

Inglés

4to Curso
Parte 1

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UNIVERSIDAD PARA TODOS

Communicating
Professionally

Victoria Bus Station

INTRODUCCIÓN

Sobre el curso Communicating Profssionally in English

Professionally Speaking in English / Speaking English Professionally se ha diseñado para continuar perfeccionando las habilidades comunicativas en lengua inglesa desarrolladas en los cursos anteriores, con énfasis en la comunicación en diferentes contextos de la actividad profesional.

En el tabloide se presenta una síntesis de las funciones comunicativas y contenidos lingüísticos más significativos para la vida social y la actividad profesional. De manera general, tanto la información teórica como la ejercitación se han preparado especialmente para este material, a partir

de la consulta de diversos materiales sobre el tema, y teniendo en cuenta las necesidades comunicativas de los cubanos que hacen uso de la lengua inglesa para el desempeño de su labor profesional en diferentes contextos.

En esta primera parte del tabloide aparecen los diálogos, textos y ejercicios que permiten la adquisición de conocimientos, la práctica y la sistematización de contenidos relacionados con:

- Arriving at the Airport
- Staying at a Hotel
- Talking about Jobs
- Having an Appointment with a Doctor
- Socializing

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SECTION 1: ARRIVING AT THE AIRPORT

Jenny Smith and Bill Johnson have just landed in Havana. They will now go through immigration control and customs. Read the following conversations between Jenny, Bill and the Cuban immigration and customs officers at the airport.

Dialogue 1: Jenny goes through passport control

IMMIGRATION OFFICER: Good evening. Welcome to Havana!

JENNY: Good evening.

IMMIGRATION OFFICER: May I see your passport and landing card, please?

JENNY: Sure. Here you are.

IMMIGRATION OFFICER: Thanks. Can you look at the camera for a few seconds?

JENNY: Of course.

IMMIGRATION OFFICER: That's ok. Which flight did you arrive on?

JENNY: I came on Air France flight 474, from Paris.

IMMIGRATION OFFICER: How long are you planning to stay in Cuba?

JENNY: Just a week. I will fly back to Europe next Sunday on Air France as well. I will make a connection to Liverpool in Paris.

IMMIGRATION OFFICER: Where will you be staying in Havana?

JENNY: At the National Hotel. I am sorry I don't have the exact address.

IMMIGRATION OFFICER: No problem. What's the purpose of your visit?

JENNY: I am a University Professor in the U.K., and I will be attending an International Congress on Higher Education here.

IMMIGRATION OFFICER: Thanks. Enjoy your visit.

Dialogue 2: Bill goes through passport control. What questions did the immigration officer ask?

IMMIGRATION OFFICER: Welcome. _____?

BILL: I was on Air Canada flight 982.

IMMIGRATION OFFICER: _____?

BILL: I came from Toronto.

IMMIGRATION OFFICER: _____?

BILL: Certainly. Here you are. I am not sure I filled out the landing card correctly.

IMMIGRATION OFFICER: Let me check. You did not write your address in Cuba. _____?

BILL: Oh, I'm sorry. I'll be staying at the Melia Cohiba Hotel. I understand it's just on the water front.

IMMIGRATION OFFICER: _____?

BILL: Sure I can.

IMMIGRATION OFFICER: _____?

BILL: Just ten days. I wish I could stay longer, but I have to work in Canada.

IMMIGRATION OFFICER: _____?

BILL: I am coming to sign a trade agreement with the Cuban Ministry of Foreign Trade.

IMMIGRATION OFFICER: Have a nice stay in Cuba.

BILL: Thanks.

Dialogue 3: Jenny has been waiting to pick up her luggage from the conveyor. All of the suitcases have already come out, but hers does not seem to have arrived on the plane. She asks an assistant at the Lost and Found office.

ASSISTANT: Can I help you, Madam?

JENNY: I hope you can. I am afraid my suitcase did not come on the plane.

ASSISTANT: Have you checked around the hall? It may have been removed from the conveyor by other passengers by mistake.

JENNY: I have checked everywhere but I haven't found it. I had a very tight connection in Paris. They may not have been able to put it on my plane to Havana.

ASSISTANT: Were you on flight 474 from Paris?

JENNY: Yes, I was.

ASSISTANT: Ok, I will fill out a lost baggage claim for you. Can I have your passport and baggage tag, please?

JENNY: Certainly.

ASSISTANT: Where were you connecting from in Paris? Liverpool?

JENNY: That's right. I landed in Paris just 45 minutes before my departure to Havana. I barely had time to change terminals there.

ASSISTANT: I will need to know color, size and shape of your suitcase. Does it look similar to any of these? (The assistant shows pictures of suitcases and bags with different shapes to Jenny).

JENNY: It's just like this one. It's dark blue and has my name on it.

ASSISTANT: Ok, this is your claim number: AF 2897332. You can call us at this number to find out.

JENNY: When do you think it will arrive?

ASSISTANT: The next flight from Paris will arrive tomorrow at 5.45 pm. Your suitcase is very likely to arrive on that flight.

JENNY: Will you send it to my hotel? I will be staying at the National Hotel.

ASSISTANT: We certainly will, but it may help if we know your room number.

JENNY: I will call tomorrow after 5.45 and will let you know my room number. Thanks for your help. You've been very kind.

ASSISTANT: You're welcome.

Exercise 1: Make up Jenny's telephone conversation with another Lost and Found assistant the day after she made the claim. Remember that Jenny wants to know if her suitcase has arrived. The assistant will need to know her claim number as well as her room number at the hotel.

ASSISTANT: Lost and Found office.

JENNY: My name is Jenny Smith and I am calling to find out if my suitcase has arrived from Paris.

ASSISTANT: _____ ...

