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Asignatura Transversal

Inglés Comercial IV

Dirección de Educación a Distancia y Virtual

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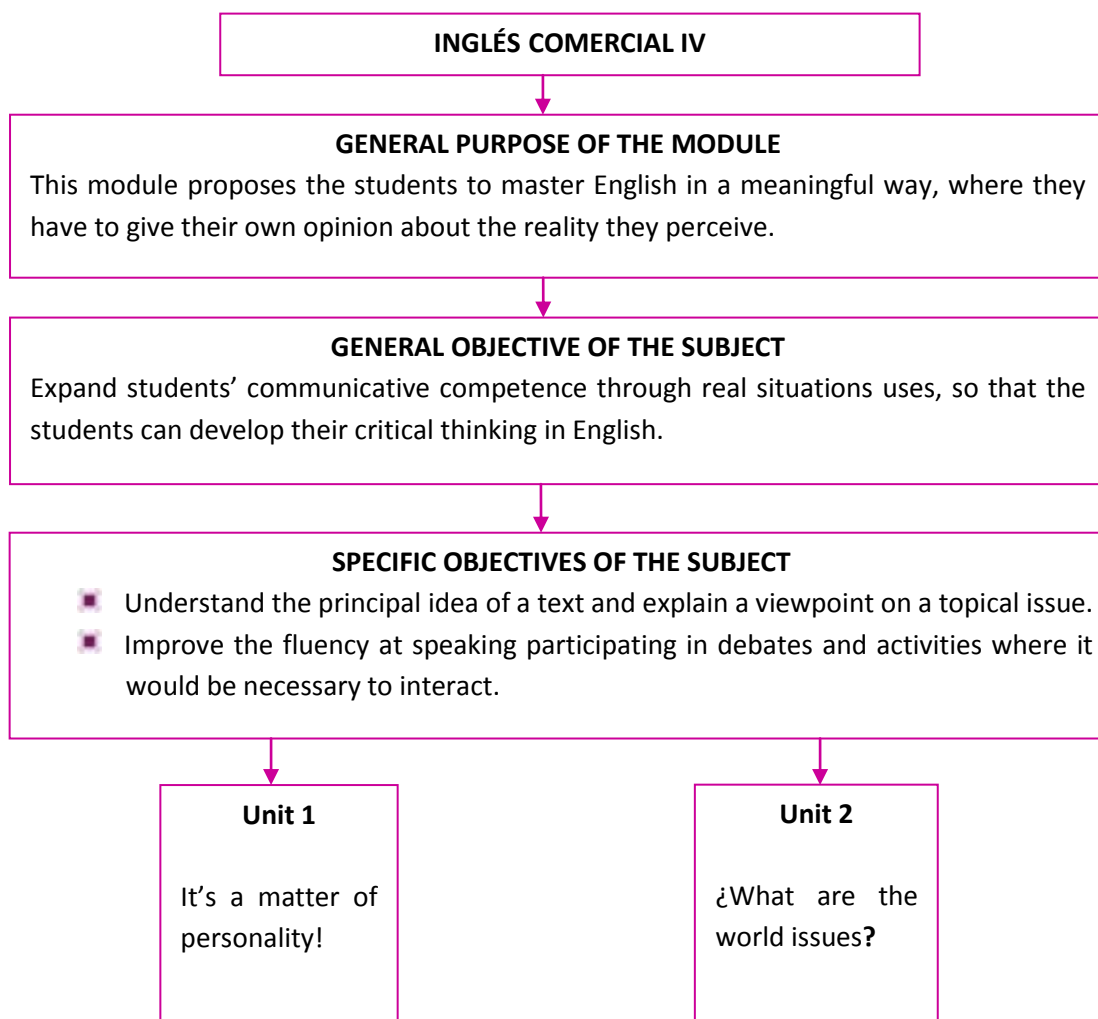


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1. MAPA DE LA ASIGNATURA

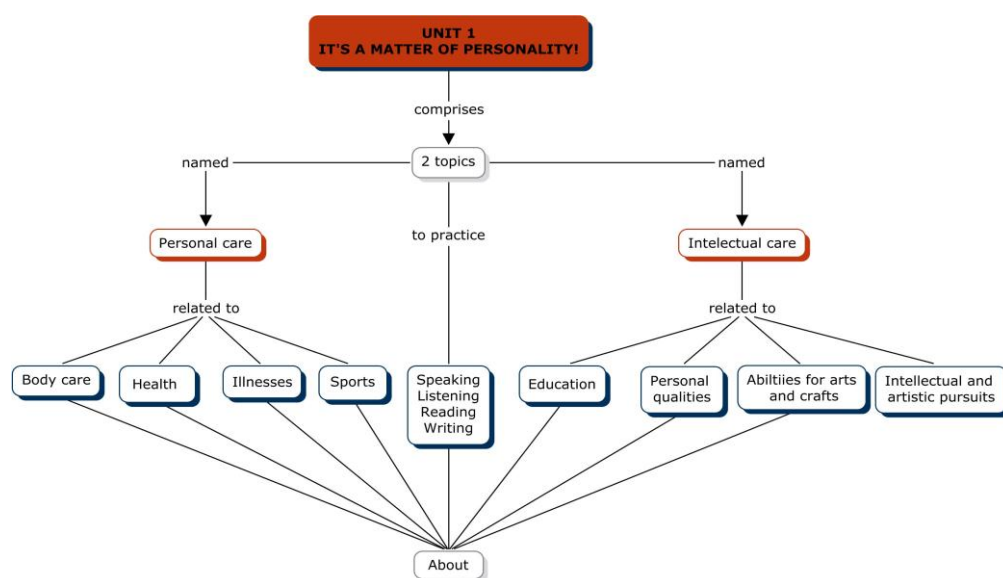


2. UNIT 1 IT'S A MATTER OF PERSONALITY!

<http://www.youtube.com/watch?v=m0R7A4IsbpU&feature=related>



2.1. Concepts relationship



GENERAL OBJECTIVE

Understand the principal idea of a text and explain a viewpoint on a topical issue.

ESPECIFIC OBJECTIVES

- ✱ Interpret readings about personal care and intellectual education.
- ✱ Share information about body care, health, sports, personal qualities and abilities.

2.2. Placement test

<http://www.ompersonal.com.ar/INTERMEDIATE/test3/page1.htm>

TOPICS

TOPIC 1: Personal care

TOPIC 2: Intellectual care

2.3. Topic 1 Personal care

1. CONVERSATION: I'm on a diet!

Read the conversation and practice with a partner.

Mary is on a diet to lose weight, but her friend is trying to coax her into eating a bowl of ice-cream. Can Mary stand the temptation?

Carl: Would you like to have some ice-cream? I have a variety of flavors: strawberry, peach, chocolate, chocolate chips, brownie, coffee, vanilla, butter pecan and praline.

