability. The impression you make during the interview, regardless of how competitive the job market happens to be, will most always be the determining factor in getting your next job.”

Exercise 57 Write the interview mistakes that are mentioned.

Mistakes:
### University Vocabulary

**Exercise 58  Match the words and their definitions**

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bachelor’s degree</td>
<td>a. When a student withdraws from a degree course.</td>
</tr>
<tr>
<td>2</td>
<td>dissertation/thesis</td>
<td>b. Money given to students on the basis of merit.</td>
</tr>
<tr>
<td>3</td>
<td>degree</td>
<td>c. First-cycle degree.</td>
</tr>
<tr>
<td>4</td>
<td>higher education</td>
<td>d. Second-cycle degree.</td>
</tr>
<tr>
<td>5</td>
<td>loans</td>
<td>e. Statement detailing student’s exams and marks/grades.</td>
</tr>
<tr>
<td>6</td>
<td>drop-out</td>
<td>f. Degree following Master’s degree, meaning “Doctor of Philosophy”.</td>
</tr>
<tr>
<td>7</td>
<td>Master’s degree</td>
<td>g. Lessons at university with large numbers of students.</td>
</tr>
<tr>
<td>8</td>
<td>scholarship</td>
<td>h. Lessons at university with small groups of students.</td>
</tr>
<tr>
<td>9</td>
<td>PhD</td>
<td>i. Student who has not completed Bachelor’s degree, yet.</td>
</tr>
<tr>
<td>10</td>
<td>undergraduate</td>
<td>j. To have the right to something according to law.</td>
</tr>
<tr>
<td>11</td>
<td>behind schedule</td>
<td>k. Money borrowed by students that must be repaid.</td>
</tr>
<tr>
<td>12</td>
<td>grants</td>
<td>l. To meet certain requirements to obtain some benefit.</td>
</tr>
<tr>
<td>13</td>
<td>seminars</td>
<td>m. Any education at university and college.</td>
</tr>
<tr>
<td>14</td>
<td>postgraduate</td>
<td>n. The money students pay for university tuition etc.</td>
</tr>
<tr>
<td>15</td>
<td>lectures</td>
<td>o. When a student is outside the regular time of degree course.</td>
</tr>
<tr>
<td>16</td>
<td>to enrol</td>
<td>p. Money given to student by government on the basis of income.</td>
</tr>
<tr>
<td>17</td>
<td>to be entitled</td>
<td>q. An essay on a specific subject written in the student’s final year.</td>
</tr>
<tr>
<td>18</td>
<td>to be eligible</td>
<td>r. To be registered at university.</td>
</tr>
<tr>
<td>19</td>
<td>academic transcript</td>
<td>s. A higher education qualification of a certain level.</td>
</tr>
<tr>
<td>20</td>
<td>fees</td>
<td>t. Student continuing education after first-cycle degree.</td>
</tr>
</tbody>
</table>
Many young 1. _____________ find it difficult to find work because of the state of the labour market. This is a particular problem because they frequently have large student 2. _____________ which they need to repay. This situation can be made worse because there are now far fewer 3. _____________ available from local and central government and hardly any British universities award 4. _____________ nowadays. One result is that some of these graduates consider continuing in 5. _____________ education by doing a 6. _____________ degree or even a 7. _____________. However, there is a considerable 8. _____________ rate among those who take this option because their new life does not really compare to their life as 9. _____________ when they were studying for their first 10. _____________. Then they had no choice but to go to 11. _____________ to take notes and prepare for 12. _____________. In contrast, 13. _____________ study requires much more self-discipline as they receive much less assistance in writing their 14. _____________.

**Verb collocations**

Activities at university are often describe using *do* or *get*, but there are more formal alternatives.

<table>
<thead>
<tr>
<th>expressions with <em>do/get</em></th>
<th>more formal alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>do an exam</td>
<td>sit/take an exam</td>
</tr>
<tr>
<td>do research/a project</td>
<td>carry out/conduct research</td>
</tr>
<tr>
<td>do a course</td>
<td>enroll on/take a course</td>
</tr>
<tr>
<td>do a degree</td>
<td>study for/take a degree</td>
</tr>
<tr>
<td>do a subject</td>
<td>study/take a subject</td>
</tr>
<tr>
<td>do an essay/thesis</td>
<td>write an essay/thesis</td>
</tr>
<tr>
<td>do a lecture/talk</td>
<td>give a lecture/talk</td>
</tr>
<tr>
<td>get a degree</td>
<td>obtain/be awarded a degree</td>
</tr>
<tr>
<td>get a grade</td>
<td>receive/be given a grade</td>
</tr>
<tr>
<td>get a qualification</td>
<td>obtain/acquire a qualification</td>
</tr>
</tbody>
</table>
Exercise 60  Replace the uses of do and get with a more formal word.

1. He is doing a degree in economics.
2. She got her Bachelor’s degree last year.
3. I am currently doing some research on cultural heritage legislation in Europe.
4. Do I have to do a course in computer engineering?
5. You need to get a good grade in your exam.
6. You will need to get a qualification in social work.
7. You will need to do an exam in chemistry at the end of term.
8. The professor will do a lecture on anthropology this afternoon.
10. She is currently doing history.

Other collocations:

<table>
<thead>
<tr>
<th>informal</th>
<th>formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to a lecture</td>
<td>attend a lecture</td>
</tr>
<tr>
<td>the class will be in room 3</td>
<td>the class will be held in room 3</td>
</tr>
<tr>
<td>send in an application</td>
<td>submit an application</td>
</tr>
<tr>
<td>leave a course</td>
<td>withdraw from a course</td>
</tr>
<tr>
<td>give training</td>
<td>provide training</td>
</tr>
</tbody>
</table>

Exercise 61 Choose the correct collocation

1. It is not compulsory to (listen/assist/attend) all lectures at this university.
2. Few students have decided to (leave(withdraw/go) the course this year.
3. You must (submit/send/write) in your application by the end July.
4. The university (agrees/recognizes/takes) the school-leaving exams of European countries.
5. You must obtain at least 18 to (sit/pass/take) your maths exam, otherwise it is a fail.
# THE A-Z OF COMMON PROBLEM AREAS

## Adjectives (present and past participle)

Present participle adjectives are active and mean ‘having this effect’; past participle adjectives are passive and mean ‘affected in this way’.