Dialogue 4: Bill is approached by a customs officer as he walks to the exit door at the airport.

CUSTOMS OFFICER: Excuse me, Sir. Can I see your customs declaration?

BILL: Here it is. I just need to sign it.

CUSTOMS OFFICER: Anything to declare? Are you bringing fruits or seeds of any sort?

BILL: No, I am not.

CUSTOMS OFFICER: Any electrical appliances that you intend to leave in Cuba?

BILL: No, I just have my laptop and I will bring it back to Canada when I leave.

CUSTOMS OFFICER: Thank you, Sir. Have a nice stay in Cuba.

Exercise 2: Go over the previous dialogues and translate the following into English.

- a) ¿Cuánto tiempo piensa quedarse en Cuba?
- b) Yo me llevo mi computadora portátil de regreso a Canadá.
- c) ¿En qué vuelo usted llegó?
- d) Tuve una conexión muy apretada en Paris.
- e) ¿Dónde se va a quedar en La Habana?

- f) Yo llamaré mañana después de las 7 de la noche para averiguar si llegó mi maleta.
- g) ¿Usted puede mirar a la cámara, por favor?
- h) ¿De dónde usted venía cuando hizo la conexión en París?
- i) ¿Puedo ver su pasaporte?
- j) Mi maleta es como esta. Es negra y tiene mi nombre.

SECTION 2: STAYING AT A HOTEL

Dialogue 5: Bill Johnson is checking in at the Melia Cohiba Hotel.

RECEPTIONIST: Can I help you?

BILL: Yes, I have a reservation.

RECEPTIONIST: What’s your last name, please?

BILL: Johnson.

RECEPTIONIST: Oh yes, Mr. Johnson, a double room, for you and your wife.

BILL: No, I’m travelling alone. I booked a single room.

RECEPTIONIST: Oh, just a minute. What’s your first name?

BILL: William. My name is William Johnson.

RECEPTIONIST: Yes, you’re right. I am sorry. A single room for ten nights. Would you fill out this form, please?

BILL: Of course.

RECEPTIONIST: How would you like to pay, Mr. Johnson?

BILL: Can I pay by credit card? Do you accept VISA here?

RECEPTIONIST: We certainly do, Mr. Johnson.

BILL: Perfect.

RECEPTIONIST: This is your room number and here’s your key. The elevators are at the end of that hall. Welcome to our hotel.

BILL: Thanks.

Exercise 3: Jenny Smith arrives at the National Hotel. She walks to the reception to check in. Complete the dialogue using expressions you’ve already seen in Bill’s conversation with the receptionist, as well as information you already know about Jenny.

RECEPTIONIST: _____.

JENNY: I would like to check in.

RECEPTIONIST: _____.

JENNY: Jenny Smith.

RECEPTIONIST: _____.

JENNY: Yes, a single room.

RECEPTIONIST: _____.

JENNY: Just _____ nights.

RECEPTIONIST: Can you fill out this form, please?

JENNY: Just a minute, I need my glasses.

RECEPTIONIST: _____.

JENNY: _____ credit card?

RECEPTIONIST: What kind of credit card do you have, Ms. Smith?

JENNY: VISA. Is that ok?

RECEPTIONIST: Yes. Here’s _____, Ms. Smith. Have a nice stay.

JENNY: _____.

Dialogue 6: Bill dials 9 to call the receptionist. He needs to ask her some questions.

RECEPTIONIST: Reception desk. This is Mary speaking. Can I help you?

BILL: Yes, this is Bill Johnson in room 734. I would like to know if it’s possible to make long distance calls from my room.

RECEPTIONIST: Yes, it is, Mr. Johnson. You just need to dial 0 and the operator will tell you how to do it.

BILL: Thanks. I would also like to know how late the restaurant is open tonight. I am afraid I will not be back at the hotel before ten o’clock.

RECEPTIONIST: That’s not a problem, Mr. Johnson. The restaurant on the second floor is open till midnight.

BILL: That’s great. And just one more question. I am expecting a package with an envelope. Can you please check if it has arrived yet?

RECEPTIONIST: Just a minute, Mr. Johnson. Yes. It has just arrived. Would you like to have it sent to your room now?

BILL: No, thanks. I’m coming down in ten minutes. I will pick it up then.

RECEPTIONIST: As you wish, Mr. Johnson.

BILL: Thanks.

Close Up 1: In Bill’s telephone conversation with the receptionist there are several instances of included questions. These are questions which are included in statements or other questions, as in the examples below:

- a) I would like to know if it’s possible to make long distance calls from my room.
- b) I would also like to know how late the restaurant is open tonight.
- c) Can you please check if it has arrived yet?

If these questions were asked directly, they would be like this:

- a) Is it possible to make long distance calls from my room?
- b) How late is the restaurant open?
- c) Has it arrived yet?

Included questions are very common when the person who is speaking is making polite requests or simply asking for information in a very polite way. Therefore, they are very frequently used in conversations between hotel staff and guests. Note that word order changes when you include a question: Is it possible to make...? / Could you tell me if it is possible to make....? The order in the included question is just the same as the order in statements.

Exercise 4: Include the following questions in statements or other questions to make polite requests:

- a) Is wireless internet available at the hotel?
- b) What time do the stores open?
- c) Is breakfast included?
- d) How much is a single room?
- e) Where is the swimming pool?
- f) Can I book a room two months in advance?
- g) Is it possible to rent a meeting room here?
- h) Is the restaurant still open?
- i) Is there a doctor in the hotel?
- j) Is there room service in this hotel?
- k) Is it possible to pay by credit card?
- l) Do you take VISA here?

Dialogue 7: The operator at the Sun and Sand Hotel answers the phone.