Mary: Wow! What choices you have! I wish I could, but I just can't. I'm on a diet to lose weight

Carl: Come on, it's just a bite. It doesn't really hurt to have just a bite.

Mary: I'd better not. Please don't tempt me. Please!

Carl: Gee! You are really strong-willed

Mary: You're darn right. I'm not so easily coaxed into doing something that I think is wrong.

Carl: Well, I'd better not tempt you. Otherwise, If I give you a piece of cake, you might ask for a glass of milk.

After reading, create one conversation on your own. Ask to your partner about his/her job



2. VOCABULARY CHART

I'm on a diet

Coax someone into something

Stand the temptation

Strong-willed

3. GRAMMAR POINT

MODALS AUXILIARS:

Would

have better

might

MIXED CONDITIONALS AND WISH

1st TYPE: Present simple-future

2nd TYPE: Past simple - Modal

3rd TYPE: past perfect - Modal + present perfect

WISH: wish + present

Wish + past

Ex. I wish I could

If I give you a piece of cake, you might ask for a glass of milk.

4. LET'S WATCH THIS VIDEO!

<http://www.youtube.com/watch?v=WKZWtdOc0gQ>

5 LET'S READ INTELLIGENCE PILLS

Some scientists have predicted that healthy adults and children may one day take drugs to improve their intelligence and intellectual performance. A research group has suggested that such drugs might become as common as coffee or tea within the next couple of decades.

To counter this, students taking exams might have to take drugs tests like athletes. There are already drugs that are known to improve mental performance, like Ritalin, which is given to children with problems concentrating. A drug given to people with trouble sleeping also helps people remember numbers.

These drugs raise serious legal and moral questions, but people already take vitamins to help them remember things better, so it will not be a simple problem to solve. It will probably be very difficult to decide at what point a food supplement becomes an unfair drug in an examination.

1. Only children will take pills to improve their intellectual performance.

- ☐ Right
- ☐ Wrong
- ☐ Doesn't say

2. Intelligence pills are already as common as coffee or tea.

- ☐ Right
- ☐ Wrong
- ☐ Doesn't say

3. Coffee is as common as tea.

- ☐ Right
- ☐ Wrong
- ☐ Doesn't say

4 Students could have to take intelligence drugs tests.

- ☐ Right
- ☐ Wrong
- ☐ Doesn't say

5 A sleeping pill helps people remember numbers.

- ☐ Right
- ☐ Wrong
- ☐ Doesn't say

6 Vitamins to help people study are illegal.

- ☐ Right
- ☐ Wrong
- ☐ Doesn't say

7 Food supplements are unfair.

- ☐ Right
- ☐ Wrong
- ☐ Doesn't say

6. WORD BANK: Health and Healthcare

The words below are some of the most important used when talking about the Health and Healthcare.

Health and Healthcare - Illnesses

ache
ear ache
headache
stomach ache
toothache
cancer
cold
cough
flu
heart attack

Health and Healthcare - Treatment

bandage
check-up
dose (of medicine)
drugs
injection
give some an injection
medicine
take medicine
operation
pill
plaster
tablet
tranquilizer

heart disease
infection
infectious disease
pain
virus

ealth and Healthcare - Minor Injuries

bruise
cut
graze
wound

GERUNDS AND INFINITIVES

Gerunds are defined as the -ing form of a verb. They have several functions.

1. Used as subjects and complements

Skiing is my favorite sport.

Hiking can be very strenuous.

Seeing is believing

2. Used as objects following prepositions and prepositional expressions

Thanks for tending my children.

The job consists of typing, filing, and answering the phone.

3. Used as objects following certain verbs.*

The children enjoyed watching the parade.

Ms. Terrell avoided paying her taxes until it was too late.

Gerunds can sometimes take objects of their own:

Roland is afraid of making mistakes.

Sandy is considering leaving New York.

*These verbs are commonly followed by gerunds.

admit	advise	anticipate	appreciate	attempt	avoid
begin	can't help	complete	consider	delay	deny
discuss	dislike	enjoy	finish	forget	go
hate	hesitate	imagine	intend	keep	like
love	mention	mind	miss	neglect	postpone
practice	prefer	quit	recall	recollect	recommend
regret	remember	resent	resist	risk	start
stop	suggest	threaten	tolerate	try	understand

Infinitives are defined as to + base form of the verb. They have several functions.

1. Used as subjects and subject complements.

To know me is to love me.

To live in Hawaii is my lifetime dream.

2. Used as objects following certain verbs.*

I wanted to tell you how much I appreciated your gift.

He hesitated to ask the embarrassing question.

3. Used as a shortened form of in order to.

You must take this medicine (in order) to get well.

I went to the bank to cash a check.

Infinitives can sometimes take objects of their own.

We hope to find the person who did this.

I was asked to make a dessert for the potluck dinner.

*These verbs are commonly followed by infinitives.

afford	agree	appear	arrange	ask	attempt
beg	begin	care	choose	claim	consent
decide	demand	deserve	desire	expect	fail
forget	go	happen	hate	hesitate	hope
intend	know how	learn	like	love	manage
mean	need	neglect	offer	plan	prefer
prepare	pretend	promise	refuse	regret	remember
seem	start	stop	struggle	swear	tend
threaten	try	volunteer	wait	want	wish

7. YOUR TURN:

Let's play soccer!

<http://www.esltower.com/GRAMMARSHEETS/gerunds%20infinitives/gerundsinfinitivesboard.pdf>

8. TO REMEMBER:

These three forms are usually used to talk about general problems. These are the common collocations:

+ ache

Headache

Backache

Stomachache

muscle ache

bad +

bad back

bad head

bad leg

sore +

sore throat

sore eyes

2.4. Topic 2 Intellectual care

1 CONVERSATION: Life is full of opportunities

Read and practice the conversation.

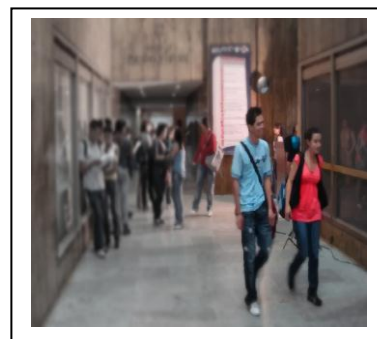
Mary: Hi Carl! How is it going?

Carl: I'm doing great Mary, what about you?

Mary: um, I'm excited about my career.

Carl: Why? What's the problem?

Mary: Well, It's difficult to say, but I think I'm doubtful about continuing or not. I think I'm not as skillful as my partners and I always feel like if I were in the wrong place. I cannot understand a word.