- **The book is interesting.**
- **I am interested in this book.**
- **The teacher is boring.**
- **The students are bored.**

## Adjectives + preposition

Prepositions that follow adjectives can often be different from those used in Italian. Always learn the adjective with the preposition.

- **interested / involved / rich / located in**
- **accustomed / adjacent / close / contrary to**
- **dedicated / connected / opposed / related / similar / attached to**
- **opposed / relevant to**
- **aware / capable / afraid / conscious / convinced / full / made of**
- **suitable / famous / responsible / known for**
- **doubtful / worried / serious about**
- **associated / pleased / popular / compatible / consistent / covered / equipped / coordinated / familiar / furnished with**
- **good / bad at**
- **surprised / astonished / amazed by**
- **protected / made from**

## Apostrophe

These are used for possessive forms and contractions. In the possessive form the apostrophe goes before the ‘s’ after singular nouns, but after the ‘s’ after plural nouns. If the word has an irregular plural form the apostrophe comes before the ‘s’. Do not confuse the possessive of *it* (*its*) with the contraction it’s (*it is*). Do not put an apostrophe before a plural used with figures or acronyms. Inanimate objects generally avoid using the possessive form.

- **My brother’s name is Peter.**
- **The curators’ responsibilities.**
- **Women’s rights.**
- **Its location is unknown.**
- **It’s in the church.**
- **The 1960s.**
- **Their IQs are high.**
- **The car keys.**

## Articles

- **a + singular noun with initial consonant; an + singular noun with vowel;**
- **a + singular noun with initial consonant sound; some + plural noun;**
- **The + singular or plural countable nouns when noun is specific; the + uncountable nouns indicates specific reference; omission of articles expresses a generic meaning;**
- **the + noun to indicate a category;**
- **Geographical uses of the: groups of islands, federal states, rivers, seas, oceans, areas, deserts, forests, gulfs and peninsulas.**

- **A temple.**
- **An arch.**
- **A European.**
- **Some monuments.**
- **The queen.**
- **The old lady is feeding the cats in the park.**
- **The tea in this bar is awful.**
- **Tea is a popular drink in Britain.**
- **Tourists need to respect the environment.**
- **The tourist is becoming very selective.**
- **The Philippines, the USA. The Mediterranean. The Nile. The Atlantic Ocean.**
- **The Middle East. The Sahara Desert. The Black Forest. The Gulf of Mexico. The Iberian Peninsula.**
### Confusing words

**affect** is usually a verb (action) - **effect** is usually a noun (thing); **economic** refers to the economy - **economical** means ‘cheap’; **historic** means ‘famous and important in history’ - **historical** refers to anything that occurred in the past, whether important or not; **classic** means ‘outstanding’ in its genre - **classical** refers to the period in Ancient Greece or Rome, or to formal Western music; **politics** refers to the art of governing - **policy** means a plan or course of action intended to determine decisions; **either** is used with a negative verb when you are agreeing with something someone doesn’t do or like - **too** is used with an affirmative verb when you are agreeing with something someone does or likes; **for** indicates a period of time - **since** indicates a point in time; **he’s** is the short form for ‘he is’ or ‘he has’ - **his** is a possessive pronoun, it is used to show something connected with a male person; **lay** is an irregular transitive verb (lay / laid / laying) - **lie** is an irregular intransitive verb (lie / lay / lain - lying); **raise** is a regular transitive verb (raise / raised / raised – raising) – **rise** is an irregular intransitive verb (rise / rose / risen – rising); **personal** is an adjective - **personnel** is a noun; **said** can be used in direct speech or in reported speech followed by ‘that’ - **told** is normally used in reported speech followed by an object + ‘that’ or object + infinitive; **so** when used in front of an adjective or an adverb means ‘very’ - **such** when used as a determiner is used in front of a noun or an adjective + noun to show extremes, but not in front of adverbs; **what** is used to ask a question when there are an unknown number or infinite possibilities for an answer - **which** is used if you are choosing between two or more already defined items;

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Countable nouns have a singular and plural form, whereas common uncountable and proper nouns only have a singular form and are followed by a singular verb. Plural nouns can have both singular and plural forms, but sometimes only have a plural form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerund or infinitive</td>
<td>Some verbs can be followed by an infinitive, a gerund or both. If both are possible, then there is usually a difference in meaning.</td>
</tr>
<tr>
<td></td>
<td><strong>He can use</strong> a computer. <strong>I would rather stay</strong> at home today. They <strong>arranged to meet</strong> the next day. <strong>We promise to help.</strong> <strong>He avoided seeing them.</strong></td>
</tr>
</tbody>
</table>

**How do pollutants affect documents?**
The study investigates pollution and its effects on the monuments. The organisation promotes economic research. The ticket is really economical. There is lot of visitor information on historic sites.

He belongs to the Institute for Historical Research. There is everything you want to know about classic movies. He’s following a course on classical mythology.

Most people are not interested in politics. It is a reference source for policy and procedures for visa application.