OPERATOR: Sun and Sand Hotel. Good morning. Can I help you?

MR. CLARK: Yes, I’d like to book a room for next week.

OPERATOR: Hold the line, please. I'll put you through to Advance Reservations.

CLERK: Advance Reservations. What can I do for you?

MR. CLARK: I'd like to book a twin-bedded room from the afternoon of February 17th to the morning of the 21st.

CLERK: Yes, we have a twin-bedded room available for those dates. The rate is 85 pesos per night, including breakfast.

MR. CLARK: That will be fine.

CLERK: Could I have your name and address, please?

MR. CLARK: Clark. Stephen Clark.

CLERK: Can you spell you first name, please?

MR. CLARK: S T E P H E N, Stephen. I live at 92 Government Street, Victoria, British Columbia, Canada.

CLERK: Good. And your telephone number?

MR. CLARK: 406 299 0783.

CLERK: Would you like us to send you your reservation card confirming your booking by email?

MR. CLARK: Certainly, my email address is stepclarkjr@hotmail.com

CLERK: We will do so immediately, Mr. Clark. We look forward to your visit.

MR. CLARK: Thank you. Goodbye.

- Close Up 2:** Notice that hotel staff should be very polite when addressing guests and potential guests who call to make reservations. Most guests rate hotels not just on the basis of the services they offer, but mainly by the professionalism of receptionists, telephone operators, waiters and waitresses, chambermaids, and other hotel staff members. Politeness and resourcefulness are key factors adding to the professional competence of hotel staff. The following expressions are very polite ways of addressing hotel guests:
- Can I help you?
 - Could I have your name and address, please?
 - Can you spell you first name, please?
 - Would you like us to send you your reservation card?
 - We look forward to your visit.
 - How would you like to pay?

Dialogue 8: Clayton Stewart is in Mexico City tonight. He just checked in at a hotel near the Airport. He is on his way to Cuba coming from Australia. He's flying with Mexicana to Havana at noon tomorrow. Read the following telephone conversation between Mr. Stewart and the receptionist.

RECEPTIONIST: Reception desk. Can I help you?

MR. STEWART: This is Clayton Stewart in room 122. I checked in about ten minutes ago. I am calling to complain about my room.

RECEPTIONIST: What's the matter, Mr. Stewart?

MR. STEWART: My bathroom is in a terrible condition and my room looks as if it hasn't been cleaned for a while.

RECEPTIONIST: Oh, I am so sorry, Mr. Stewart. I'll call housekeeping and we'll send someone over to make your room immediately.

MR. STEWART: But, that's not all. There are no toiletries.

RECEPTIONIST: I apologize for this, Mr. Stewart. It won't take more than 20 minutes to fix all that. Can you wait? We can just give you another room right away if you like.

MR. STEWART: I'd rather wait. I've already unpacked a few things. But make sure my room is made as soon as possible, please. I've been travelling for more than 24 hours.

RECEPTIONIST: I will, Sir. Again, sorry for the inconveniences.

- Exercise 5:** Here are some other possible complaints from guests at a hotel. Practice using this information in dialogues between guests and hotel managers, receptionists, chambermaids and other hotel staff. Don't forget that the person handling the complaint should apologize and be very polite, and should try to solve the problem immediately.
- a) The towels in my room are wet.
 - b) The toilet does not flush.
 - c) The sheets are dirty.
 - d) The air conditioner does not work.
 - e) There is too much noise in the hall.
 - f) My TV remote control doesn't work.
 - g) The wireless internet connection is down.
 - h) There's water leaking from the ceiling.
 - i) It's awfully cold in my room and I can't find a blanket here.
 - j) I can't stand the bad smell in my room.
 - k) I have been calling room service for half an hour and no one picks up the phone.
 - l) There is no hot water in the shower.
 - m) The sheets in my room have not been changed.

Exercise 6: This is the letter of complaint Mr. Stewart wrote to the hotel manager. Fill in the blank spaces.

Dear Sir,

I must _____ in writing about the services at the hotel. This was my _____ visit to your hotel, but I'm _____ it will be the last one.

There were a number of things wrong. First, the _____ I arrived, the room _____ not been _____. I called the receptionist, and she _____ to send someone to _____ the problem immediately, but I had to _____ for two hours till someone showed up.

The _____ morning when I went down for breakfast, the _____ at the restaurant was slow. The coffee was _____ and the orange juice was _____.

In general, the standard of service in the hotel was very _____. I do not usually complain, but I _____ you would be _____ in my comments.

_____,

Clayton Stewart
Perth, Australia

SECTION 3: TALKING ABOUT JOBS

Before coming to Cuba Bill received a letter from his sister. Here is his reply:

45 Elmfield Avenue
North London, N 8
London
England
10th February 2010

Dear Linda,

How are you my dear sister? I hope you are doing lovely. Don't worry about me; I am very fine. How are those wonderful brothers of mine? Pass them my greetings.

I am sorry I couldn't write sooner as you requested. I was busy getting things ready for my trip to Havana. Fortunately, I could organize everything and now I am about to leave.

I am glad you were able to change to a new job. Work very hard. I know you can do it. Follow your plan and put your heart to it. You will be successful. I am sure about that.

Finally, I would like to wish you all the best in your new job and in all your endeavours. I love you and can't wait to see you again.

Take care,

Bill

P. S. Please reply

Close Up 3 : Writing an informal letter

An informal letter or a personal letter is a letter to a close friend or an acquaintance.

