

TRAINING FOR A CAREER

WARM-UP

- How do people acquire education and skills?
- What kind of formal education did you receive?
- Did you interrupt your studies at any point?
- Have you ever been employed?
- Does your job correspond to your qualifications?
- Is your knowledge adequate to the position you hold?
- Do you need any further education / training?
- What are the motives for improving one's qualifications?

INPUT

STUDENT PROFILES

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Sally Lumbard, Modern Languages with International Studies

I came to South Bank Polytechnic after my A levels. I was looking for a course which was centred on the practical use of modern languages rather than the study of literary texts, and BAMLIS (a Bachelor of Arts degree in Modern Languages with International Studies) seemed to meet my needs.

The first and second year served as preparation for the third year attachments spent abroad. I was in Paris during the first term, where I divided my time between attending classes at the Sorbonne and the Istitut d'Etudes Politiques and working as an au-pair for a Belgian family. It was an invaluable experience in every respect.

From Paris I went to Stuttgart where I continued my studies at the Universität Stuttgart. Though a great contrast to the first term, this term was equally enjoyable and beneficial. Whilst abroad I also undertook research for projects on economic and political matters. It is impossible to overestimate the gains of this year.

Back in London to complete the course, the fourth year is proving to be very challenging. The subject areas are, however, most interesting and the tutors are very encouraging.

In September I intend to study for a post-graduate hotel management qualification so that I may make practical use of my languages and follow a career in the European hotel and catering industry.

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Laurie West, Electrical Engineering

After four years at a specialist music school, I decided that I wanted a more general career. So I took a year off away from study and during an exciting (!) period of selling sandwiches I considered my priorities. In the end, I decided to do electrical engineering.

The course is split into lectures, labs and tutorials. The size of the lectures concerned me at first, but I've actually found the Department more personal than I expected. Our tutorials are in groups of about eight and all the lecturers are approachable, especially

if you are enthusiastic about the subject. We've all got a personal tutor who helps with any problems. We've also been encouraged to improve our skills in writing reports and making presentations, which will always be useful.

The course is quite tough, with work assessed each week (don't miss the 9.30 Monday morning deadline!) and every year some people drop out. But if the subject interests you, then you'll get a lot out of the course.

I was fortunate in gaining sponsorship at the beginning of the second year, which has been a great benefit particularly because the sponsoring company arranged my work placement in their labs. Generally, industrial placements and foreign exchanges are organized by the Department, which is excellent in this respect. I've been especially lucky as I'm off on an exchange to TSB in Zürich to do a research project as the last part of my degree. It's fully funded and I'm very much looking forward to exploring Europe in addition to my work. It's good for my CV, too!

Daniel Smith, Sport and Exercise Science



I am in the second and final year of the course. We've covered anatomy and biomechanics, which is theory-based and pretty intense, getting deep into the muscles and stuff like that. And we've learned about different types of sport massage techniques and sports injuries, which are really hands-on subjects. It's pretty cool, there's a good variety.

The tutors are brilliant. I'm one of those annoying students always asking questions and wanting help, but they're very supportive. There's a close bond between staff and students in the sports department.

College has been really good for me. When I left school I wasn't sure what I wanted to do, but I knew that I didn't want to be stuck in an office all day. I only just managed to get on to the course because I didn't have the best GCSE results, but I've really excelled.

I was offered a place at university to do football studies, but I turned it down because I don't want to focus solely on football. If I was at the stage I am now about two years ago I could see myself really concentrating on football, but the academic side has become more important for me.

I've been offered places at John Moores University in Liverpool to do sports technology and at Southampton Institute to do health and fitness management. I'm tempted to go to Liverpool. I've always wanted to do well and I can't wait to get on with it.

Notes:

- 1 **GCSE** is an abbreviation for "General Certificate of Secondary Education", a system of examinations in Britain taken when leaving school at the age of 16.
- 2 An **A-level** is an educational qualification in a particular subject. Schoolchildren take the examination for it after they have studied the subject to an advanced level. It is usually taken two years after GCSE. A-levels are awarded in England, Wales and Northern Ireland.
- 3 A **degree** at a university or polytechnic is a course of study that you take there, or the qualification that you get when you have passed the course.

- 4 A **diploma** is a qualification which a student may be awarded by a university or college.
A diploma is not as high as a degree.
- 5 **CV** = curriculum vitae BE, résumé AE is a brief written account of the main events of your life.
It includes personal details about yourself, your education and the jobs you have had. You are often asked to send a CV when you are applying for a job.
- 6 University degrees: BA = Bachelor of Arts
BSc = Bachelor of Science
MA = Master of Arts
MBA = Master of Business Administration
MEng = Master of Engineering
MSc = Master of Science
PhD = Doctor of Philosophy
MD = Doctor of Medicine
- 7 A **course** is a prescribed number of lessons or lectures, etc. in an educational curriculum and the material covered in such a curriculum.
- 8 A **curriculum** is 1) all the different courses of study that are taught in a school, college or university: *Social studies have now been added to the curriculum.*
2) one particular course of study that is taught in a school, college or university: *our English curriculum*

Step 1**Answer these questions:**

- 1) Which of the three students does not study at university?
- 2) What qualifications can he/she gain?
- 3) How long does Sally Lumbard have to study for her degree?
- 4) In which year of his studies is Laurie West? How old is he?