I don’t like the painting, either. She likes Michelangelo, too. He’s going to apply for the job. His name is French in origin. She laid the book on the table. The mummy had lain in the tomb for centuries. They want to raise money for the charity. He’s studying the rise and fall of the Roman Empire. They talked about their personal interests. The Personnel Department accepts on-line employment. "I am sorry", said the doctor. The doctor said that he was sorry. I told him that I would be late. The picture is so beautiful. It is such a beautiful picture. **What** is their address? **Which** pen do you want—the red one or the green one?

news/advice/business/furniture/information/knowledge/money/progress/research is interesting. The people/police/clergy are here.
| + to + inf: | She *suggested* going to the cinema. |
| + gerund: | I *stopped* work to *smoke* a cigarette. |
| + to + inf. or gerund: | I feel better now I have *stopped smoking*. |
| + object + to inf.: | They *invited me to go* to their country house. |
| | They *want me to help* them. |

### Like or as

**Like** is a preposition and means ‘similar to’. It is followed by a noun, pronoun or present participle. It can also mean ‘for example’, similar to ‘such as’. **As** is a conjunction and can also mean ‘similar to’. It is followed by a subject + verb. **As** can also be a preposition, but in this case it means ‘in the position/form of’.

<p>| Subject – verb agreement | Make sure the verb agrees with its subject. The subject of the verb is plural when several items are connected by <strong>and</strong> and <strong>both</strong>, but if the items are considered one thing then the verb is singular; pronouns such as <strong>each</strong>, <strong>neither</strong>, <strong>either</strong>, <strong>anyone</strong>, <strong>no one</strong>, <strong>everyone</strong>, or <strong>none</strong> are followed by a singular verb; nouns or pronouns joined by <strong>together with</strong>, <strong>along with</strong>, <strong>as well as</strong>, or <strong>but not</strong> are followed by a singular verb form; be careful with a phrase that separates the subject and the verb – the verb always agrees with the subject. |
| Unbiased language | It is best to avoid language that discriminates against people on the grounds of gender, race, disability or religion. Words that assume that all people are male are to be replaced by synonyms; job titles can also be substituted; ‘he or she’ or ‘his or her’ can be avoided when talking in general by using the plural form. Ethnic terms should be used in a non-discriminatory way. Some terms for physical disabilities have also changed. |
| Verbs + preposition | These are particularly difficult to master, as the combinations are often different from Italian. Always learn the verb and preposition together. |</p>
<table>
<thead>
<tr>
<th>Word order</th>
<th>Word order is important in English, because individual words do not have endings to show which parts of speech they represent. The usual affirmative construction is <strong>SVO</strong>, although word order is often reversed for emphasis, in reported questions, or in the case of poetry. Make sure affirmative sentences start with the subject, also in the passive form. <strong>Adjectives</strong> usually go before a noun. Several adjectives placed together usually follow a certain order. <strong>Adverbs</strong> typically indicate <strong>manner, place and time</strong>. They are usually not placed between a verb and a direct object. Adverbs are placed between the subject and verb or between the auxiliary and main verb. Adverbs of frequency follow the verb ‘to be’.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The artist painted the picture. Here lies the artist. Never have I seen such a painting. The picture was painted by Van Gogh. It is a beautiful, brown mahogany table. He walked slowly to the museum this morning. We have always loved visiting museums. Sometimes they watch films. The train is always late. I like Renaissance architecture very much.</td>
</tr>
</tbody>
</table>
APPENDIX II  STRUCTURE AND COHESION

Adding

<table>
<thead>
<tr>
<th>Sentence connectors</th>
<th>Clause connectors</th>
<th>Other words and structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
<td>and</td>
<td>another</td>
</tr>
<tr>
<td>besides (+ noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>furthermore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>moreover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>too</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples

*Besides* heritage sites and monasteries, West Sikkim is extremely rich in biodiversity.

People all over the world need to be made aware of the importance of cherishing our varied heritage. *Furthermore*, heritage preservation is essential if we are to retain the wealth of our cultural diversity.

Troy is one of the most famous archaeological sites in the world. *Moreover*, the siege of Troy, immortalized by Homer in the *Iliad*, has inspired great creative artists throughout the world ever since.

Comparing

<table>
<thead>
<tr>
<th>Sentence connectors</th>
<th>Clause connectors</th>
<th>Other words and structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>also</td>
<td>and</td>
<td>as ... as (not so ... as)</td>
</tr>
<tr>
<td>likewise</td>
<td>both ... and</td>
<td>to be like</td>
</tr>
<tr>
<td>similarly</td>
<td>not only ... but also</td>
<td>to be similar to</td>
</tr>
<tr>
<td>too</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples

The façade of the theatre is magnificent. The old movie house at the corner of the main plaza *likewise* has a special architectural character.

*Similarly*, the ancient city of Ghadames, known - *like* Shibam in Yemen - as the 'pearl of the desert', is gradually falling into ruin because its fragile clay houses are not being maintained.

Contrasting

<table>
<thead>
<tr>
<th>Sentence connectors</th>
<th>Clause connectors</th>
<th>Other words and structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>however</td>
<td>but</td>
<td>despite (+ noun)</td>
</tr>
<tr>
<td>in contrast</td>
<td>although</td>
<td>in spite of</td>
</tr>
<tr>
<td>instead</td>
<td>even though</td>
<td>compared to</td>
</tr>
<tr>
<td>in/by comparison</td>
<td>whereas</td>
<td>to be unlike</td>
</tr>
<tr>
<td>nevertheless</td>
<td>while</td>
<td>contrary to</td>
</tr>
<tr>
<td>nonetheless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on the other hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on the contrary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples
Inclusion in the World Heritage List is essentially honorific. A prerequisite for World Heritage Site status is, nevertheless, the existence of effective legal protection.

Here is also a Furniture Museum, but the real joy is the town itself.

Although difficult to get to, this site is not guarded and has no protective mechanisms to keep visitors to keep away.

Despite being a bird, the Cassowary is Australia’s largest land animal.

Contrary to popular belief, the Great Barrier Reef is not a continuous barrier.