Carl: Ok Mary! I think you need to think over your thoughts and make a good decision. Life is full of opportunities; I think that you've heading a right way. Or tell me, do you think that scholarship you won for this semester was a rifle? You won't thanks to your potential.

Mary: But I don't feel capable of continuing.

Carl: Listen! I think you're just passing a difficult time, just take a break and relax.

After reading, perform the conversation with a partner, and create one similar.

2. VOCABULARY CHART

I'm excited about...

I'm doubtful about...

Skillful

Think over

Scholarship

Be capable of

3. GRAMMAR POINT

http://www.learn4good.com/languages/evrd_grammar/adjectives_prepos.htm

Adjective + prepositions + ing

Examples – use, rules & test exercise

1. List of common adjectives and the prepositions that normally follow them

accustomed to	afraid of	answerable to	attached to
aware of	capable of	dependent on	different to
doubtful about	enthusiastic about	excited about	famous for
fond of	guilty of	interested in	keen on
opposed to	pleased with	popular with	proud of
related to	rich in	satisfied with	serious about

Here are some of the most common verbs and their associated prepositions that are also used in this way:

Verbs used in the pattern verb + preposition + -ing form				
insist on	think of	dream of / about	participate in	approve of
talk about	agree on	feel like	work on	decide on / against
apologise for	believe in	depend on	get on with	pay for

Here are some examples of these. Study these and then try the exercise which follows.

1. I've always **dreamt of living** in Tahiti.
2. they **talked about moving** to New Zealand.
3. I don't **feel like going** there tonight.
4. If you **participate in doing** anything, try to do it well.
5. I **am working on improving** my spelling.
6. I **apologise for losing** your essays.

4 LET'S PRACTICE SOME EXERCISES

Exercise: adjective + preposition + -ing

1. If you are serious _____going ahead with this, let's have a meeting.
2. The Mini-TV is very popular _____ our younger customers.
3. The new Pilot notebook is similar _____ the previous model, but it has some interesting new features.
4. The Finance Director said he was strongly opposed _____ awarding everyone a tax refund.
5. South Africa is rich _____natural resources like diamonds and gold.
6. I have to travel by car or boat because I am afraid _____flying.
7. He has very little experience. I don't think he would be capable _____ running such a large project.
8. I would be very interested _____ discussing the idea of a joint venture.
9. Samsung are famous _____their electronic goods.
10. I am very proud _____ my younger sister.

Exercise: verb + preposition + -ing

This exercise uses these verbs. Select which is the best answer from the drop down list.

Principio del formulario

1. The neighbors next door _____ the night before.
2. We've _____ this year as its too expensive.
3. You know I've _____ a house by the sea.
4. I'm really not _____ to the new building.
5. She _____ herself although he wanted to pay it all.
6. The Smiths _____ an extension built at the back.
7. If you _____ all your final exams I'll buy you a new car.
8. In Macau there are many casinos, but they _____ in Hong Kong.
9. They are _____ , and it will probably be controlled by the Jockey Club.
10. Do you _____ or would would you prefer Chinese food?
11. I _____ to lend me some money.
12. I _____ before trying to find a solution.

5. LISTEN UP!

http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

BEFORE LISTENING: What do you think is the relationship between Education and creativity?

WHILE LISTENING: What's Ken Robinson position about this quotation "schools kill creativity"?

AFTER LISTENING: What's your personal opinion about creativity related to education? Write an essay of 100 words.

6. YOUR TURN:

Let's play a matching interactive game:

<http://www.esltower.com/GRAMMARQUIZ/GRAMMAR/adjectives%20followed%20by%20prepositions/adjectives%20followed%20by%20prepositions.html>

7. TO REMEMBER

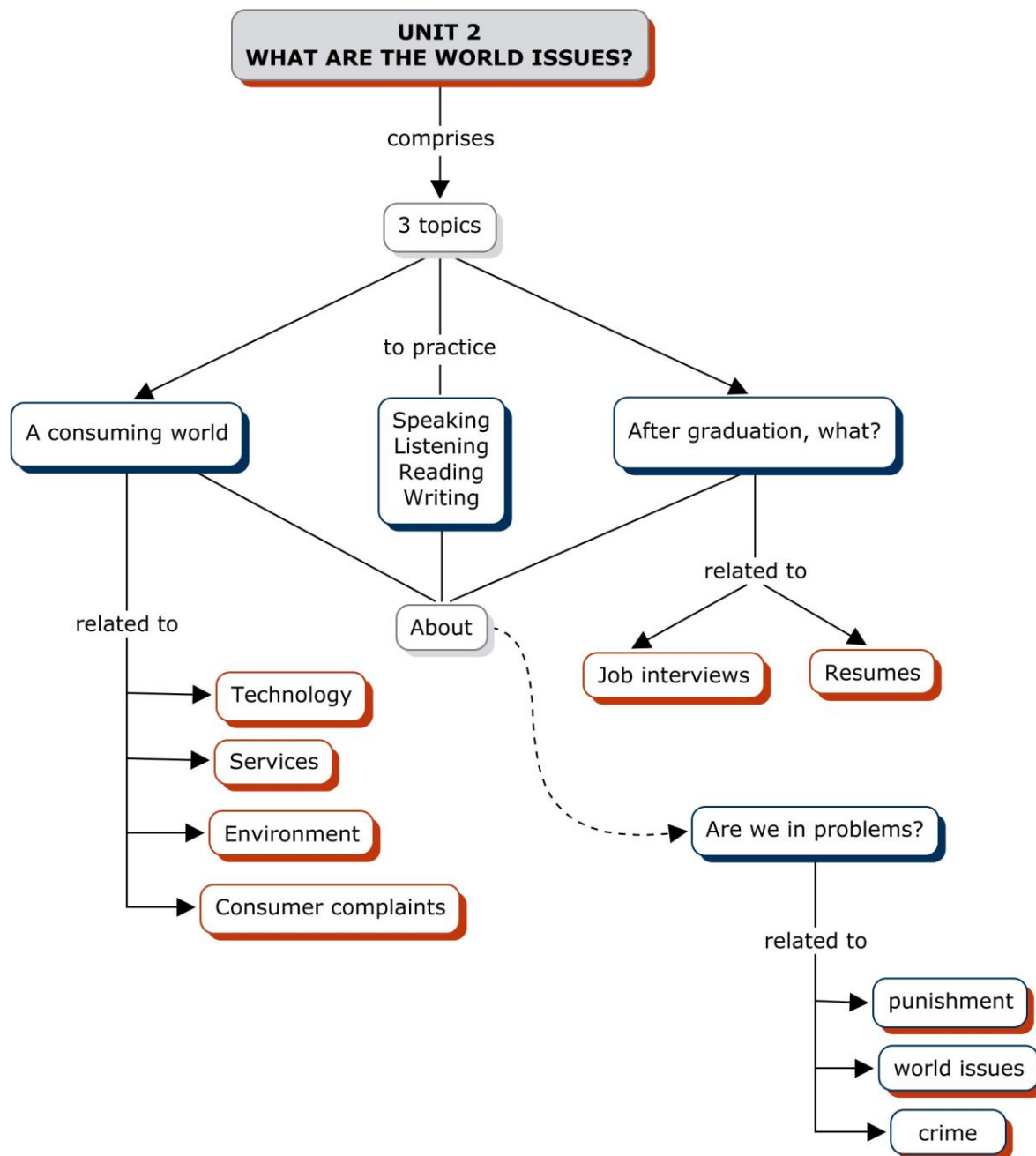
When the prepositions in, at, with, of, for, about and so on are used before a verb, the verb must use-ing.