Step 2**Guess the meaning of these words:**

overestimate, beneficial, invaluable, approachable, enjoyable

Step 3

- 1 In the Input underline the words and expressions relating to study.
- 2 Write a list of the expressions you have underlined and compare it with a partner's.
- 3 Suggest Czech equivalents of the expressions.

Step 4

Referring to the Input, use alternative expressions in these sentences. Keep the meaning of each sentence unchanged.



- 1) I spent the third year on _____ abroad. *temporary jobs*
- 2) Whilst abroad, I _____ research for my projects. *did*
- 3) Now I am back in London _____ my course. *to finish*

- 4) I intend _____ in the hotel and catering industry. *to work*
- 5) The course _____ lectures, labs and tutorials. *consists of*
- 6) The size of the lectures _____ me at first. *worried*
- 7) We've also _____ to improve our writing skills. *been stimulated*
- 8) Our work _____ each week. *is evaluated*
- 9) At the beginning of the second year,
I was _____ sponsorship. *lucky in obtaining*
- 10) We've _____ anatomy and biomechanics. *dealt with*
- 11) I _____ the offer to do football studies. *refused*

Step 5

Referring to the Input, find adjectives that can be used to describe:



- 1) a tutor _____
- 2) a subject area _____
- 3) a course of study _____
- 4) a stay abroad _____

Step 6

Fill in the blanks:



- 1) The course in modern languages seemed to _____ my needs.
- 2) I divided my time between _____ classes and working as an au-pair for a Belgian family.
- 3) Whilst abroad I _____ research for projects on economic and political matters.
- 4) It is impossible to overestimate the _____ of my stay abroad.
- 5) The fourth year is _____ to be very challenging.
- 6) In future I wish to _____ practical use of my languages and _____ a career in hotel and catering industry.
- 7) During my year off away from study I _____ my priorities and _____ to do electrical engineering.
- 8) All the lecturers are approachable, especially if you are _____ about the subject.
- 9) The sponsoring company arranged my _____ in their labs.
- 10) I'm _____ on an exchange to Zürich shortly.

Step 7

Use the vocabulary of the Input to talk about your own course of study.

Step 8

- 1 You are going to hear the story of a woman who has a wide range of interests and has had a varied career. Listen and tick off which of these jobs she has done:
teacher, animal behaviourist, biochemist, lawyer, writer

2 Listen again and mark the following sentences as either true or false.

- 1) She was the daughter of one of the Pilgrim Fathers.
- 2) She thought her teacher looked like an Egyptian queen.
- 3) Her family used whale oil lamps in winter.
- 4) When she was 11, they ate preserved fish.
- 5) She found that history could be about everyday life.
- 6) She always loved animals.
- 7) She was impressed by the breakthroughs in genetics in the 1970s.
- 8) She went to Cambridge to study biochemistry.
- 9) After graduation she became a lawyer.
- 10) She never enjoyed her job.
- 11) Running parallel with her work as a lawyer was her interest in history.
- 12) Eventually, she became a historian.

3 Re-tell the story.**Step 9**

- 1** To help students in their future job search, an American university has issued the following recommendations. Pick the year in which you are studying and read the recommendations pertinent to that year and the foregoing one / ones. Underline the suggestions you consider relevant.

CAREER TIMELINE**Freshman Year (Self-Assessment)**

Visit a Career Counselor. Ask about computerized resources that can assist you in examining life experiences along with skills, interests and values. (Career counseling is available by appointment or on a first-come, first-served basis. Check with the receptionist for walk-in hours.)

Set goals for yourself. If not life goals, goals for this semester or academic year.

Explore opportunities in Student Employment. Look for internships and part-time jobs, including campus, seasonal and volunteer positions.

Pick up a workshop brochure in Career Services and attend any that interest you, such as the "How to Choose a Major" workshop or other workshops related to different career fields.

Make a tentative selection of a major or at least take a course in a field of interest.

Start working on your résumé and keep it updated.

Visit the University Advising Center or an academic department you are interested in to find out about required courses.

Consider some personal development options available on campus, such as clubs or organizations.

Attend career fairs sponsored by Career Services. There are 8 offered each year. The Summer Jobs career fair is a great place to look for internships.

Sophomore Year (Continued Self-Assessment and Exploration)

Complete required general education courses.

Continue assessment of your skills, interests, and values.

Pursue internships or volunteer in an area related to your career interests.

Explore opportunities in Student Employment. Look for internships and part-time jobs, including campus, seasonal and volunteer positions.

Attend workshops in Career Services. Pick up a workshop brochure in the lobby of Career Services.

Continue to work on your résumé and keep it current.

Make a tentative career choice and/or finalize your major selection.

Attend career fairs sponsored by Career Services. There are 8 offered each year. The Summer Jobs career fair is a great place to look for internships.

Utilize the Career Library to research careers and prospective employers. Learn how to identify compatible occupations and working environments that relate to your skills, interests and personality.

Attend employer information sessions to learn about a particular employer, program or graduate school. These are very useful as you explore career options.

Continue to expand your campus and community involvement.

Begin setting career goals and become aware of trends in the world of work.

Pick your electives carefully and try to enhance your language, computer and writing skills.

Junior Year (Confirm Career Direction)

Try to gain relevant work experience in your field.

Start preparations now if you are considering graduate school. Be aware of entry requirements and procedures for applying.