Effects and results

<table>
<thead>
<tr>
<th>Sentence connectors</th>
<th>Clause connectors</th>
<th>Other words and structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>accordingly</td>
<td>so</td>
<td>to result in</td>
</tr>
<tr>
<td>as a result</td>
<td></td>
<td>to cause</td>
</tr>
<tr>
<td>as a consequence</td>
<td></td>
<td>to affect</td>
</tr>
<tr>
<td>consequently</td>
<td></td>
<td>the cause of ...</td>
</tr>
<tr>
<td>hence</td>
<td></td>
<td>the reason for ...</td>
</tr>
<tr>
<td>therefore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples
To co-operate with other States in achieving this objective, the New Zealand Government will make available its skills and resources. Accordingly, the New Zealand Government and UNESCO will consult one another.

Viewed from the air, Tel Aviv appeared as a vision of startling white. Hence the appellation, “White City”.

The project should also result in improved management of the ten pilot World Heritage sites in Africa.

The history of mammal lineages in modern Australia can be traced through these fossil deposits and, as a consequence, there is a better understanding of the conservation status of living mammals and their communities.

Reformulating
In other words
To put it more simply,
It would be better to say
i.e. (id est)
viz. (videlicet)
namely

Then, as now, people wanted to be taken away from their every day lives and into a new world. And so narrative film - or to put it more simply, storytelling through the movies - was born.
There is always, so to speak, “another” already within us, even before the other outside of us. *In other words*, identities and belonging, in differentiated and complex societies such as our own, are ever increasingly a “residing in displacement”.

The lighthouse has quarters which contain spaces indicative of their unusual function, *viz.* large pantries and offices.

In other cases, *namely* that of the historic centre of Mexico City or that of Koge in Denmark, urban regeneration is a fully-fledged multisectoral operation.

**Listing**
First, ...second, ... third, ...
Firstly, ...secondly, ... thirdly, ...
Next, ... then, ... afterward, ... finally, ...

**Giving examples**
e.g. (exempli gratia)
for example
for instance
such as
in particular
notably

**Examples**
Scientific and technological research helps to create an understanding of the contribution that heritage preservation makes to society by elaborating on issues *such as* (on *such issues as*) heritage value, cultural tourism, cultural identity, and quality of life.

Observation satellites are already used to watch natural world heritage sites, *notably* in Africa, where the last mountain gorillas survive.

**Concluding**

<table>
<thead>
<tr>
<th>Sentence connectors</th>
<th>Clause connectors</th>
<th>Other words and structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>in brief</td>
<td></td>
<td>it is clear that ...</td>
</tr>
<tr>
<td>in conclusion</td>
<td></td>
<td>the evidence suggests that ...</td>
</tr>
<tr>
<td>to conclude</td>
<td></td>
<td>these examples show that ...</td>
</tr>
<tr>
<td>in short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in summary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples**
*To conclude*, I wish you a very pleasant experience in the maritime archaeological centre here in Roskilde.
*The evidence suggests that*, with only a few notable exceptions, the physical damage of warfare is secondary to that inflicted by human negligence.
APPENDIX III  CAPITAL LETTERS AND PUNCTUATION

Symbols and typographic conventions

.   full stop                                   X.X  decimal point (2.2: two point two)
,   comma                                      *  asterisk
?   question mark                              ( )  parentheses (or round brackets)
!   exclamation mark                           [ ]  square brackets (or box brackets)
:   colon                                      { }  curly brackets
;   semi-colon                                  °  degrees (40°: forty degrees)
“ “ double quotation marks                       %  per cent
‘ ’ single quotation marks                     &  and (also called ‘ampersand’)                     
’   apostrophe                                 ©  copyright
-   hyphen                                      <  less than
–   dash                                       >  greater than
+   plus                                        @  at
–   minus                                       ✓  tick
×   multiplied by/times (2 × 2: two multiplied by/times two) X  cross
÷   divided by                                  X_X underscore (jane_smith: jane underscore smith)
(6 ÷ 2: six divided by two)
=   equals
/   forward slash                              \  back slash

Capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks are the most common forms of punctuation.

Capital letters (A, Z) and full stops (.)
Capital letters are used to mark the beginning of a sentence and full stops to mark the end of a sentence:

We went to England last week. We were really surprised to see that you don’t pay for using the motorways.

Capital letters are used at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, days of the week and months of the year, public holidays as well as geographical places:

The next meeting will take place on Monday. When is the Chinese New Year?

Capital letters are used for the titles of books, magazines and newspapers, plays and music:

Pride and Prejudice has inspired numerous screen adaptations and novels, including Pride and Prejudice and Zombies.

They are performing Beethoven’s Sixth Symphony.
In addition to closing sentences, full stops are used in initials for personal names:

A. N. Onimus      Wile. E. Coyote

Full stops are also used after abbreviations, although this practice is becoming less common:

Dr. (doctor) Prof. (Professor)   etc. (etcetera)

**Punctuation: question marks (?) and exclamation marks (!)**

Question marks are used to make clear that what is said is a question.

*Why do they make so many mistakes?*

Exclamation marks are used to indicate an exclamative clause or expression in informal writing.

*What a lovely person you are!     How wonderful is that sound!*

**Punctuation: commas (,)**

Commas are also used to separate a list of similar words or phrases:

*It’s important to write in clear, simple, accurate words.*

A comma is not usually used before *and* at the end of a list of single words, but American English does:

*They travelled through Spain, France, Germany and Italy. We took bread, cheese, and fruit with us.*

Commas are used to separate words or phrases that mark where the voice would pause slightly:

*I can’t tell you now. However, all will be revealed tomorrow at midday.*

*James, our guide, will accompany you on the boat across to the island.*

**Separating clauses with commas**

When main clauses are separated by *and, or, but*, a comma is not normally used if the clauses have the same subject. However, sometimes commas can be used if the clauses have different subjects:

*They were very friendly and invited us to their villa in Rome.* (same subject)

*It was an expensive hotel in the centre of Tokyo, but we decided it was worth the money.* (different subjects)

When a subordinate clause comes before the main clause, a comma is used to separate the clauses.