3. UNIT 2 WHAT ARE THE WORLD ISSUES?

<http://www.youtube.com/watch?v=QYB4OXjjwYE>



3.1. Relación de conceptos



OBJETIVO GENERAL

Improve the fluency at speaking participating in debates and activities where it would be necessary to interact.

OBJETIVOS ESPECÍFICOS

- ✘ Practice language related to environment care and technological trends.
- ✘ Share information about world issues and create debates about it.
- ✘ Learn strategies for a successful work life.

3.2. Prueba inicial

<http://www.ompersonal.com.ar/INTERMEDIATE/test4/page1.htm>

TOPICS

TOPIC 1 A consuming world

TOPIC 2 Are we in problems?

TOPIC 3 After graduation what?

3.3. Topic 1 A consuming world

1. CONVERSATION: Hooking Up My Computer

Carl: Hi Jack. Can you give me a hand?

Alan: Sure. What's up?

Carl: I've just bought a new computer and I'm having some problems hooking everything up

Alan:... and I'm a geek. Yeah, I know. I'd be happy to help.

Carl: Thanks! I've connected all the cables from my monitor, mouse and keyboard, and I've plugged it in.

Alan: Have you installed the software yet?

Carl: No, I haven't. Do I need to?

Alan: Not always, but it's best to install drivers for your keyboard and mouse, as well as your printer.

Carl: Will the computer boot up without those?

Alan: Of course. Boot up the computer and then we can update the drives.

Carl: OK. What's that thing (points to a computer component)

Alan: Oh, that's a memory reader which helps you to insert things like SD cards from your camera and mp3 players into it.

Carl: That's handy

Alan: You've bought a nice system. How big is the hard drive?

Carl: I think it's 750 gigabyte.

Alan: Good... we'll install those drivers as soon as the computer's booted up.

Carl: Before we do that, can I get online?

Alan: Do you have a modem?

Carl: Yes, I do. I think I have a cable modem.

Alan: hmmm... yes you do. Is the Ethernet cable plugged in?

Carl: What's that?

Alan: It's the cable that connects your modem to your computer.

Carl: Let's surf the internet!

Alan: Just a moment... first we need to launch the browser.

Carl: The browser?

Alan: It's the program that allows you to surf the internet.

Carl: oh ... I've got a lot to learn.

Alan: Yes, you do. I can see I'm going to be here all day...

2. GRAMMAR CHART

RELATIVE CLAUSES

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating certain words.

How to Form Relative Clauses

Imagine, a girl is talking to Tom. You want to know who she is and ask a friend whether he knows her. You could say:

A girl is talking to Tom. Do you know the girl?

That sounds rather complicated, doesn't it? It would be easier with a relative clause: you put both pieces of information into one sentence. Start with the most important thing – you want to know who the girl is.

Do you know the girl

As your friend cannot know which girl you are talking about, you need to put in the additional information – the girl is talking to Tom. Use „the girl“ only in the first part of the sentence, in the second part replace it with the relative pronoun (for people, use the relative pronoun „who“). So the final sentence is:

Other examples:

“that's a memory reader which helps you to insert things”

“we'll install those drivers as soon as the computer's booted up”

“It's the cable that connects your modem to your computer”

“It's the program that allows you to surf the internet”

relative pronoun	use	example
who	subject or object pronoun for people	I told you about the woman who lives next door.
which	subject or object pronoun for animals and things	Do you see the cat which is lying on the roof?
which	referring to a whole sentence	He couldn't read which surprised me.
whose	possession for people animals and things	Do you know the boy whose mother is a nurse?
whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer who)	I was invited by the professor whom I met at the conference.
that	subject or object pronoun for people, animals and things in defining relative clauses (who or which are also possible)	I don't like the table that stands in the kitchen.

Complete:

Choose the correct relative pronoun (who, which, whose).

This is the bank ____ was robbed yesterday.

A boy ____ sister is in my class was in the bank at that time.

The man ____ robbed the bank had two pistols.

He wore a mask ____ made him look like Mickey Mouse.

He came with a friend ____ waited outside in the car.

The woman ____ gave him the money was young.

3. VOCABULARY CHART

Can you give me a hand?

Hook (something) up!

I'm a geek!

Boot up

That's handy!

Surf the interne

4. EXERCISES

Read the dialogue and answer the reading comprehension questions.

Customer Service Representative: Hello, Big City Electricity, how may I help you today?

Mr. Peters: I'm calling concerning my electricity bill.

Customer Service Representative: May I have your account number?

Mr. Peters: Certainly, it's 4392107.

Customer Service Representative: Thank you, is this Mr. Peters?

Mr. Peters: Yes, this is Mr. Peters.

Customer Service Representative: Thank you, what can I help you with?

Mr. Peters: I think I've been overcharged for the past month.

Customer Service Representative: I'm sorry to hear that. Why do you think we charged you too much?

Mr. Peters: The bill is 300% higher than last month.

Customer Service Representative: I'm sorry to hear that. Let me ask you a few questions and then I'll see what I can do.

Mr. Peters: OK, Thank you for your help.

Customer Service Representative: Of course, thank you for calling this to our attention. Now, how much do you usually pay for your electricity?

Mr. Peters: I usually pay about \$50 a month.

Customer Service Representative: Thank you. and how much did we charge on this bill?

Mr. Peters: \$150. I can't understand why.

Customer Service Representative: Yes, Mr Smith. Was your usage different in any way?

Mr. Peters: No, it was an average month.

Customer Service Representative: I'm sorry there certainly seems to be a mistake.

Mr. Peters: Well, I'm happy you agree with me.

Customer Service Representative: I'll contact a service representative to come out and check your meter. What's your address Mr Peters?

Mr. Peters: 223 Flanders St., Tacoma, Washington 94998

Customer Service Representative: ... and what's your phone number?

Mr. Peters: 408-533-0875

Customer Service Representative: I'm terribly sorry about the misunderstanding. We'll do our best to change this as quickly as possible.

Mr. Peters: Thank you for your help in clearing this up.