Update your résumé.

Conduct informational interviews by talking with people in your field of interest.

Attend employer information sessions to learn about a particular employer, program or graduate school. These are very useful as you explore career options.

Start building your job search network. Tell everyone you know about your career goals.

Practice your interviewing skills. Sign up for a mock interview in Career Services.

Research careers and employers in the Career Library.

Begin to finalize your career goals.

Attend career fairs sponsored by Career Services. There are 8 offered each year. The Summer Jobs career fair is a great place to look for internships.

Senior Year (Job Search)

Complete course requirements in your major.

Attend workshops on résumé writing, interviewing and job search strategies.

Apply for and take necessary exams (graduate, professional study, government) as they apply to your career plans.

If considering graduate school, complete necessary applications.
 Participate in the on-campus interviewing program.
 Conduct informational interviews by talking with people in your field of interest.
 Attend employer information sessions to learn about a particular employer, program or graduate school. These are very useful as you explore career options.
 Practice your interviewing skills by signing up for a mock interview in Career Services.
 Gather references you may use in your job search by asking employers or professors to serve as references for you during your job search.
 Update your résumé and develop effective cover letters.
 Attend career fairs.
 Start your off-campus job search. Career Services is an important resource, but do not ignore other resources.
 Prepare to negotiate / evaluate job offers in order to select the one that best meets your needs.

(Abridged and slightly adapted from Career Guide, San Diego State University)

- 2 Tell your partner which of the things recommended you have already done and which you are going to do.
- 3 Hold a class discussion about the applicability of the above recommendations in your situation.

1 Pre-present tense

1 Observe:

a) have / has + V-ed₂	have / has written	simple form
b) have / has + been + V-ing	have / has been writing	progressive form
c) have / has + been + V-ed₂	have / has been written	passive form

Time expressions typically used with the pre-present tense:

late(y), recent(y), never, ever, just, so far, up to now, up to the present, not yet.

- 2 Find examples of the pre-present tense in the Input. Write them down and classify them according to the above forms.

simple _____
 progressive _____
 passive _____

2 Including the past in the present

The pre-present tense expresses three types of meaning which all link the past with the present:

Type 1: a continuation of a state or action existing from the past until the present:



- a) If the verb refers to a state, the **simple** form is used:
I've known Peter for six years.
She has been married since 1996.
- b) If the verb refers to an action, the **progressive** form is used:
He's been watching TV for two hours.
I've been waiting for her since half past seven.

Type 2: the present results of an action:

- a) If the action is seen as a whole, the **simple** form is used:
We have collected valuable data. (= we have it / them now)
Mary and Roger have moved to a new flat recently. (= they live there now)



- b) If only the progressive part of an action is taken into consideration, the **progressive** form is used:
A: What have you been doing? Your clothes are covered with paint.
B: I've been decorating the bedroom. Come and see it. It looks great.



Type 3: the past is seen from the present point of view. (Unlike type 1, it is the period of time in which something happened that extends up to the present.)

Have you ever travelled on a camel?
I have never been to Montreal.



1 Find examples of the pre-present. Determine which type of meaning each example expresses:

- 1) I have been listening to English by Radio programmes for many years. Now I have decided to write a letter expressing my views of the course.
- 2) I am now already advanced in my knowledge of English, but I still like to listen to radio English courses. As a matter of fact, I have improved my English by regularly listening to radio programmes.
- 3) Europe is the smallest of all continents. Its many nations have gone through dramatic history marked by some of the most destructive wars the world has ever seen.

- 4) For some years a research team in America has been carrying out a scientific study into the causes of road accidents. These investigations have uncovered some surprising facts.
- 5) Europe has been the source of many modern political ideas. Much of modern science has been the product of European discovery and research.
- 6) Humans have always had a tendency to act aggressively when the likely costs are low and the potential rewards high.
- 7) Leonard Bernstein was one of the most brilliant musical talents America has ever produced.
- 8) On December 10th, 1948, the United Nations General Assembly passed a Universal Declaration of Human Rights, which has had an important effect on modern law-making.
- 9) Scientists have been investigating the problem of sleep for more than 50 years, but they still do not know why sleep is so important.
- 10) Intelligence, the most important aspect of a human being, has evolved through the process of natural selection. Are we therefore more intelligent than our ancestors?

2 Reformulate these sentences using the pre-present simple with *since* or *for*, as appropriate:

He was last in the office three weeks ago. ► He hasn't been in the office for three weeks.
The President last visited Britain in 2005. ► The President hasn't visited Britain since 2005.

1) I last saw my dentist three months ago. 2) He last wrote to me when I was in Berlin. 3) Father last had a cold last winter. 4) It last rained two weeks ago. 5) I saw him last when he borrowed some money from me. 6) I last mentioned it to him when we met a month ago. 7) She last smoked a cigarette two years ago. 8) They slept well when they were in a quiet place in the country. 9) They last travelled by air six months ago. 10) We last went to our weekend cottage two weeks ago.

3 Complete the following sentences using the pre-present continuous of these verbs: *learn, wait, work, consider, gain, rise, shop, walk, see, look forward*.