Tips

- the date and the address : top right hand corner (day/month-BE - or month/day-AE)
- The most common **salutation** in an informal letter is “Dear....”, followed by a comma begin after that with a CAPITAL letter. . However, some go extremely informal and use “Hey!” or “Hi!”
- The first paragraph generally expresses a greeting, followed by wishes of good health. Remember you are writing to someone you know very well, so try to be as friendly as possible. Try to avoid boring sentences like...”I am writing this letter to...” It is always a good idea to **ask questions in the body of the letter** that you would like the person to answer in their reply.
- The ending: Take care, Cheers, Yours, Love, *Love,Lots of love,Best wishes,Missing you lots,Yours forever* then a comma and your name

Use P.S. to add a short message after the complimentary close. Use it especially to write down something that you may have forgotten in the body of the letter.

Spelling and punctuation are also important. The quality of your letter also speaks volumes about the kind of person you are; so all the more reason to be careful!

Now, Jenny is telling a colleague, who is also a delegate to the conference, how she found the grants to participate in the congress. This is the letter she wrote:

Letter of application

Jenny Smith
London Metropolitan University
236-250 Holloway Road
London N7 6PP, United Kingdom

September 5th, 2009

Ms. Merle Grant
The British Council
10 Spring Gardens, London SW1 2BN
United Kingdom

Dear Ms. Grant:

I would like to apply for funds to cover the cost of my trip to the Universidad 2010 Congress to be held in Havana from February 5 to 12. I have received confirmation from the Congress Secretariat that the paper I submitted has been accepted. Unfortunately, this is an out-of-budget trip and my department is not in a capacity to assist me in facing related expenses.

I have a B.A. in English Studies from the University of Nottingham and since my graduation in 2004, I have worked at London Metropolitan University. For the last two years, I have coordinated the student exchange between my institution and the University of Havana, Cuba. I am currently finishing my MSc in Social Communication and the paper submitted to the Havana conference will be the first major publication about my research work.

I am enclosing my CV and two letters of reference, one from the head of my research group and one from a colleague abroad.

I am required to confirm my participation to the Congress Secretariat before November 30th, and therefore look forward to hearing from you soon.

Sincerely yours,

Jenny Smith Enc.: 2

Close Up 4: Writing a letter of application or covering letter

The letter of application

These letters generally respond to a call/invitation to apply for job positions, scholarships, etc. They are usually organized in the following way:

1. Mailing address. This is the name of the person to whom you are writing, his/her job title, the company name and address. This should be the same as on the envelope.
2. Return address. Put your address and telephone number, fax and/or email address at the top in the centre or on the right.
3. Date
4. Salutation . A letter in English always begins with “Dear...”, even if you do not know the person
5. Reason for writing: This is the first thing to say as it helps readers to process the letter faster. Some expressions to state the reasons for writing are:

I am writing about	<i>the position of</i>	JOB TITLE	<i>announced in</i>
I am interested in			<i>advertised in...</i>
<i>This letter is to apply for</i>			<i>posted on...</i>

6. Establishing the candidate's credentials for the position: This consists of a summary of the candidate's most outstanding accomplishments which should motivate the reading of his/her CV.
7. Mentioning enclosures and offering cooperation: Sometimes applicants list in a short paragraph the documents they enclose with a letter. This is generally linked with a statement of the applicant's willingness to provide more information about themselves should the potential employer request it.
8. Farewell or ending
Yours sincerely, Yours faithfully, Yours truly
9. Signature

In the English-speaking world, an employer would usually prefer to receive a letter of application that is word-processed (that is, produced on a computer and printed). A hand-written letter could be considered unprofessional.

Reading 1: Jenny Smith has received an email from a colleague in the United Kingdom.

Dear Jenny,

I am sorry to bother you while you’re in Cuba, but I believe this is an urgent matter. Professor Lewis just called asking to talk to you. I told him you were away at a Conference in Cuba. He said it was about the teaching job you said you wanted to apply for. The deadline to submit your CV is next Friday. What should I tell him? Will you contact him or the employers directly? I can help you with the cover letter if you like.

Regards

Christine

Close Up 5: Writing a resume or a CV

When you apply for a job or for an academic scholarship you are very frequently asked to submit a resume or a CV (curriculum vitae). Find below some useful tips to writing a good resume and a CV.

What a CV or resume is.

A CV is an enumeration of a person’s background and career in order to establish credentials for a position (job, studies, etc) or recruitment process which involves the selection of a limited number of candidates among many.

Your CV must be clear, well-organised, easy to read, concise, and relevant to the job offered.

Content

You should include everything that is relevant to your employment or career and nothing that is irrelevant. There are usually 5 general headings of information to include:

Personal details: name, address, email and telephone number (and sometimes nationality, age/date of birth and marital status)

Objective: a headline that summarizes the job opportunity you are seeking

Work experience: your previous employment in reverse chronological order - with most detail for your present or most recent job

Education: details of secondary and university education - including the establishments and qualifications

Personal interests: demonstrating that you are a balanced, responsible member of society with an interesting life outside work

Sometimes, you may need to give additional information for a particular job or because you have special qualifications.

If you want people to read your CV, your language must be simple and clear and short. So, use short words and short sentences, and do not use technical vocabulary, unless you are sure that the reader will understand it. To achieve these, sentences in which some linguistic elements have been deleted are preferred over full sentences. The linguistic elements most likely to be deleted are:

- (a) First person pronouns (*I , we*)
- (b) Auxiliary verbs (*be, have, modals*)
- (c) Articles (*a, the*)
- (d) Relative clause elements (*that, which*)
- (e) Certain prepositional phrases
- (f) Some sentences/phrases are reduced to attributive noun groups.

Use verbs in the active voice (“I organized this exhibition”), not passive voice (“This exhibition was organized by me”). The most powerful words are verbs. And the most powerful verbs are action verbs. (Action verbs describe dynamic activity, not state).

So you should use plenty of action verbs matched to your skills, and use them in the active form, not the passive form.