Reading Comprehension questions:

Q: Which type of bill is Mr. Peters calling about?

- ☐ Gas
- ☐ Electricity
- ☐ Cable

Q: Which information does the representative NOT ask for?

- ☐ Account number
- ☐ Social Security Number
- ☐ Name

Q: Which problem does Mr. Peters have?

- ☐ He feels he's been undercharged.
- ☐ He feels he's been overcharged.
- ☐ He wants to disconnect his electricity.

Q: Why does he think he's been overcharged?

- ☐ The bill is 300% higher than last month.
- ☐ The bill is 30% lower than last month.
- ☐ The bill has remained the same as last month.

7. TO REMEMBER

A relative clause follows the noun it modifies. It is generally indicated by a relative pronoun at the start of the clause, although sometimes you can tell simply by word order.

Q: Which question does the representative ask as an explanation for the increase?

- ☐ Has your usage changed?
- ☐ What's your account number?
- ☐ How can I help you?

Q: What does the representative promise to do?

- ☐ Send a customer service representative to check the meter.
- ☐ Immediately change the bill.
- ☐ Nothing

5. LET'S WATCH THESE VIDEOS

1. Video 1 <http://www.youtube.com/watch?v=tMdtO-dlVal&feature=related>
2. Video 2
<http://www.youtube.com/watch?v=-IHRdMA34Q>

Answer these questions:

1. What are the differences between these two videos?
2. What do you think is a good service?
3. What do you think is a bad service?

Have you ever had a bad service situation? Tell to the class.

6. YOUR TURN

Role plays

PAIR WORK: In pairs, you will create a conversation similar to the videos, about good and bad service.

IN GROUPS: Discuss about these environmental issues: <http://www.esl-galaxy.com/vocabsheets/environmentalissues.pdf>

3.4. Topic 2 Are we in problems?

1. CONVERSATION: CRIME AND PUNISHMENT

Read aloud in pairs

A: Do you think we should be tougher on crime?

B: Well, it depends on what you mean.

A: For example, we could bring back the death penalty for murder, give longer prison sentences for lesser offences and lock up juvenile offenders.

B: Those really sound like Draconian measures. Firstly, what do you do about miscarriages of justice if you've already put innocent people to death?

A: You'd only use capital punishment if you were absolutely sure that you'd convicted the right person.

B: But, there've been many cases of wrongful conviction where people have been imprisoned for many years. The authorities were sure at the time, but later it was shown that the evidence was unreliable. In some cases, it'd been fabricated by the police.

B: Yes, but remember that prisons are often schools for criminals. To remove crime from society, you really have to tackle its causes.

A: Well, no system of justice can be perfect, but surely there's a good case for longer prison sentences to deter serious crime.

B: I doubt whether they could act as an effective deterrent while the detection rate is so low. The best way to prevent crime is to convince people who commit it that they're going to be caught. It doesn't make sense to divert all your resources into the prison system.

A: But if you detect more crimes, you'll still need prisons. In my reckoning, if we could lock up more juvenile criminals, they'd learn that they couldn't get away with it. Soft sentences will merely encourage them to do it again.



2. VOCABULARY CHART

There are many words in English dealing with crime, the courts and punishment.

acquit = to decide that someone is not guilty of a crime: "All the defendants were acquitted."

barrister = a lawyer who is trained to defend or prosecute in a court: "The barrister asked many difficult questions."

bail = a sum of money that can be paid in some situations to allow someone accused of a crime to stay out of prison before the court case: "He won't get bail – he's extremely violent."

court = the place where a crime is discussed and judged: "He's in court again – this is the second time this year!"

in custody = when the police keep someone in prison before the person goes to court: "He's being kept in custody until the trial begins."

custodial sentence = when someone is sent to prison for a crime: "Custodial sentences are getting shorter."

conviction= when someone is found guilty of a crime: "He had a string of convictions going back twenty years."

to defend– to argue the innocence of the person who is accused of a crime (the defendant): "The barrister defending him is going to have a hard time."

evidence= information that proves someone is guilty: "The forensic evidence shows that he committed the murder."

fine = **a sum of money that is paid as a punishment for a minor crime**: "He got a small fine for speeding."

find someone guilty = when it is decided that someone has committed a crime: "He was found guilty of murder and sentenced to life imprisonment."

hearsay = when you hear something from someone, but you don't know if it is true or not: "Although the police are suspicious, they can't prosecute him on what the neighbors think – it's all hearsay."

illegal = against the law: "The brothers carried out an illegal trade in rare and endangered animals."

judge = a person who is in control of a court. The judge makes sure that both sides of the argument are heard, sums up or explains things to the jury, if necessary, and passes sentence if the defendant is found guilty. "She's a well-respected judge."

jury = 12 citizens who are selected at random to decide whether someone is guilty or not in a criminal trial: "I have to do jury service next month and I'm a little nervous." "The jury took five hours to find him not guilty."

justice = how people are judged: "The British justice system is unlike other European systems."

prosecution = the lawyers arguing against the defendant: "The doctor was a witness for the prosecution."

victim = the person who has the crime committed against him or her: "The murder victim was aged between 25 and 30."

verdict = what the jury decides: "The jury returned a verdict of not guilty."

witness = someone who sees a crime being committed: "The police are appealing for witnesses to come forward."

3. GRAMMAR CHART

Word formation is the creation of new words putting suffixes and prefixes; we do so by modifying or changing the meaning of a ROOT WORD. If we take a root word like EMPLOY (verb) or HAPPY (adjective), we can see how their meaning changes.