- 1) He knows quite a lot of English. He _____ the language for six years.
- 2) At last you have arrived. I _____ for you for ages.
- 3) I think I need a break for a cup of tea. I _____ hard for three hours.
- 4) Since the condition changed, we _____ alternative possibilities.
- 5) She _____ experience systematically for a number of years.
- 6) Prices _____ steadily.
- 7) She _____ for hours, she must have tried on every dress in the shop.
- 8) We _____ round art galleries and _____ sights for hours.
- 9) We _____ to this moment for a long time.

4 Respond to the statements or questions using the pre-present simple or continuous in their contracted forms:

A: Don't you know what the book is about?

B: No, I haven't read it.

- 1) What did you think of the film? – I'm sorry, I _____.
- 2) I hear you are leaving the firm. – Yes, I _____ too long.
- 3) The telephone is working again. – Didn't you know, it _____ since the morning.
- 4) Is dinner ready? – Yes, Gillian _____.
- 5) Your suitcase is open. – Yes, I know. The lock _____ for a long time.
- 6) Have you got your keys? – No, I _____ at home.
- 7) I hear they are going to Spain for a holiday again.
Yes, they _____ there every year since 2001.
- 8) Did you see that excellent play? – Yes, I _____ it several times.
- 9) Did you buy anything interesting? – I'm afraid I _____ nothing.
- 10) Did you watch the press conference on TV? – No, I _____ TV lately.

5 Supply the correct form of the verb in brackets:



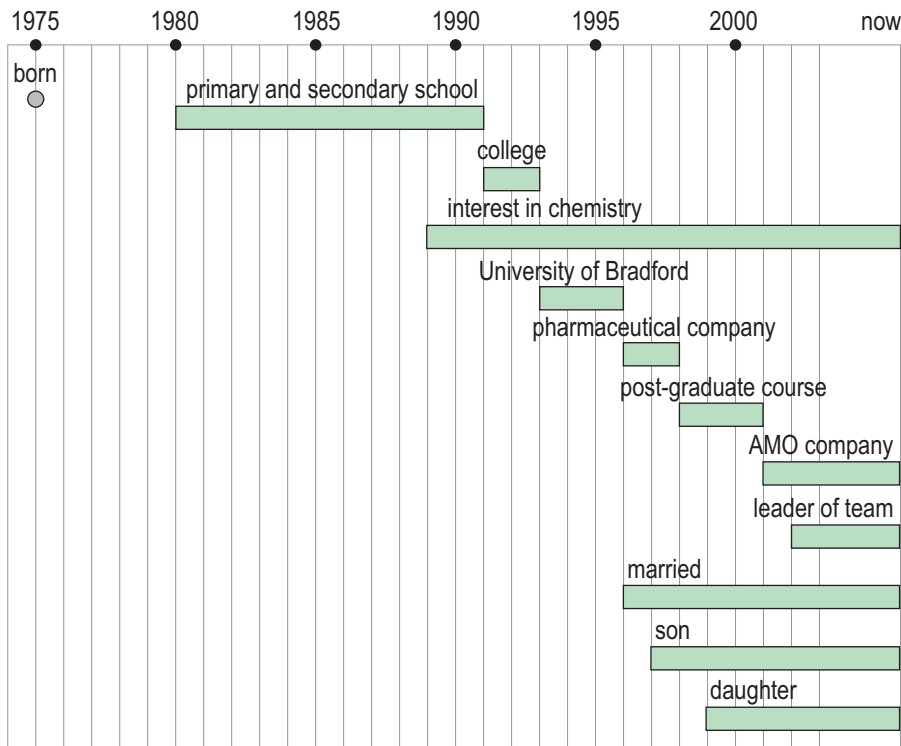
John **is** my best friend. I **got** to know him well during my time at university. We **have been** friends ever since.

- 1) Mary (be married) to John. They (get married) two years ago. They (be married) happily for two years.
- 2) The Browns (live) in London. They (move) to London in 1997. They (live) in London for many years.
- 3) I (learn) German this year. I (learn) it for three years. I (begin) to learn it three years ago. I already (learn) a lot of useful phrases.
- 4) I (work) at the Institute of Biology. I (start) to work there in 1996. I (be employed) there for over ten years.
- 5) I (know) Professor Hopkins since 1986. We (meet) at a conference in Helsinki. We both (work) on the same problem.
- 6) Professor Smith (be) the head of the Institute in 1988 when the institute (be established). He (be) an excellent scientist and also a good director. Unfortunately, two years later he (die).
- 7) My hobby (be) mathematics. I (be interested) in it ever since I (begin) to go to school. My interest (be roused) by a wonderful teacher.
- 8) Last summer I (take) part in a yoga course. I (learn) a new method of relaxation. I (practise) it ever since and it (do) a lot of good.
- 9) You (see) my English dictionary? – It (lie) on your desk. It (lie) there since Wednesday.
- 10) What you (do)? – I (look) for my textbook. I (look) for it since yesterday. – You probably (leave) it at school.
- 11) Since David Eliot first (take on) the directorship of the Museum of Modern

Arts, his main concern (be) to explore the relationships between the visual arts and society.

- 12) Ever since James Seymore (be appointed) sales director of Specialix, one of the world's leading computer manufacturers, he (gain) experience and (be) highly successful.

6 The following chart gives you information about Ruth's life. Study it carefully and then form questions as indicated below. Ask your neighbour to answer your questions.