Here is a list of typical action verbs categorized by skills:

Communication skills: address, arbitrate, correspond, draft, edit, lecture, mediate, motivate, negotiate, persuade, present, publicize, reconcile, speak, write.

Management skills: assign, attain, chair, co- ordinate, delegate, direct, execute, organize, oversee, plan, recommend, review, strengthen, supervise, train.

Research skills: collect, critique, define, detect, diagnose, evaluate, examine, explore, extract, identify, inspect, interpret, investigate, summarize, survey.

Technical skills: assemble, build, calculate, devise, engineer, fabricate, maintain, operate, overhaul, program, remodel, repair, solve, upgrade.

Creative skills: conceptualize, create, design, fashion, form, illustrate, institute, integrate, invent, originate, perform, revitalize, shape.

Financial skills: administer, allocate, analyze, appraise, audit, balance, budget, calculate, control, compute, develop, forecast, project.

Sales skills: sell, convert, close, deal, persuade, highlight, satisfy, win over, sign.

Teaching skills: advise, clarify, coach, elicit, enable, encourage, explain, facilitate, guide, inform, instruct, persuade, stimulate, train,

Generally, there are two kinds of CV: Chronological and Functional

Depending on the reason for writing the CV as well as on the context – academic or otherwise- in which it will be read, we may either find functional CVs or chronological CVs. Functional CVs focus on the abilities and skills that a candidate has for a certain job, whereas chronological CVs show a candidate’s career more comprehensively.

A chronological CV usually contains information such as:

1. Personal/contact information: In this section you should include your full name (sometimes it is advisable to write your family name in BLOCK CAPITALS), title(s), office address, phones and e-mail address.
2. Interests: This is a short –optional- list of main professional interests.
3. Education: In this section you give details of your most recent school, college or postgraduate courses. There is no need to refer to primary school or other that you attended more than ten years ago. The information is presented in reverse chronological order, placing first what you have done last.
4. Working experience: In this section you should list paid and unpaid jobs that you have had, with details of dates and responsibilities, again in reverse chronological order.
5. Offices and responsibilities: If you hold or have held a position of leadership, state it, specifying dates, title(s) and place.

CVs written for academic or research settings also contain:

1. Main conference presentations: Reference to titles and contexts (name of the event, organizing institution, place and date) of your presentations. Some positions require a complete list of presentations, but for other occasions you may only need to provide a list of the most relevant ones.
2. Publications: Depending on the position you are applying for you may need to list all publications or the most important ones, providing the same information that appears in the “references” section of an article or book.
3. Awards: In this section you list the awards that you have received, specifying date, name of the award and granting institution.
4. Other skills: In this last section you may provide information about other broader, transferable or specific work skills, such as use of information technology or languages spoken.

Functional CVs are more oriented to the job market, and therefore they include the following information:

1. Personal/contact information
2. Interests - Objective: This is a statement of the position you want.
3. Skills: This is a list of the skills you have. They are first organized into general categories (management or leadership, financial communication, etc) and under each category you provide some statements about your previous experience that may provide evidence of those skills.
4. Professional accomplishment: Under this section list same things as in Awards (chronological CV).

- 5. Employment history: This is the same as Working Experience (chronological CV).
- 6. Education.

Chronological CV

Diana Delmar Torres

Facultad de Química, Universidad de la Habana
calle Zapata, esquina G, Plaza de la Revolución,
Ciudad de la Habana, 10400,Cuba
phone: (537) 878 1263, fax: (537) 833 3502
email: ddt@fq.uh.cu

Education

2003- present Doctoral candidate in Molecular Design and Bioinformatics, School of Chemistry, University of Havana (degree expected summer of 2006)
2001 B.Sc., Chemistry, School of Chemistry, University of Havana. (GPA 4, 97)

Research Experience

2003 - present Research assistant: Computational Chemistry, with Dr. Juan Pérez Pérez

1999 - 2001 Field assistant: Aromatic Organic Compounds, with Dr. Albert Keelju.

Teaching Experience

2001 - 2003 Instructor, Introduction to Protein Computational Simulation, School of Physics, University of Havana.

1999 - 2001 Teaching assistant, Introduction to Theoretical and Computational Chemistry, School of Chemistry, University of Havana.

Conference Presentations

Multiple Minima Hypersurface (MMH) Model of NO-Aminoacids Interaction, French-Cuban Symposium on Bioinformatics, Higher Institute of Nuclear Science and Technology, January 2003, Havana.

The contamination of air and water in educational facilities of Havana, Student

Researchers Forum, School of Chemistry, University of Havana, April 1999, Cuba.

Honors and Awards

2001 Most Outstanding Teaching Assistant, School of Chemistry, University of Havana.

1999 Most Relevant Research Paper Published by a Student, Cuban Academy of Sciences.

Languages spoken: Spanish (mother tongue), English

Other skills: IT (internet navigation, office applications, multimedia authoring systems, programming) advanced user.

Functional CV

Claudia Vigil Marrero

Apartado postal 0123, Habana 10600
Cell phone: 052345678

Objective: Position as professional event organizer

Skills

Organizational and communication

- Planning, execution and evaluation of trade fairs and professional development events (location, equipment, catering, travel and accommodation arrangements).
- Writing event-related communications (call for presentation, advertising, media releases).
- Reporting to organizing parties on successes, learning acquired and recommendations for future events.

Technical

- Installation of AV aids, hardware and software.
- Diagnose and troubleshooting of software problems.

Financial

- Research and budget for costs of events.
- Preparation and management of contracts and payment for services (e.g. facilities, catering, equipment, staff.)

Other: driving, fluent in English, French and Portuguese.