*If you get lost in the city centre, please don’t hesitate to text or phone us.*

When subordinate or comment clauses are used to give further details or more information, commas are used to separate the clauses:

*You do need to wear a darker jacket, if I may say so. To be honest, I thought they were very rude.*

**Commas and relative clauses**
Commas are used to mark non-defining clauses. Such clauses normally add extra, non-essential information about the noun or noun phrase:

*The ambulance, which arrived after just five minutes, took three people to the hospital immediately.*

The same is true for non-finite clauses:

*The storm, lasting as it did for several days, caused serious damage to villages near the coast.*

We *don't* use commas to mark defining clauses:

*Barcelona was the Spanish city that was selected for the Olympic Games.*

**Commas and speech forms**

Tags and yes-no responses are usually separated with commas:

*They are going to the party, aren’t they?* *No, thank you.*

Interjections are also separated with commas:

*Wow, that sounds really exciting.*

Commas are used to show that direct speech is following or has just occurred:

*He said in his opening speech, ‘Now is the time to plan for the future.’* (or *He said in his opening speech: ‘Now is the time to plan for the future.’*)

When the direct speech is first, a comma is used before the closing of the quotation marks:

*‘We don’t want to go on holiday to the same place every year,’ he said.*

**Punctuation: colons (:) and semi-colons (;)**

Colons introduce lists:

*There are three main reasons for the success of the government: economic, social and political.*

Colons can also indicate a subtitle or to indicate a subdivision of a topic:

*Life in Provence: A Personal View*

Colons can introduce direct speech:

*Then he said: ‘I really cannot help you in any way.’*

A colon is normally used between sentences when the second sentence explains or justifies the first sentence:

*Try to keep your flat clean and tidy: it will sell more easily.*

Semi-colons are used instead of full stops to separate two main clauses. In such cases, the clauses are related in meaning but are separated grammatically:
Spanish is spoken throughout South America; in Brazil the main language is Portuguese.

Semi-colons are not commonly used in contemporary English. Full stops and commas are more common.

**Punctuation: quotation marks (‘…’ or “…”)**

Quotation marks in English are ‘…’ or “…”. In direct speech, we enclose what is said within a pair of single or double quotation marks, although single quotation marks are becoming more common. Direct speech begins with a capital letter and can be preceded by a comma or a colon:

*She said, “Where can we find a nice Indian restaurant?”* (or *She said: ‘Where can we find a nice Indian restaurant?’*)

When we use direct speech inside direct speech, we use either single quotation marks inside double quotation marks, or double quotation marks inside single quotation marks:

“*It was getting really cold,” he said, “and they were saying ‘When can we go back home?’*”

*Tim said, ‘They were getting really excited and were shouting “Come on!”’.*

We commonly use question marks inside the quotation marks unless the question is part of the reporting clause:

*‘Why don’t they know who is responsible?’ they asked.*

*So did they really say ‘We will win every match for the next three weeks’?*

We also use single quotation marks to draw attention to a word. We can use quotation marks in this way when we want to question the exact meaning of the word:

*I am very disappointed by his ‘apology’. I don’t think he meant it at all.*

**NEW ‘WAR’ OVER NORTH SEA FISHING PLANS**

Quotation marks are sometimes used instead of *italics* to refer to the titles of books, newspapers, magazines, films, songs, poems, videos, CDs, etc:

*There’s a special report all about it in ‘The Daily Mail’.*

Articles or chapters within books, or titles of short stories, are normally punctuated by single quotation marks:

*The longest chapter in the book is the last one called ‘The Future of Africa’.*

**Punctuation: dashes (–) and other punctuation marks**

Dashes are more common in informal writing. They can be used in similar ways to commas or semi-colons. Both single and multiple dashes may be used:

*The bus – which is often late – was on time for once. We were surprised!*

*Just wanted to thank you for a lovely evening – we really enjoyed it.*
Brackets have a similar function to dashes. They often add extra, non-essential information:

*Greenwich (pronounced ‘Grenich’) is a World heritage Site.*

Brackets are used around dates and page numbers in academic writing:

*Clark (2010) gives a convincing explanation of how the virus was spread (pages 65–72).*

Hyphens (-) are used to join together words to form a compound noun (*chat-room*), compound adjective (*quick-thinking, sugar-free, computer-aided, well-known*) compound numbers (*thirty-three*), with prefixes (*Neo-Assyrian*), with figures (*four-year-old boy*) or letters (*T-shirt*). They are considered a single unit. Hyphens are *not* used for adverbs ending in –ly. When a compound adjective follows a noun, a hyphen is *not* necessary (*the boy is two years old*).

Apostrophes (‘) are used to show possession (*Jane’s book*) or contractions (*It’s*). Do not use it with decades (*1960s*)

**Punctuation: numerals and punctuation**

In British English the date is usually given in the order day, month, year.  
We use full stops in dates. Forward slashes or dashes are also commonly used: 
*Date of birth: 1.8.1985 (or 1/8/1985 or 1–8–1985)*  
In American English the day and the month are in a different order so that 8 January 1985 is written as follows: 
*1–8–1985 (or 1/8/1985 or 1.8.1985)*  
We don’t usually punctuate weights and measures and references to numbers: 
*4kg (4 kilograms) 10m (10 metres) 5m dollars (5 million dollars)*  
Commas are used in numbers to indicate units of thousands and millions: 
*7,980 (seven thousand, nine hundred and eighty)*  
*11,487,562 (eleven million, four hundred and eighty-seven thousand, five hundred and sixty-two)*  
Full stops, *not* commas, are used to indicate decimal points: 
*6.5 (six point five)*  
Times use full stops or colons:  
*The shop opens at 9.30. (or 9:30)*  
The words thousand, million etc. remain in the singular: *7 thousand people*  
The plural form is used to speak generically: *There were thousands of people in the streets.*

**Saying email and internet addresses**

Spoken English:  
When we speak email and web addresses, we say each word separately. To avoid confusion, we sometimes spell out each letter of a word:  
*jane.smith@lit.com = jane dot smith at l-i-t dot com*  
*bennett_hotel.com/home = bennett underscore hotel dot com forward slash home*
ANSWER KEY

1. SOME GENERAL POINTS

Exercise 1
1. professor; 2. academic; 3. currently; 4. responsibility; 5. accommodation; 6. achieve; 7. analysis; 8. experience; 9. requirement; 10. useful.