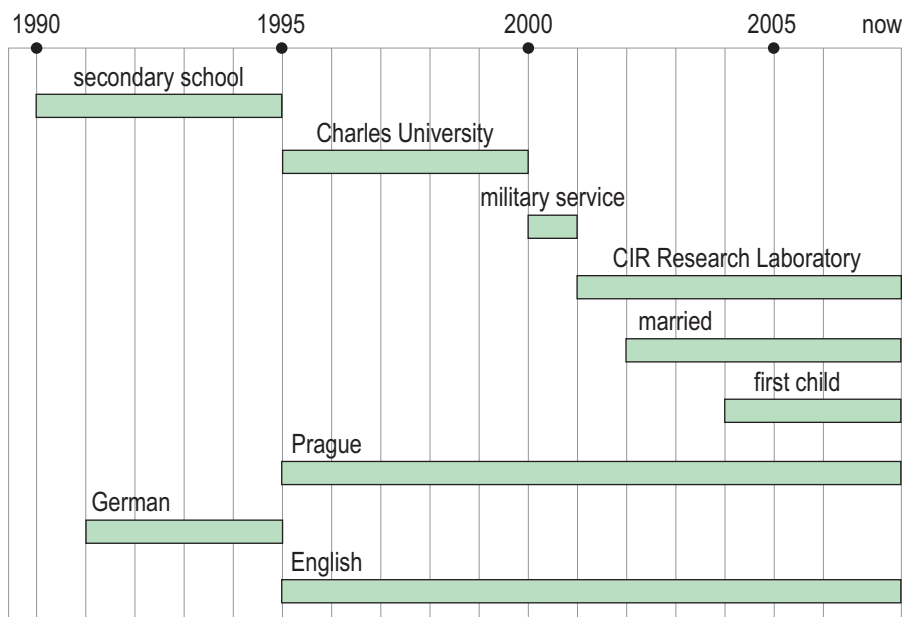


- 1) When _____? (be born)
- 2) When _____? (leave school)
- 3) How many years _____? (study at college)
- 4) How long _____? (be interested in chemistry)
- 5) When _____? (begin to study at University of Bradford)
- 6) How many years _____? (study at university)
- 7) When _____? (finish her first degree)
- 8) When _____? (join a pharmaceutical company)
- 9) How many years _____? (work for the company)
- 10) When _____? (embark on a post-graduate course)
- 11) When _____? (be awarded a PhD degree)

- | | |
|------------------------------|------------------------------------|
| 12) Which company _____? | (join after graduation) |
| 13) How long _____? | (work for the company) |
| 14) When _____? | (be promoted to a higher position) |
| 15) How long _____? | (work as a leader of a team) |
| 16) When _____? | (be married) |
| 17) How long _____? | (be married) |
| 18) How many children _____? | (have) |
| 19) When _____? | (the children be born) |
| 20) How old _____? | (the children be now) |

7 The chart below gives you some facts about Frank's life. Study it carefully and then give an account of Frank's life. Remember to use the correct tense with these time expressions:

in 19.. / in 20..	in the same year
in the next / following year	two / three ... years later
from 19.. to 19.. / 20..	since 19.. / 20..



Résumé / Curriculum vitae (CV)

When you are seeking a job, it is important to present a strong impression through a well-written résumé and cover letter. They should be attractive, informative documents that would set you apart from your competition. Organize your résumé to best highlight your own characteristics in light of the job requirements. Read the following information.

Use

Résumés may be used in a variety of ways in your job search:

- 1 Accompanied by a cover letter, the résumé may be used to market your skills to prospective employers with the goal of obtaining interviews.
- 2 As a supplement to the data provided on a job application, the résumé can amplify or concisely summarize your qualifications relevant to a particular position.
- 3 It can also serve as an “outline” during job interviews and, as such, helps you to control the “content” of the interview.

Content

Résumés should provide a range of information about you, including:

- 1 Name, address, and telephone number(s), including your area code, a work or message phone number and e-mail address.
- 2 Your career objective, identifying the kind of position you are seeking as specifically as possible.
- 3 A targeted summary of your education, work experience, skills and accomplishments.
- 4 Any additional information on your activities, interests or background that illustrates your suitability for the job.
- 5 A statement about how references will be provided.

Résumé rules and guidelines

- 1 **Make it concise.** Résumés for recent college graduates without lots of related work experience should be one page in length. Longer résumés are acceptable for experienced professionals and are more common in education and research fields, where teaching or published works are included.
- 2 **Put the most important material first.** Decide which section (Education, Experience, etc.) is the best “selling point” for your stated career objective and put it first. When describing job duties, activities, or listing relevant course work, put the most relevant items first. In chronological résumés, jobs should be listed in reverse chronological order, with the most recent first.
- 3 **Format for readability.** Use a format that makes education and main work experience or important skills visually prominent. Experiment with different layouts and margins until you develop a balanced, easy-to-scan résumé that is neither too dense nor too sparse. Use underlining or bold-faced type and capital letters to denote main section headings and job titles. Your margins should be equal on each side and at the top and bottom.
- 4 **Format for electronic scanning systems.** A growing number of employers use résumé scanning systems. When electronic searches are done to compare job requirements against résumés in the database, key words are used to make matches; therefore, your résumé should contain words that are very descriptive and specific

about your background and skills. There is no preferred format or style but you are advised to avoid colored paper, bolding, underlining, shading and graphics.