Professional Accomplishments

Management

- Member of the Organizing Committee of Feria Internacional de La Habana (2006)
- Coordinated and supervised setting up and running of 5 pavilions of European Community countries during Feria Internacional de La Habana (2004, 2005)
- Coordinated and supervised conference facilities of 4 major international events (Pedagogia 2003, Expolingua 2003, Universidad 2004, and FITRANS 2004).

Writing/editing

- Served as production editor for quarterly telecommunications newsletter (2008-present).
- Rated “Outstanding” three consecutive years for press releases and advertising (2004-2006).

Employment history

Media Liaison, Departamento de Relaciones Públicas, ETECSA, Ministerio de la Informática y las comunicaciones (2007 to present)

Conference Organizer, Recinto Ferial EXPOCUBA, Consejo de Estado (2002-2006)

Instructor – Reading and writing skills, Instituto Superior Pedagógico de Pinar del Rio (1997-2002)

Education

MA in Social Communication, Facultad de Comunicación Social, Universidad de La Habana (degree expected July 2011)

BA in Education – English Language, Instituto Superior Pedagógico de Pinar del Rio (May 1997)

Close up 6. Writing a recommendation letter

Letters of recommendation are written to support a candidate who is applying for a position, scholarship, grant. Their typical format includes:

1. Return address
2. Date
3. Mailing address
4. Salutation: When the name(s) or gender(s) of the person(s) being addressed is not known, it is a good idea to write “*Dear Sir(s) or Madam(s)*” or alternatively “*To Whom it May Concern*”. When the name and title are known, they are written as follows:

Dear Mrs. Young

Dear Director Pringle

5. Reason for writing: Letters of recommendation start with a statement of purpose, just like in letters of application. Such opening statements can be of the following types:

This is a letter of recommendation in favor of...who is applying for...
I have been asked to write a letter of reference in the context of her application to...
6. Establishing credentials as a referee: The person who writes the letter establishes him/herself as someone who can give accurate and credible references about the applicant and states:

- his or her experience or status in an institution or a particular field
I have been a teacher in ... for the past... years...
My most recent work at... University involves teaching B.A. and M.A. students primarily in education
- the context in which he or she has known the applicant

I have known	the applicant	for	twelve years
	the candidate Title + full name	since	1969

7. Summary of the candidate’s accomplishments: To construct a positive profile of the candidate, the writer combines factual data and personal evaluation in the following way:
- Chronology of events: Dates are important, and they can be matched with the information that the applicant has given in his/her C.V. The most commonly used verb tenses in this move are the **simple past**, the **present perfect**, and the **simple present**, as in:
*I first **met** Mr. Hernández Olivares **in 1995**...*
*Mr. Hernández Olivares **has established** a reputation ... and he **has been invited** to lecture at several universities...*
 - Combination of qualifiers and abstract nouns: Adjectives, adverbs and abstract nouns are essential in order to create as strong profile of the candidate as they refer to the way in which candidates have accomplished things, as well as what their skills and capabilities are and how they can match the expectations of the potential employer.

candidate’s	<i>is</i>	<i>an exceptional student...</i>
	<i>was</i>	<i>extremely motivated in both courses...</i>
	<i>has been</i>	<i>admired by his colleagues for his / her insights...</i>
Title + full name		<i>applied herself beyond the assigned work</i>

- Characterizing the candidate as a person: Review committees appreciate when they are given information about the applicant’s personal characteristics.
*Generally, Joanna **is impressive**. She is also **gracious, principled**, and appears to be **interested in everything**.*
- Prediction of success: This involves a remark in which the writer explicitly recommends the applicant, and anticipates that s/he will succeed in the sought-after position. The use of the **simple future** is of great importance, as shown in the following examples:
I strongly recommend Mr Rodriguez for the position he is applying...
*I have no doubt that the applicant **will** certainly succeed...*
- Offering further cooperation: Additional cooperation is offered as sometimes readers’ curiosity might be arisen by some commentary made in the letter of recommendation. This can be expressed by:
If you would like to discuss my experiences with the applicant further, please do not hesitate to write or call me.
- Farewell
Yours truly,
Sincerely yours,
- Signature

Close up 7: Writing a Biodata

A biodata is a summary of a person’s professional credentials when he or she is featured in a major publication or event (conference, elections). The information included in a biodata is chosen and constructed according to the intended audience. For example: biodatas of fiction writers usually contain information regarding the personal life of the author, something which is seldom found in the biodatas of non-fiction writers.

Biodatas are written in the third person singular, their extension ranges between 30 and 60 words and include the following information:

- Current title or position
- Institutional affiliation
- Educational background
- Professional experience
- Past important positions
- Major achievements (publications, awards)
- Areas of interest / expertise

The common verb tenses in biodatas are the **simple present**, the **present perfect** and the **simple past**. The first two tenses indicate that the person is active in a profession or field of activity. The last tense indicates past positions or success, and should be carefully used with the other verbs; otherwise the biodata may read like an obituary.

- John Grisham, a graduate student of Mississippi State University and Ole Miss Law School, recently gave up his law practice to write full-time. He is the best-selling author of *A Time to Kill* and *The Firm*, both available from Dell. He lives with his wife and their two children on a farm in Oxford, Mississippi.

Exercise 7: Some people talk about their jobs. Can you identify what they do?