Exercise 2
1. I have good written communication skills. 2. Good customer service skills. 3. I wish to work with computers. 4. I’m from the European Union. 5. I have a double degree in Science. 6. I’m an accurate and rapid typist. 7. My hobbies include reading and playing the piano. 8. I was formerly in a music group. 9. My address is at the top of the form. 10. I pay excellent attention to detail.

Exercise 3
1. More than 600,000 people travel to the UK every year to study English. 2. The UK offers more English courses than anywhere in the world. 3. Students who come to England are attracted by the modern teaching methods. 4. If you choose a centre accredited by the British Council, you will receive an excellent service. 5. The British Council has been active for over 70 years. 6. Courses are designed for all purposes, which cover a broad range of topics. 7. Not only do the courses cover day-to-day situations, but they also make you understand British culture. 8. When you study at University, you will be expected to carry out research in English. 9. You can contact the International Student Office to know when the admission tests are. 10. Four-week English language courses, including social activities and cultural visits, are available.

Exercise 4
1. We are studying Greek history at the moment. 2. They haven’t finished their homework yet. 3. As soon as I arrive home, I will call you. 4. Jane will have graduated by next June. 5. Sue gets up early every day. 6. I began skiing five years ago. 7. When I arrived, she was reading a book. 8. The train had already left by the time I got to the station. 9. John has been living in Rome since 2003. 10. I’m going to visit Paris next July.

Exercise 5
1. am writing; 2. would like; 3. is/would be; 4. was selected; 5. provided; 6. allows; 7. would complement; 8. providing; 9. consider; 10. have/have had; 11. working; 12. developed; 13. is; 14. will do; 15. look.

Exercise 6
1. There are many possible candidates for the job. 2. Everyone in the team has a role. 3. Both Jane and John have passed the exam. 4. Jane, as well as John, has passed the exam. 5. On the table are several applications. 6. There is a letter and several CVs on the table. 7. One of the letters is open. 8. All of the papers, including yours, are in that drawer. 9. The information is important. 10. The survey covering several universities reveals a rise in enrollments.

Exercise 7
1.a. 2.b. 3.a. 4.b. 5.a.
Exercise 8
1. and  2. Although  3. such as  4. so  5. but  6. while  7. or  8. otherwise  9. unless  10. As soon as.

Exercise 9
1. Marks the end of a sentence.
2. Separates information into readable units.
3. Used at the end of sentence that is a question.
4. Indicates that a list, title or summary will follow.
5. Used to include extra information in sentences.
6. Separates two complete, but closely linked sentences.
7. Indicates a contraction or possessive.
8. Links words to make compounds.
9. Full stop (.)
10. Comma (,)
11. Question mark (?)
12. Colon (:)
13. Brackets () and dash (–)
14. Semi-colon (;)
15. Apostrophe (’)
16. Hyphen (-)

Exercise 10
1. Correct
2. Her name was Susan; she was Australian/Her name was Susan and she was Australian/Her name was Susan. She was Australian.
3. Correct
4. Looking out of the window, I saw a black cat.
5. They were famous in the 1960s.
6. The colours of the flag are red, white and blue.
7. Although it was raining, they still went out.
8. Correct
9. She went into the shop, but she didn’t see the wet floor.
10. He asked me where I was going.

Examples
1. a. The comma transforms the following words into verbs. b. Without a comma, the verb “eats” is followed by two nouns. 2. a. There are a number of boys who are two years old in the class. b. There are two boys who are one year old in the class.

Exercise 11
1. a. I convinced her that she had won. b. I was convinced she had won.
2. a. The criminal thought the judge was mad. b. The judge believes the criminal was mad.
3. a. Only the students who finished the exam went early - the others stayed on. b. All the students went home early when they finished the exam.
4. a. There were twenty strange people in the room. b. There were about twenty people in the room.
5. a. We would like to eat Susan. b. I’m suggesting to Susan that we should eat.

Exercise 12
Dear Mr. Hardy
Please consider me as an applicant for your summer 2014 marketing internship position. I will be available for a full time position beginning June 1st to September 3rd, 2014. I learned of the position through the University of Ca’ Foscari career services office and after reading the positive evaluations from other students who have previously interned with your company, I am definitely interested. A copy of my CV has been enclosed for your review. Please note my academic achievements and campus involvement.
Although my course work at the University of Ca’ Foscari is preparing me well for a career in business, I believe I now need to apply my knowledge in a real world work situation; an internship would provide that opportunity. Thank you for your time and consideration.

Yours sincerely,
Vanessa Verde

Exercise 13
1. buy; 2. complement; 3. whole; 4. won; 5. their; 6. piece; 7. manner; 8. write; 9. board; 10. site.

Exercise 14
1. Schools in Italy are trying to raise educational standards. 2. I went to see a play by Goldoni, which was performed at the Fenice Theatre. 3. He is studying the effects of unemployment on society. 4. She told me she had taken a year off work to travel. 5. As a student abroad, I really enjoyed myself. 6. We were extremely interested in attending the conference. 7. Those letters have lain unopened on the table for days. 8. They have been in England for 5 days. 9. There was nothing to do except go home. 10. The economic policy has been heavily criticized.

Exercise 15
1. We went to buy some books from the local bookshop. 2. The museum is currently undergoing restoration. 3. Admission prices were extremely economical. 4. The professor spoke on the subject/topic of archaeology in the Near East. 5. Check your letter when you have finished it. 6. Students must attend the seminars. 7. Did you see the news on television last night? 8. Have you seen Jane lately/recently? 9. The historian spoke about WWI. 10. The number of visitors this year to the museum has broken all records.