- 5 **Verbs and buzz words.** Use action verbs, such as “managed”, “coordinated”, “developed”, and “initiated”, to begin short phrases that describe your job duties. Read job descriptions in your field to decide which skills and experience or “buzz words” to emphasize.
- 6 **Maximize and quantify relevant experience.** Experience toward your career objective can include both non-paid and paid internships, courses, special seminars, club activities, etc. Think broadly about all of your achievements and describe them in terms relevant to your objective. Quantify when numbers give scope and credibility, e.g. “managed a \$20,000 annual club budget,” “directed a camp crafts program serving 150 teenagers per day”.
- 7 **Tips**
 - a) Minimize the use of “I” and “we”. Using complete sentences in a résumé may promote wordiness. Instead try short phrases beginning with action verbs.
 - b) Avoid slang, unnecessary abbreviations, and acronyms unfamiliar to employers.
 - c) Omit personal data such as age, marital status, height and weight, and condition of health, unless clearly related to performing the job.
 - d) Activities or affiliations that may identify your ethnicity, religion, or political views should not be included unless “neutralized”. For example, “directed church camp for teenagers” focuses on the skill without identifying which religion or church.
 - e) Information such as past salaries, reference names and addresses, and reasons for leaving past jobs should be omitted. If the employer requires such details, they will be requested on the application form. Always complete such forms in full; directing the reader to the résumé on a job application is irritating and time consuming to the employer and often the basis for rejection of application.
 - f) Prepare a separate résumé for each different type of job you are seeking. “Targeted” résumés are much more appealing to employers than vague, general résumés and are more likely to get results.
 - g) Proofread your résumé repeatedly and have others review it also. It should be letter perfect. A good résumé can be rejected due to typographical or spelling errors.

(Slightly adapted from Career Guide, San Diego State University)

- 1 Do you find any of the above guidelines surprising or new to you? Did you note any differences in the conventions of writing résumés in the USA and in this country?
- 2 Study the following sample résumés and discuss the similarities and differences between them.

Andrea Andrews
232 West Street
San Diego, CA 92119
(619) 372-9999
Andrea@mail.sdsu.edu

Career objective

An entry-level position in the food industry. The area of food service management is of particular interest.

Educational background

Bachelor of Arts, cum laude

June 20xx

San Diego State University, San Diego, CA

Major: Sociology; Minor concentration: Psychology

Relevant coursework includes: Economy and Society. Business Statistics. Business Finance. Elements of Marketing. Advertising Principles and Policies.

Work Experience

Sales Associate, Bullocks, San Diego, CA

12/xx–present

Sold merchandise in cookware department during the busiest periods, including nights and weekends, sales and holiday periods. Promoted items: received honors for being top salesperson during two consecutive holiday seasons.

Foodserver, Claim Jumper, San Diego, CA

10/xx–9/xx

Served food and beverages in a fast-paced, popular college pub. Assumed hostess responsibilities.

Cook / Counselor, Elm Ranch, Julian, CA

Summers 20xx&xx

Responsible for management of kitchen and dining facilities of a summer camp. Supervised staff of 10–12 food workers, planned and prepared daily menu for over 100 people, maintained facilities. Assisted in teaching cooking and baking to small groups of campers.

Honors and activities

Dean's Honor List, 20xx–xx

Alpha Phi Alpha (Sociology Honor Society), 20xx–xx

Membership Chairman, 20xx–xx

Sierra Club, 20xx–xx

Hike Coordinator, 20xx

Newsletter Writer, 20xx–xx

Additional Information

Fluent in Spanish, have traveled through Mexico. Interests include photography, foreign films, jazz and undiscovered ethnic restaurants.

BRYAN BROADBENT

Local address

479 Snail Trail
La Mesa, CA 92116
(619) 466-6771
Email: bbryan@aol.com

After June 1, 20xx

6749 Ocean Way
Santa Monica, CA 91002
(213) 689-7164

CAREER GOAL A position in industrial sales with potential to advance into sales management.

EDUCATION San Diego State University, December 20xx.

B.S. Degree in History

Employed part-time through college; earned 70 percent of education expenses.

Relevant courses Marketing Management, Consumer Psychology, Marketing Principles, Sales Management, Advertising, Public Speaking, Public Opinion Measurement

EXPERIENCE

Sales and Promotion

Won four quarterly sales awards in stereo component store. Promoted weekly wine and food specialties as dinner waiter. Coordinated advertising for fraternity functions. Directed annual fund-raising activities for a youth group; involved in extensive publicity and annual sales of \$10,000.

Marketing and Market Research

Compiled restaurant wine sales data; assisted manager in developing a marketing plan which increased wine sales by 30 percent in six months. Conducted market research project which investigated consumer preferences in personal products; presented results to marketing class.

Developed stereo component displays and reorganized sales floor layout to maximize product visibility.

Management

Oriented and trained new dinner waiters at a top restaurant. Supervised youth group activities and fund raising; provided guidance and developed policies for a group of teenaged boys. Served as fraternity chairman for Spring Formal; managed \$1,500 event budget.