- I work in an emergency room twelve hours every other day. I take care of patients who are in a critical condition. I follow the doctor’s instructions and do my best to help my patients get better. I am a/an _____.
- I don’t like my job very much, mainly because I have to work at night and I am all by myself at work. I must watch around the building and should keep people away from it. My job is boring and tiring, but the pay is good. I am a/an _____.
- What I like most about my job is that people recognize me everywhere I go. I never thought I would be so popular when my first film came out and became a box-office hit. I am a/an _____.
- The restaurant I work at is one of the most popular ones in China Town. I enjoy suggesting different dishes to my customers. I am a/an _____.
- I sit in front of the steering wheel all day to take people where they want to go. I must know the city very well to do my job. I am a/an _____.
- I operate a switchboard from eight to four. I must remember all extension numbers to put people through when they call. I am/an _____.
- Designing buildings is a real work of art, that’s why I like my job so much. It’s the perfect combination of technology and beauty. I am a/an _____.
- I work at the bank around the corner. My job requires that I be focused all the time because I deal with money. I am a/an _____.

Exercise 8: What can you say about your job?

- What do you do?
- Where do you work?
- How many days do you work a week?
- Do you like what you do? Why?
- How long have you been working as a _____?
- Have you ever changed jobs?

Dialogue 9: Talking About Your Job

Sometimes you are asked about your job. The following is an interview to talk about one’s job.

JACK: Hi Peter. Can you tell me a little bit about your current job?
PETER: Certainly What would you like to know?
JACK: First of all, what do you work as?
PETER: I work as a computer technician at Schuller's and Co.
JACK: What do your responsibilities include?
PETER: I'm responsible for systems administration and in-house programming.
JACK: What sort of problems do you deal with on a day-to-do basis?
PETER: Oh, there are always lots of small system glitches. I also provide information on a need-to-know basis for employees.
JACK: What else does your job involve?
PETER: Well, as I said, for part of my job I have to develop in-house programs for special company tasks.
JACK: Do you have to produce any reports?
PETER: No, I just have to make sure that everything is in good working order.
JACK: Do you ever attend meetings?
PETER: Yes, I attend organizational meetings at the end of the month.
JACK: Thanks for all the information, Peter. It sounds like you have an interesting job.
PETER: Yes, it's very interesting, but stressful, too!

Reading 2: The extract below describes a **workplace**. Read it through carefully, and then try to describe the place where you work.

I work at a Research center. It is in San José. It's a beautiful and quiet place. It has three departments. The Research Department plans and organizes the different lines of research of the institution. The Department of International Relations coordinates the liaison of the institute with foreign centers for scientific exchange. The Department of Postgraduate Studies coordinates the courses and programs for academic and scientific degrees. The Production and Sales Department leads the development of the production plans to obtain the scientific products to be used in the different fields and it is also in charge of the sales. The staff includes 50 people - 10 executives, 30 researchers and 10 assistants. Most researchers hold PHD or Masters degrees.

SECTION 4: GOING TO THE DOCTOR

Dialogue 9: Jenny Smith is in Havana to attend an International Congress on Higher Education. Today's schedule includes a visit to the Pedagogical University of Havana, but Jenny is sick and cannot go as planned. So she calls the Foreign Affairs Department at the University to apologize.

F.A.D.: Foreign Affairs. Good morning.
JENNY: Good morning. This is Jenny Smith. I am one of the Congress delegates you were expecting at your University today.
F.A.D.: Oh, Ms. Smith. Of course we know you are coming. What can I do for you?
JENNY: I'm calling to let you know I won't be able to go. I have a terrible headache, and my body is aching all over. I am afraid I've got the flu.
F.A.D: I am sorry to hear that, Ms. Smith. Is there anything we can do for you?
JENNY: No, thanks. I will see the doctor in the hotel in a few minutes. I'm so sorry I won't be able to visit your University today. I was very excited about this visit.
F.A.D.: Yes, it's too bad you won't be able to make it. I truly hope you'll get over your flu very soon.
JENNY: Thanks. Have a nice day.
F.A.D.: Bye.

Dialogue 10 Jenny Smith is at the doctor's office in the hotel.

DOCTOR: Good morning. What's your name, please?
PATIENT: Jenny Smith.
DOCTOR: Your date of birth, please.

BILL: May 23, 1967.
DOCTOR: What brings you to my office today?

Close Up 7: Steps for effective opening

Introduction Hello, I am Dr. Ramirez, The family doctor. Doctor James from Cira Garcia hospital gave me your name.
Establish goals Dr. James suggested I talk to you about your illness
Obtain patient consent Is that Ok with you?
Establish initial rapport You seem to be in pain.
Establish patient comfort How are you feeling right now?

Dialogue 11: A doctor-patient interview

PHYSICIAN: What brought you here today? *or* How can I help you? *or* What is bothering you?
PATIENT: I had a deep pain and I could not catch my breath. I was so short of breath I thought I was dying.
PHYSICIAN: I am sure that must have been very frightening
PATIENT: I have never been so scared.
PHYSICIAN: I can certainly understand your fear. I would have felt the same way. Please tell me more. Can you please show me exactly where it hurts?
PATIENT: Right here, doctor.
PHYSICIAN: Can you now describe the pain in more detail? What is it like?

Close Up 8: The following list of questions represents an acceptable approach for doctor-patient interview.

- Skin
 - Do you have any problems with your skin?
 - What about things like itching, rashes or sores?
- Eyes
 - Do you have any problems with your eyes?
 - What about things like trouble seeing, itching eyes, halos around lights, or blurring?
- Ears, nose, mouth, and sinus
 - Do you have trouble with your hearing or your ears?
 - Do you have trouble with your mouth and throat, nose, or sinuses?
- Lungs
 - Do you have trouble with your lungs?
 - What about things like shortness of breath, coughing or chest pain?
- Cardiovascular
 - Trouble with your heart?
 - What about things like racing heart, chest pain, or irregular beats?
- Digestive
 - Do you have trouble with your stomach?
 - What about things like stomach pain, trouble with your bowels, or nausea?
- Genitourinary
 - Any trouble with your urine?
 - What about things like painful or frequent urination, unusual color or smell?
 - What problems have you had with your sexual organs and private parts?
- Hematologic
 - Any trouble with your easy bruising or bleeding?
- Immunologic
 - Any trouble with infections?
- Endocrine
 - Do you colder or hotter than others around you?
- Muculoskeletal
 - How are your joints and muscles?