Exercise 16
1. The article was written by Professor Harris. 2. It was Zygmunt Bauman who introduced the idea of liquid modernity. 3. The professor, to whom I talked, was very helpful. 4. Founded in 1088, the University of Bologna is the oldest extant university in the world. 5. What fascinated me was the theory (What was fascinating was the theory). 6. There is no time to check the work. 7. Never have I read such a wonderful book. 8. Standing outside the office, he read a newspaper.

Exercise 17
1. attend; 2. previous, currently; 3. confident, receive; 4. believe; 5. require; 6. complete; 7. enquire; 8. contact.

Exercise 18
1. grateful; 2. Following; 3. provide me with; 4. Further; 5. Numerous; 6. However; 7. am unable to; 8. concerning.

2. PERSONAL QUALITIES AND SKILLS

Exercise 19

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
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<tr>
<td>ambition</td>
<td>ambitious</td>
</tr>
<tr>
<td>analysis</td>
<td>analytic/analytical</td>
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</tr>
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<td>attention</td>
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</tr>
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</tr>
<tr>
<td>responsibility</td>
<td>responsible</td>
</tr>
</tbody>
</table>
Exercise 22
1. b. 2. g. 3. h. 4. j. 5. i. 6. f. 7. a. 8. e. 9. d. 10. c.

Exercise 23
1. oral communication e. public speaking
2. leadership g. motivating people
3. teamwork a. considering the opinions of others
4. research f. collecting data
5. organization d. planning meetings or events
6. problem-solving c. handling complaints
7. strategic thinking b. understanding long-term impact of decisions

Exercise 24
1. oversee b. supervise
2. run c. be responsible for some activity
3. coordinate j. organize an activity
4. set up a. establish something new
5. achieve i. successfully complete task or goal
6. carry out f. complete, accomplish an assignment
7. contribute to h. be involved in an activity
8. assess e. evaluate
9. assist g. help somebody do something
10. tutor d. teach somebody something

Exercise 25
1. set up; 2. carried out; 3. assess; 4. assist; 5. tutored; 6. achieved; 7. contributed; 8. ran; 9. coordinate; 10. oversaw.

3. READING A JOB ADVERTISEMENT

Exercise 26
1. Assistant Curator, Early Years and Family Programme. 2. Yes, open to everyone. 3. Primary requirements: confident communicator, organizational skills, able to work on your own initiative, dynamic. Secondary requirements: ethnic background, disability. 4. To work with and for children and families creating learning programmes and interacting with artists, curators, local community groups and organisations. 5. Online. 6. 9 months. 7. 1 October, 2017. 8. Relaxed – uses terminology such as fantastic, passionate, champion for art.

4. CV

Exercise 27

<table>
<thead>
<tr>
<th>PROFILE</th>
<th>Short statement about yourself</th>
<th>...creative individual who loves working with people</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS</td>
<td>Describing things you can do</td>
<td>...fluent in French and German</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>Courses at school/university</td>
<td>...Master’s in Communication</td>
</tr>
<tr>
<td>EXPERIENCE</td>
<td>Jobs/voluntary positions</td>
<td>...successfully met all targets</td>
</tr>
<tr>
<td>INTERESTS</td>
<td>Extracurricular activities</td>
<td>...keen football player</td>
</tr>
</tbody>
</table>
Exercise 28

Exercise 29

Exercise 30
1. Name should come before surname. 2. Never translate address. 3. No contact details. 4. Wrong order for work experience – should be most recent first. 5. ‘experience not ‘experiences’. 6. Should not state why left previous post. 7. Forgot to state which degree subject. 8. Wrong order for education – most recent first. 9. Never change font. 10. Wrong Spelling of ‘publication’.

Exercise 31
1. Looking for. 2. dependable. 3. to have responsibility for something. 4. helped. 5. dealt with. 6. customary function. 7. established a time limit and objectives. 8. to be self-assured. 9. to have an advanced degree of competence. 10. participated in.

Exercise 32
a. candidate  b. CV  c. flexible  d. recruitment  e. database  f. relevant  g. reference  h. post.

Exercise 33

5. COVER LETTER

Exercise 34
1. I am writing to apply for the Stage Management summer internship. 2. I have had a great deal of experience. 3. I am currently studying for a post-graduate degree. 4. I am fluent in English. 5. I am seeking to complement this experience. 6. I believe that I would be an asset to your program. 7. If you require any further information. 8. I look forward to hearing from you.

Exercise 35
1. As advertised on the website. 2. Specializing in Italian Medieval Art. 3. I am a confident user of Microsoft Office. 4. I have worked extensively with Advanced CATaloguer. 5. I have just graduated. 6. I am keen to find a job. 7. Carry on with further study. 8. I would be available.

Exercise 36
1. to; 2. on; 3. in; 4. for; 5. of; 6. for; 7. for; 8. in; 9. at; 10. of; 11. to; 12. in; 13. for; 14. at; 15. from.

Exercise 37
1. position; 2. believe; 3. an ideal; 4. to date; 5. Moreover; 6. have the ability; 7. further; 8. at your earliest convenience; 9. look forward; 10. faithfully.
Exercise 38

Exercise 39
Dear Ms Smith,

With reference to your advertisement on job.com website, I am interested in applying for the position of art curator at the Tenton Museum of Fine Arts. I have worked as a curator at Hatton Art Gallery for the past six years, but I would enjoy moving to your museum.

As you can see from my CV, I have a PhD in Museum Studies, specialising in Western and Asian collections, including designing catalogues. I have researched art collections and published articles in specialist journals for the past three years.

I am highly creative, technologically proficient and an effective communicator. I would love to join the Tenton Museum of Fine Arts as the new art curator and I know I have the skills and knowledge to succeed.

I would be grateful if you could consider my application. I am available for an interview at your convenience. You can email me or telephone the number above. I look forward to hearing from you soon.