Employment and Activities

Salesman, The Sound Company, San Diego, CA (20xx)
Dinner Waiter, Humphrey's, San Diego, CA (20xx)
Fraternity Member, Delta Zeta Omicron (20xx to present)
Youth Leader, Community religious organization, San Diego, CA (20xx to 20xx)

References

Available upon request

CARY CRAWFORD									
1699 Agate Street	Chula Vista, CA 92042 (619) 462-7141								
PROFESSIONAL OBJECTIVE	A career in the physical or earth sciences with an emphasis on environmentally sound technology.								
EDUCATION	Bachelor of Science in Geology , May 20xx San Diego State University Emphasis in Geophysics								
Relevant Courses	<table> <tr> <td>Geophysics</td><td>Geochemistry</td></tr> <tr> <td>Field Geology (8 units)</td><td>Petrography</td></tr> <tr> <td>Ore Deposits</td><td>Chemistry (14 units)</td></tr> <tr> <td>Physics (8 units)</td><td>Oceanography</td></tr> </table>	Geophysics	Geochemistry	Field Geology (8 units)	Petrography	Ore Deposits	Chemistry (14 units)	Physics (8 units)	Oceanography
Geophysics	Geochemistry								
Field Geology (8 units)	Petrography								
Ore Deposits	Chemistry (14 units)								
Physics (8 units)	Oceanography								
SKILLS									
Laboratory	<p>Quantitative precipitation chemistry and spectrophotometry for chemical analyses of unknown substances.</p> <p>X-ray diffraction and atomic absorption for geochemical analyses.</p> <p>Preparation of thin sections and use of polarizing microscope for optical analyses.</p> <p>Writing of formal laboratory reports, including graphs, tables, flow schemes, and clear analyses of data.</p>								
Field	<p>Geologic mapping using topographic maps and Brunton compass.</p> <p>Topographic surveying using plane table and alidade.</p> <p>Use of aerial photographs to evaluate large-scale geologic features.</p> <p>Writing of geologic reports involving the drafting of maps, cross and columnar sections, and analyses of field data.</p>								
EMPLOYMENT HISTORY	<p>Receptionist, South Bay Veterinary Hospital, Chula Vista, CA Managed all front office procedures: admitted patients, took case histories, updated files, performed data entry, daily transactions and bookkeeping, and answered four phone lines. (5/xx–9/xx)</p> <p>Veterinary Assistant, Bonita Animal Clinic, San Diego, CA. Assisted in all surgeries and treatments, performed all in-house laboratory procedures. Took and developed X-rays, ran blood chemistries, urinalyses, and microscopic fecal analyses. (5/xx–10/xx)</p> <p>Special Projects Assistant, Santa Clara County Fair Association, San Jose, CA. Wrote, coordinated and produced the first annual livestock exhibit and show. Cared for 14 exhibit animals and supervised four employees. Prepared and submitted work and purchase orders for management approval. (5/xx–9/xx).</p> <p>Inventory and Laboratory Assistant, Valley Large Animal Hospital, Fresno, CA. Controlled inventory, prepared sterile fluids and instrument packs. (6/xx–9/xx)</p>								
PERSONAL BACKGROUND	Enjoy hiking, rock collecting and traveling. Have raised and shown animals since nine. Love good puzzles and backgammon.								

- 3 Make a list of the action verbs (such as *coordinated, supervised, prepared, assisted*) used in the above résumés and use them in sentences relating to your own experience and activities.

Ask your neighbour about his/her life and professional career. Take notes of the information he/she gives you. At the end, sum up what you have learnt.

1 Adjectives = adverbs

Observe:

high, low, deep, near, far, fast, hard, early, late, direct, straight, pretty and enough can be used as

adjectives

or adverbs

a high mountain	The bird flew high.
a deep river	The archaeologists dug deep.
the near future	She came near when I called.
a fast train	The Japanese train went fast.
a hard diamond	They worked hard.
He took the most direct route.	You can go direct from Victoria to Euston.
Draw a straight line.	She went straight home.
She is a pretty girl.	I am pretty certain she enjoys it.
I have just enough time.	He didn't run fast enough.

2 HARD × HARDLY

hard adv

1. with great effort *Look hard at this picture.*
2. strongly, heavily *It's raining hard.*

hardly adv

1. almost not *I could hardly speak for emotion.*
2. not at all *I can hardly ask him directly for more money.*

Fill in **hard** or **hardly** as appropriate:



- 1) I _____ know the people I work with.
- 2) Tom worked _____ to pass his exam.
- 3) I _____ ever go out these days.
- 4) This is _____ the time for buying new clothes. I've just about got enough money to buy food.
- 5) If you think _____ about it, you'll arrive at the right solution.
- 6) I've _____ finished, so I can't possibly come out.

3 LATE × LATELY

late adv	after the usual, arranged or expected time	<i>The bus arrived 5 minutes late.</i>
late adv	in the recent past, recently	<i>I haven't seen him lately.</i>

1 Fill in *late* or *late*ly as appropriate:

- 1) We went to bed _____. 2) His work at school has been improving _____.
 3) Why are you _____ again? 4) Have you seen any good films _____?
 5) _____ I haven't been to any art galleries. 6) Is it better to learn foreign languages early or _____ in life? 7) I have _____ received a number of letters about this.

2 Suggest suitable Czech equivalents for the words in italics:

- 1) He was *highly* respected.
 2) They spoke very *highly* of him.
 3) Her boss thinks *highly* of her work.
 4) The show was *highly* amusing.
 5) He very *nearly* died.
 6) The two amounts are *nearly* the same.
 7) The concert hall was *nearly* empty.
 8) He was *deeply* concerned about her.
 9) They were *deeply* moved by the music.
 10) The doctor will be here *presently*.
 11) All the machines are *presently* in operation.
 12) Mr Gibson will be back *shortly*.
 13) She died in an accident *shortly* afterwards.