***UN + employ + ED = UNEMPLOYED** (the verb becomes an adjective with a negative meaning)

*** happy + NESS = HAPPINESS** (the adjective becomes a noun)

Miscarriages -----MIS- CARRIAGES

Punishment -----PUNISH-MENT

Wrongful -----WRONG-FUL

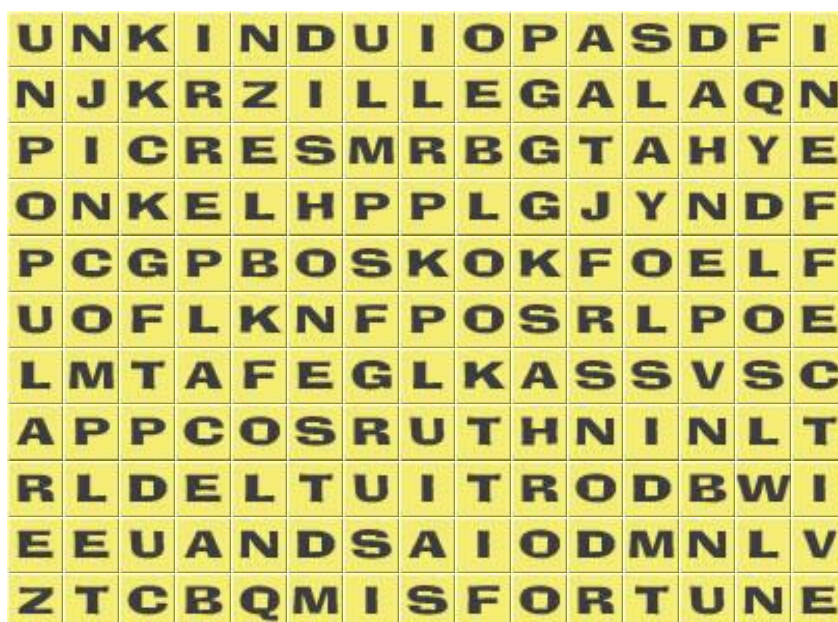
Imprisoned -----IM-PRISION-ED

Unreliable -----UN-RELIABLE

Surely -----SURE-LY

1. **PREFIXES** like DIS/IN/IM/IR/UN/IL/MIS are used to give an opposite/negative meaning to a word.

Find the opposite of the words on the right and write them down.





POSSIBLE _____

LOYAL _____

HONEST _____

REGULAR _____

LEGAL _____

COMPLETE _____

REPLACEABLE _____

EFFECTIVE _____

POPULAR _____

FORTUNE _____

DIFFERENT _____

KIND _____

2. SUFFIXES can be used to form a verb, a noun, an adjective and an adverb.

EXAMPLES

- ✖ dark (adjective) + ness = darkness (noun)
- ✖ strength (noun) + en = strengthen (verb)
- ✖ probable (adjective) + (l)y = probably (adverb)
- ✖ glory (noun) + ous = glorious (adjective)

Task: Link the verbs with their correct suffix to form NOUNS and write them down. Follow the example and be careful with the spelling.

a)	1. -ance	g	ASSISTANCE
IMAGINE			
b)	2. -ity		
WEAK			
c)	3. -ation		
TEACH			
d)	4. -sion		
INFECT			

e)	5. -ence		
DECIDE			
f)	6. -er		
ARGUE			
g)	7. -al		
ASSIST			

h)	8. -ance		
SECURE			
i) REFUSE	9. -ment		
j) OCCUR	10. - ion		
k)	11. -ness		
RESIST			

3. PREFIXES and SUFFIXES

Task: Add a PREFIX and/or SUFFIX to the words below and put them in the correct sentence.

In brackets you'll find some information on the parts of speech to use.

PROBABLE COMMUNICATE AGREE CURIOUS ANGER HEALTH
RESPONSIBLE FAME HELP LIKE CAREFUL CONCLUDE



a) The lights are green, but nobody is moving. He is so _____ (adjective)



b) Don't you know that saying " _____ killed the cat?" (noun)



c) I think you should drive more _____. You're scaring me. (adverb)



d) She is a very _____ TV star. (adjective)

e) They have different opinions on the subject.



Their _____ will last forever. (noun with a negative meaning)



f) Brian is always late for work. He is so _____.

(adjective with a negative meaning)



g) This Math problem is very difficult. Mary didn't come to any _____.

(noun)



h) He can't see the banana peel. He will _____ slip and fall.

(adverb)



i) You shouldn't eat so much junk food. It's very _____.

(adjective with a negative meaning)



j) Thanks for finding my cat. You're a very _____ young man.

(adjective)



k) My parents are always fighting. There is no _____ between them anymore.

(noun)



I) I really _____ my packed lunch. It doesn't smell so nice. (verb with a negative meaning)

4. WATCH THE MOVIE!

<http://www.youtube.com/watch?v=pg-GMqPHIPQ>

After watching the movie, discuss these questions:

Dead Man Walking - After You Watch: Discussion

1. Matthew Poncillet and Sister Prejean seem very different. What bonds them together?
2. How is religious imagery used in this film?
3. How does this film show the Death Penalty as a political issue?
4. When asked why she is counseling Death Row inmates, Sister Prejean says, "Every person is worth more than their worst act." Do you agree with this? Why or why not? How is this statement central to Sister Prejean's character?
5. Do you think the director, Tim Robbins, wants the viewer to come away with a particular opinion about the Death Penalty? Do you think he represents both sides of the issue? In your opinion, what is the message he wants the viewer to leave with?



5. EXERCISES PREFIXES and SUFFIXES

Task: Add a PREFIX and/or SUFFIX to the words below and put them in the correct sentence.
In brackets you'll find some information on the parts of speech to use.

PROBABLE COMMUNICATE AGREE CURIOUS ANGER HEALTH
RESPONSIBLE FAME HELP LIKE CAREFUL CONCLUDE

a) The lights are green, but nobody is moving. He is so _____.  (adjective)

b) Don't you know that saying "_____ killed the cat?"  (noun)

c) I think you should drive more _____. You're scaring me.  (adverb)

d) She is a very _____ TV star.  (adjective)


e) They have different opinions on the subject.

Their _____ will last forever.  (noun with a negative meaning)

f) Brian is always late for work. He is so _____.  (adjective with a negative meaning)


g) This Math problem is very difficult. Mary didn't come to any _____.  (noun)

h) He can't see the banana peel. He will _____ slip and fall.  (adverb)

i) You shouldn't eat so much junk food. It's very _____.  (adjective with a negative meaning)

j) Thanks for finding my cat. You're a very _____ young man.  (adjective)

k) My parents are always fighting. There is no _____ between them anymore.  (noun)

l) I really _____ my packed lunch. It doesn't smell so nice.  (verb with a negative meaning)

6. YOUR TURN

Discussion questions: ask and answer

1. Should the death penalty exist as a punishment for murder or terrorism?
2. Should the main purpose of prison be punishment or rehabilitation?
3. What is the best way to deal with juvenile crime such as
 - ✖ joy-riding?
 - ✖ vandalism?
 - ✖ graffiti?
4. Is it ever right for political activists to break the law?
5. How strict should the law be with people who drink and drive?
6. Which is the more serious problem in your country - tax evasion or social security fraud?
7. Should the police have the right to stop and search you in the street without a warrant?
8. Should the law respect the rights of homeless people to squat in unoccupied property or shop doorways?
9. Should smoking cannabis be a criminal offence?

7. REMEMBER!

Word formation is the creation of new words putting suffixes and prefixes; we do so by modifying or changing the meaning of a ROOT WORD. If we take a root word like EMPLOY (verb) or HAPPY (adjective), we can see how their meaning changes.

3.5. Topic 3 After graduation, what?

1. CONVERSATION: Job Interviews

Read through this outline of the responses of three applicants to the same questions asked of them in an interview.

Consider their answers carefully.

Good morning, my name is Ms Martin. You've applied for the Laboratory Assistant's position right?