Yours sincerely,
Susan Hillman

6. EMAILS

Exercise 40
1. Students have to pay the course fees when they enroll. 2. Shall we go now? 3. We would like to point out that your application is incomplete. 4. Maybe I will/could speak to her later. 5. If I see him I will let him know. 6. I would be grateful if you could send me the file. 7. We will contact you again shortly. 8. Will/Would/Could you phone me tomorrow?

Exercise 41
1. Thank you for your email... c. Thanks for the email...
2. I am writing with regard to... m. I'm writing about...
3. I would be grateful if you could... i. Please can you...
4. We regret to inform you that... j. We're sorry to tell you that...
5. Please accept our apologies for...  o. We’re sorry for...
6. I was wondering if you could...  K. Could you...?
7. We would like to remind you that...  l. Don’t forget...
8. I am afraid that...  a. I’m sorry...
9. If you require any further information...  b. If you’d like more details...
10. Do not hesitate to contact us...  n. Let us know...
11. I look forward to meeting you next week.  f. See you next week...
12. However/In addition/Therefore  e. But/Also/So
13. Please find attached...  h. I’ve attached...
14. Please feel free to contact me...  d. Just give me a call...
15. I will contact you again shortly...  g. I’ll get back to you soon...

Exercise 42
1. I would be grateful if you could complete the form and sign it.
2. We would like to remind you that university tuition fees must be paid by October.
3. If you require any further information, please contact our International Welcome Desk.
4. As soon as I have more information, I will contact you again shortly.
5. Please find attached the form for your contract.
6. However, to keep your scholarship you are required to obtain 20 university credits.
7. I’m writing with regard to your application for a residence permit.
8. I am afraid that you will have to change your study plan.
9. Do not hesitate to contact us if you require any further assistance.
10. We regret to inform you that there are no scholarships currently available.

Exercise 43
1. assistance  e. help
2. due to  k. because of
3. enquire  i. ask
4. inform  j. tell
5. submit  a. give
6. verify  h. check
7. information  l. facts
8. request  b. ask for
9. further  c. more
10. requirements  d. needs
11. queries  g. questions
12. wish  m. want
13. prior to  f. before
14. inconvenience  n. trouble

Exercise 44
1. I apologize for any inconvenience that may have been caused by the delay.
2. You must submit your completed application for graduation 14 days before.
3. If you have any queries do not hesitate to contact us.
4. Please verify that all the information is correct.
5. If you wish to attend courses taught in English, please contact Professor Smith.
6. We would like to inform you that your office is in Room 13.
7. The University is closed, due to a strike.
8. Further information will be available later.
9. If you require any assistance with accommodation, go to the website.
10. Contact your tutor prior to your arrival.
Exercise 45

Exercise 46
1. for  2. for  3. to  4. in  5. on  6. in  7. on  8. in  9. in  10. about  11. as  12. by  13. with  14. in  15. for  16. at
17. on  18. with  19. in  20. on

7. PERSONAL STATEMENT

Exercise 48
Paragraph 1 – Activity: Lived in different countries. Benefit: Broadened cultural outlook. Job relevance: Cultural diversity awareness can contribute to organization.
Paragraph 2 – Activity: Listened and read in English; studying International Relations; took part in volunteer programmes. Benefit: Improved language skills; aware of cultural diversity and poverty; developed teamwork and problem-solving skills; aware of NGOs and their work. Job relevance: suitable for type of post.
Paragraph 4 – Activity: In the future would like to continue in this type of work. Benefit: New challenges and friendship. Job relevance: being part of the organization will further own experience and the candidate will contribute to the organization with own experience.

Exercise 49
From an early age... (prepositional); It was my father... (cleft sentence); What attracted me... (variety of cleft sentence); As an Economics and Business graduate... (prepositional); Undertaking...(present participle); To be exposed to UK ... (infinitive)

Exercise 50
1. Delayed by the traffic jam, John arrived one hour late for the exam. 2. To improve her English, she went to the UK. 3. Professor Jones, (who is) a specialist on ethics, has published extensively. 4. It was my teacher who inspired me most. 5. Museums, a good place to start your career, offer internships to post-graduates. 6. Travelling in the desert, I learnt a lot about self-reliance. 7. Revised and rewritten, the thesis received as a top grade. 8. What is fascinating is the subject. (What fascinates me is the subject). 9. Rarely do the students come to the exam unprepared. 10. To my immense joy, I received a high grade. 11. Thankfully, I did not have to wait long for my exam results. 12. Although I have not studied Latin, I enjoy Archaeology.

8. JOBS AND WORK

Exercise 51

Exercise 52
10. shifts.
Exercise 53

Exercise 54

9. PREPARING FOR AN INTERVIEW

Exercise 56

Exercise 57
Mistakes: Hugging the president of the company; calling your wife mid-interview; lack of preparation or professionalism; answering a call during an interview; appearing uninterested; dressing inappropriately; talking negatively about employers; failing to make eye contact; late arrival; telling the hiring manager you’d do whatever it takes, legal or not.

10. AT UNIVERSITY

Exercise 58

Exercise 59

Exercise 60
1. He is studying for a degree in economics. 2. She was awarded her Bachelor’s degree last year. 3. I am currently carrying out some research on cultural heritage legislation in Europe. 4. Do I have to take a course in computer engineering? 5. You need to receive a good grade in your exam. 6. You will need to acquire a qualification in social work. 7. You will need to take an exam in chemistry at the end of term. 8. The professor will give a lecture on anthropology this afternoon. 9. I wrote my thesis on Giordano Bruno and memory. 10. She is currently studying history.

Exercise 61
1. It is not compulsory to attend all lectures at this university. 2. Few students have decided to leave the course this year. 3. You must send in your application by the end July. 4. The university recognizes the school-leaving exams of European countries. 5. You must obtain at least 18 to pass your maths exam, otherwise it is a fail.