4 Report on studies

Read through the following report, then complete it by writing one word in each space.



I am studying ⁽¹⁾ _____ a BSc in Biology in the Department of Biology ⁽²⁾ _____ the University of S. It is a three-year course ⁽³⁾ _____ to prepare students for employment in industrial and applied ⁽⁴⁾ _____ as well as for postgraduate research work.

In the first year all students take courses ⁽⁵⁾ _____ major areas of biology and supporting courses in biological chemistry. Some choice is possible in the first year, with increasing choice and specialization in ⁽⁶⁾ _____ years.

The course ⁽⁷⁾ _____ of lectures, seminars, tutorials and practical classes. Students' progress is assessed by ⁽⁸⁾ _____ of written papers, but other factors ⁽⁹⁾ _____ as performance in practical work, laboratory notes, fieldwork, reports, special projects and seminars are taken into ⁽¹⁰⁾ _____. Examinations are ⁽¹¹⁾ _____ twice in each of the first and second years. In the final ⁽¹²⁾ _____ of the third year, after formal examinations, each student ⁽¹³⁾ _____ a full-time library or laboratory-based research project which offers them the ⁽¹⁴⁾ _____ to contribute to the advancement of knowledge in one of the many ⁽¹⁵⁾ _____ of investigation and ⁽¹⁶⁾ _____ an excellent practical foundation for both research work and work in industry, hospitals, agriculture or education. Depending on the ⁽¹⁷⁾ _____ of the main course of study, students may have to submit a dissertation at the end of the course.

I am now in the second year of the course. I have ⁽¹⁸⁾ _____ the course so ⁽¹⁹⁾ _____ and although it's hard work, I believe it's ⁽²⁰⁾ _____ the effort. At first, I had some ⁽²¹⁾ _____ in following the lectures and taking notes from them; the lecturers ⁽²²⁾ _____ quickly and not very clearly. The main difficulty that I have this term is to finish my essays on ⁽²³⁾ _____. There is so ⁽²⁴⁾ _____ reading to do for them and I still read slowly. ⁽²⁵⁾ _____, the course is very stimulating and I feel that I have learnt a ⁽²⁶⁾ _____. The emphasis is ⁽²⁷⁾ _____ lectures with some practicals. Lectures are so comprehensive that I ⁽²⁸⁾ _____ very little need of textbooks. We also do a lot of projects. I've recently finished one which ⁽²⁹⁾ _____ five weeks and taught me ⁽³⁰⁾ _____ to handle an electron microscope really effectively. The time outside work is almost ⁽³¹⁾ _____ full. I do a lot of outdoor ⁽³²⁾ _____. I windsurf regularly and I am learning to climb. One of the timewasters is the travelling, ⁽³³⁾ _____ you live close to campus, but I manage!

5 Present relevance of past events

- 1 Observe how present relevance of past events dictates the use of the present or pre-present tense in the lead-in or lead-out sections of articles about past research:

DECAFFEINATED COFFEE BEAN GROWN ON BUSH

A genetically modified coffee bush that produces decaffeinated beans has been developed by scientists. Japanese researchers believe the plant could revolutionise the coffee industry, and provide decaffeinated coffee that tastes as good as the real thing.

The plant was created by a team at the Nara Institute of Science, who suppressed one of the three genes that play a crucial role in the synthesis of caffeine.

Using a technique called RNA interference, the CaMXMT1 gene was effectively switched off, the team, led by Dr Shinjiro Ogita, report today in *Nature*. "The caffeine

content is reduced by up to 70 per cent indicating that it should be feasible to produce coffee beans that are intrinsically deficient in caffeine,” the researchers said.

Removing caffeine using conventional chemistry is a costly process. Often beans are softened with steam before being rinsed with an agent, such as methylene chloride or ethyl acetate, to remove caffeine. Carbonated water and hot water can also be used.

The experiments were done on the Robusta coffee plant, *Coffea canephora*. The Japanese team is now trying to create a GM version of *Coffea arabica*, which accounts for around 70 per cent of the world’s coffee beans.

GEL FOR SAFER SEX

Doctors at the Mount Sinai School of Medicine have tested a gel that when applied topically in the vagina may help prevent infection by both HIV and herpes simplex virus. AIDS researchers have long sought such a microbicide.

Maria Keller, a professor of medicine and the lead author of the study, presented the data at the 12th Conference on Retroviruses and Opportunistic Infections in Boston in February.

DEATH RACE RESEARCH

Professor Ralph Beneke, of the University of Essex, has been invited to take part in an international research project studying 15 competitors before, during and after the Badwater Ultramarathon in order to measure the psychological, physiological and biochemical effects of such events. The ultramarathon takes place annually in Death Valley, California, and is one of the toughest endurance races in the world. Temperatures often exceed 120 degrees. Beneke, who is looking for a sponsor, believes the project may serve as a model for risk-management strategies for the increasing population participating in such events.

- 2 Find some articles relating to your field of interest and observe the tenses used in the lead-in and lead-out sections. Think of the reasons why a particular tense is used.
- 3 Write a report on your own studies.
- 4 Write your résumé / CV.