- A. Yes.
- B. Yes Ms Martin, I have.
- C. Yes Ms Martin. When I saw it advertised I thought it would really suit me.



Can you tell me why you replied to our advertisement?

- A. I I 'm not really sure ahh
- B. Well, I've always enjoyed science and felt that this position would offer me an opportunity to extend my skills in this area.
- C. I think that I'd be really good at this kind of work. In fact I learn so fast that I'd be looking for promotion very shortly.

Do you know exactly what you would be doing as a Laboratory Assistant?

- A. Well, I don't really know for sure, but I think it's got something to do with helping out the scientists in the laboratory hasn't it?
- B. A Laboratory Assistant helps to maintain scientific equipment, keeping a check on the supplies in the store, and preparing the chemicals for experiments.
- C. Oh, a Lab. Assistant helps make sure that all the experiments are done properly.

What sort of student do you regard yourself as . . . did you enjoy studying while you were at school?

- A. I wasn't the best student. I didn't really like study all that much, but I did it when I had to
- B. I suppose I'm a reasonable student. I passed all my tests and enjoyed studying subjects that interested me.
- C. I'm a really great student I didn't have to study much because I always seemed to get by without worrying too much about it.
What were your favourite subjects at school?

- A. I liked Science-it was O.K. . . well, at least the bits I understood were O.K.
- B. Maths and Science were my favourite subjects at school. I also enjoyed doing History.
- C. I'm afraid that I only liked the ones I was good at. The others were so boring that I found them to be a thorough waste of my time.

Do you have any further plans for further study?

- A. I hadn't really thought much about it . . . I don't know what courses I could do.
- B. Well, I've thought about doing the part-time Chemistry Certificate course at Technical College. I think I would really benefit from doing that.
- C. Well, if I had to do it I suppose I would, but now I've finished school I'd much rather try to get my social life back into full swing again.

Suppose our company wanted you to attend an institution to further your skills.... How would you feel about this?

- A. Attend a what?
- B. If the course would help me improve my prospects for promotion and help me to be better at my job I would definitely do it.
- C. Attend a course? When? I hope it would be in the day time? Would I get time off from work to attend it? I hope it's not at night-my social life would be ruined.

Have you ever had a job before?

- A. No I haven't. I've never really been game enough to get one.
- B. Yes. I have worked part-time at a take away food store-the one just round the corner. . .
- C. No. I've really been too busy, what with all the study I've had to do to get a good result. .

We have a lot of other applicants for this position. Why do you think that you deserve to get the job?

- A. I can't think of any special reason-I suppose I'm no different from most other people.
- B. Well, I've found out a lot about this type of work and my research suggests that I would be quite capable of doing the work involved. I also think that I would be able to handle any training course reasonably well.
- C. I reckon I'd probably be the best applicant you're likely to get for the job.

Now, do you have any questions you'd like to ask me about the position?

- A. Thank you Ms Martin. Goodbye.
- B. Thank you. When will I know if I am successful?
- C. Oh, think nothing of it. . . Could I see where I'll be working?

A. No thank you. I don't think so.

B. Yes. Ms Martin, could you tell me what hours I'd have to work, and for whom I'd be working?

C. Yes. . . What's the pay like?

I think I have asked you everything I wanted to. Thank you for coming along to the interview.

Questions:

For each applicant, choose three words/phrases from the list below, which best describes their answers to the interviewer's questions.

Applicant **A**

Applicant **B**

Applicant **C**

Has done some research; confident and prepared; ill-prepared; unsure; arrogant; hesitant; doubts ability to cope; lazy; not interested in the job; an upstart (presumptuous); modest but sure of him/ her self; adequate; pushy; polite; rude; interested; keen; under confident; energetic; has good study habits; has sound attitude to study.

Which applicant do you think would be successful? Why?

2. VOCABULARY CHART

To describe your skills the following adjectives are useful

Accurate

Active

Adaptable

Adept

broad-minded

competent

conscientious

creative

dependable

determined

diplomatic

discreet

efficient

energetic

enterprising

enthusiastic

experienced

Fair

firm

genuine

Honest

Innovative

Logical

Loyal

Mature

Methodical

Motivated

Objective

Outgoing

Personable

Pleasant

Reliable

resourcefulself

disciplined

sense of humor

sensitive

sinceresuccessful

tactful

trustworthy

3. GRAMMAR CHART

The Interview

Congratulations! Your cover letter and resume have made a good impression and the employer has called you in for an interview. Now it's time to make sure that you also have the right type of English for that job interview. There are some very important game rules to consider when taking a job interview. The job interview in English requires a very specific kind of vocabulary. It also requires good tense usage as you need to make a clear distinction between past and present responsibilities. Here is a quick overview of the appropriate tenses to use:

Tense

Present Simple

I collect data from all of our branches and analyze the information on a weekly basis.

Explanation

Use the present simple to describe your daily responsibilities. This is the most common tense to use when speaking about your current position.

Tense

Past Simple

Example Sentence

I developed an in-house database for the personnel department.

Explanation

Use the past simple to describe your daily responsibilities in a former position. This is the most common tense to use when speaking about past jobs.

Tense

Present Continuous

Example Sentence

Currently, we are expanding our sales division to include South America.

Explanation

Use the present continuous to speak about current projects that are happening at that moment in time. These projects are limited in time and should not be confused with daily responsibilities.

Example: Currently, I am designing a new layout for our local branch. I am usually responsible for staff organization, but they asked me to help out with design this time.

Tense

Present Perfect

Example Sentence

I've researched over 300 cases until now.

Explanation

Use the present perfect to generally describe projects or accomplishments that you have made up to the present moment in time. Remember not to include specific past time references which should be used with the past simple.

Example: I've developed a number of databases using Microsoft Access. Just last week I finished a database for our warehouse.

Tense

Future Simple

Example Sentence

I will be the manager of a medium sized retail outlet.

Explanation

Use the future simple to discuss your plans for the future. This tense is only used when the interviewer asks you what you plan to do in the future.

There are a number of other tenses that you can use to speak about experience that you have had. However, if you do not feel comfortable using more advanced tenses, these tenses should serve you well in the interview.

4. LISTEN UP!

<http://www.youtube.com/watch?v=S1ucmfPOBV8&feature=related>

1. What are the dos and don'ts to take into account in a job interview?

5. EXERCISES:

Let's perform a role-play.

The job interview: Job advert:

Chef Wanted

Are you an experienced Chef in Korean Cuisine?

Are you a hard-working, ambitious person, ready to be a
Head Chef in a famous Korean restaurant?

If you answered yes to these questions, then you are in luck. Pungduck Dong Does Korea is seeking an experienced Chef to fill their position of Head Chef. All applicants must speak fluent English and Korean and must have the right to work in Australia. Please call 02 2803 7653 to arrange an interview.

The job interview: Role cards

Employer Card

You are the owner of a Korean Restaurant in Sydney. You need to employ an experienced Korean Head Chef to work in your kitchen. The prerequisites for this position are:

- 1) Must have at least 2 years' experience as a chef because the person will be in charge of the kitchen.
- 2) Must speak fluent English and Korean.
- 3) Must have recognized training in preparing Korean food from a reputable cooking academy.
- 4) Must be looking for a long-term position.
- 5) Must be able to work in Australia.

Jobseeker 1 (Male)

Your name is Tim Chung and you are an experienced Korean chef. You are 55 years old. You have been living in Sydney since you were ten and learnt to cook Korean food from your mother and then from the Sydney school of Korean Cuisine. You used to own your own Korean restaurant in Sydney's south side but you sold it, because you are getting older. You are hoping to retire in ten years. You speak English better than Korean but still speak Korean well. You are an Australian citizen.

Jobseeker 2 (Female)

Your name is Han Eun Hwang and you are 30. You are Korean and are in Australia on a 2 year work visa. You are from Busan and worked in a Korean restaurant in Busan for ten years before you came over to Australia. You studied Korean Cuisine at the Seoul Centre for Culinary Arts. In

the Korean restaurant, your job was Second Chef and you left the job because you want to be a Head Chef. You are hoping to get a job in Australia so you can extend your visa and move to Sydney permanently.

Jobseeker 3 (Male)

Your name is Peter McDonald and you are 35. You are a Canadian who has been fascinated with Korean food since teaching English in Korea. You learnt to cook Korean food formally at the Toronto College of Cuisine and have worked in a Korean restaurant in Toronto for 5 years. For 2

of the 5 years you were the Head Chef there. You left the job however, because you had an argument with the restaurant owner over the menu. You decided to move to Australia because it is warmer and you want to work here for at least a year. You're not sure if you are going to move permanently yet. You speak English as a first language and studied Korean in Korea for two years.

6. PRODUCTION

Let's make your own resume:

Your Contact Information

First Last Name

Street Address

City, State, Zip

Phone (Cell/Home)

Email Address

Objective (optional)

What do you want to do? If you include this section it should be a sentence or two about your employment goals. A customized objective that describes why you are the perfect candidate for the job can help your resume stand out from the competition.

Career Highlights / Qualifications (optional)

A customized section of your resume that lists key achievements, skills, traits, and experience relevant to the position for which you are applying can serve dual purposes. It highlights your relevant experience and lets the prospective employer know that you have taken the time to create a resume that shows how you are qualified for the job.

Experience

This section of your resume includes your work history. List the companies you worked for, dates of employment, the positions you held and a bulleted list of responsibilities and achievements.

Company #1

City, State

Dates Worked

Job Title

- ✖ Responsibilities / Achievements
- ✖ Responsibilities / Achievements

Education

In the education section of your resume, list the schools you attended, the degrees you attained, and any special awards and honors you earned.

Skills

Include skills related to the position / career field that you are applying for i.e. computer skills, language skills.

References available upon request

There is no need to include references on your resume. Rather, have a separate list of references to give to employers upon request.

Customize Your Resume

In all cases, be sure to personalize and customize your resume, so it reflects your skills and abilities and connects them with the jobs you are applying for.

7. TO REMEMBER

<http://www.careersonline.com.au/disc/index.html>

4. PISTAS DE APRENDIZAJE

TAKE INTO ACCOUNT

These three forms are usually used to talk about general problems. These are the common collocations:

+ ache
Headache
Backache
Stomachache
muscle ache

bad +
bad back
bad head
bad leg

sore +
sore throa
sore eyes
sore feet

NOTE

A relative clause follows the noun it modifies. It is generally indicated by a **relative pronoun** at the start of the clause, although sometimes you can tell simply by word order.

TO RECALL

Word formation is the creation of new words putting suffixes and prefixes; we do so by modifying or changing the meaning of a ROOT WORD. If we take a root word like EMPLOY (verb) or HAPPY (adjective), we can see how their meaning changes.

TO RECALL

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5. GLOSARIO

I'm on a diet

Coax someone into something

Stand the temptation

Strong-willed

Health and Healthcare

Health and Healthcare - Illnesses

ache

ear ache

headache

stomach ache

toothache

cancer

cold

cough

flu

heart attack

heart disease

infection

infectious disease

pain

virus

Health and Healthcare - Minor Injuries

bruise

cut

graze

wound

acquit = to decide that someone is not guilty of a crime: "All the defendants were acquitted."

barrister = a lawyer who is trained to defend or prosecute in a court: "The barrister asked many difficult questions."

bail = a sum of money that can be paid in some situations to allow someone accused of a crime to stay out of prison before the court case: "He won't get bail – he's extremely violent."

court = the place where a crime is discussed and judged: "He's in court again – this is the second time this year!"

in custody = when the police keep someone in prison before the person goes to court: "He's being kept in custody until the trial begins."

custodial sentence = when someone is sent to prison for a crime: "Custodial sentences are getting shorter."

conviction = when someone is found guilty of a crime: "He had a string of convictions going back twenty years."

to defend – to argue the innocence of the person who is accused of a crime (the defendant): "The barrister defending him is going to have a hard time."

evidence = information that proves someone is guilty: "The forensic evidence shows that he committed the murder."

fine = a sum of money that is paid as a punishment for a minor crime: "He got a small fine for speeding."

find someone guilty = when it is decided that someone has committed a crime: "He was found guilty of murder and sentenced to life imprisonment."

hearsay = when you hear something from someone, but you don't know if it is true or not: "Although the police are suspicious, they can't prosecute him on what the neighbors think – it's all hearsay."

illegal = against the law: "The brothers carried out an illegal trade in rare and endangered animals."

judge = a person who is in control of a court. The judge makes sure that both sides of the argument are heard, sums up or explains things to the jury, if necessary, and passes sentence if the defendant is found guilty. "She's a well-respected judge."

jury = 12 citizens who are selected at random to decide whether someone is guilty or not in a criminal trial: "I have to do jury service next month and I'm a little nervous." "The jury took five hours to find him not guilty."

justice = how people are judged: "The British justice system is unlike other European systems."

prosecution = the lawyers arguing against the defendant: "The doctor was a witness for the prosecution."

victim = the person who has the crime committed against him or her: "The murder victim was aged between 25 and 30."

verdict = what the jury decides: "The jury returned a verdict of not guilty."

witness = someone who sees a crime being committed: "The police are appealing for witnesses to come forward."

Accurate
Active
Adaptable
Adept
broad-minded
competent
conscientious
creative
dependable
determined
diplomatic
discreet
efficient
energetic
enterprising
enthusiastic
experienced
fair
firm
genuine

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