- What about things like pain, swelling, or weakness?
12. Neurological
- Any trouble with your sense of smell or taste?
 - Any problems with weakness in your arms or legs or unusual feelings like “Tingling”?
 - Any trouble with balance or walking?
 - Any trouble with memory?
13. Psychiatric
- How have your nerves been? Any problems with anxiety or depression?

Exercise 9: Requests and instructions should be given to patients during the examination. From the list below select the ones you should use in the examination of the respiratory system.

1. __Follow my finger with your eyes, please.
2. __Say 99. Again, please. Now, give a cough.
3. __Would you mind taking off your shirt, please?
4. __Take a deep breath. Hold it. Now, continue breathing through your mouth.
5. __Lie down on your back. Now, lift your right leg.
6. __OK. Mr. Smith, let me see you walk across the room.
7. __Open your mouth wide. Stick out your tongue and say AH.

Exercise 10: A hospital consultant wrote the following notes of the interview with Marion T. Gretty. Read the information given and write down the possible questions asked to get the information provided.

SURNAME (1) *Gretty*

FIRST NAMES *Marion Thomas*

AGE (2) *57*

SEX *Female*

MARITAL STATUS(3) *Single*

OCCUPATION (4) *Junior High Teacher*

REASON FOR ADMISSION (5)

Refers frontal headaches, some fever two days ago.
Usually worse in the eve after coming from work

O/E General Condition

Rather fat, 1.63 cms, medium height, 72,5 kg

ENT

RS

CVS

HS normal P 78/min BP 115/130

IMMEDIATE PAST HISTORY (6)

Suffered from hepatitis when younger
Mother died of CA

DIAGNOSIS

Exercise 11: Now using the data correctly, complete the letter of referral from a General practitioner to a consultant concerning the case. The list that follows can be helpful.

October 27th, 2009

Dear Dr. Sanchez

I would be grateful for your opinion and advice on the future management of this 58-year-old (a)..... who gave a history of (b) and (c)..... for several weeks. He also reports (d)..... He has always been quite (e)..... and does not (f)..... . He only drinks (g) on the weekends. He is (h).....

On examination, he is (i)..... for his height and weight and has (j)..... of 37.2C. The patient’s (k)..... were within normal limits. The pertinent part of the physical exam (l)..... His chest (m)..... On Auscultation, (n)..... . When he coughed (o)..... was noticed. He is (p), place and person.

Yours sincerely,

- (a) lighthouse keeper
- (b) shortness of breath
- (c) cough
- (d) having a bad cold 3 month ago
- (e) healthy
- (f) smoke
- (g) an occasional glass of beer
- (h) allergic to penicillin
- (i) well built
- (j) a temperature
- (k) vital signs
- (l) was confined to the chest
- (m) was hyperexpanded
- (n) crackles and coarse breath sounds were heard in both lung fields
- (o) a thick – yellowish stuff
- (p) well oriented to time

Exercise 12:

a) Read the doctor’s notes when he interviewed a patient.

SURNAME		FIRST NAMES
AGE 42	SEX <u>M</u>	MARITAL STATUS <u>M</u>
OCCUPATION Truck driver		
PRESENT COMPLAINT		
<u>c/o</u> occipital headaches <u>3/12</u> worse in <u>a.m.</u> – “oppressive”. Also having nausea and sweating		
IMMEDIATE PAST HISTORY		
Had high <u>BP</u> on one occasion		

b) Select the meaning of the underlined abbreviations.

- a. am

milligram

morning

magnetic resonance imaging
- b. BP

bowel movement

birth weight

blood pressure
- c. M

male or married

millilitre

mitral
- d. 3/12

three days

three weeks

three months
- e. c/o

complains of

C-sec

cervix

Exercise 13: Here you have some of the material required to do an examination from head to toe. Write the names of the instruments you see in the picture. Which ones are missing there?¹

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



Exercise 14: Write the name of the items or actions in the pictures.



Close Up 9: Here are some useful hints to conduct a ward round in English.

DONT'S	DO
When watching the patient do not refer directly to genre.	<i>To attend is a false cognate meaning Asistir or Ir in Spanish. To assist is to provide care. When attend is followed by to it means to pay attention.</i>
No risk for to put any dental.	<i>Use the -ing form after prepositions except for to. E.g No risk for putting any dental..., or After listening to the patient;;;, or before checking the BP...</i>
We prefer don't use.	We would rather not use or We prefer not to use

DONT'S	DO
She don't have fever, pain, ...	She has no fever, no pain, ...
I want to know about her blood pres-sure (OK but use abbreviations)	<i>Culturally most doctors use abbreviations during ward rounds</i>
The patient has a tumour (cancer)	I want to know about her BP The patient has got a CA Common words or expressions used during ward rounds <i>On physical examination</i> <i>Chief complaint</i> <i>On admission</i> <i>Medical history</i> <i>After the clinical assessment</i> <i>Episodes of</i>
She lives near from the hospital	She lives near the hospital and far from the high street. <i>When giving directions or indications</i> <i>Lead the team with phrases such as</i> <i>- As you can see</i> <i>- In the following slide</i> <i>- In the lateral view, we can find...</i>
38 degrees Celsius	37 degrees Celsius = 98.6 degrees Fahrenheit
<i>In Commonwealth countries, the Fahrenheit measurement is more common</i>	38 degrees C = 100.4 degrees F 39 degrees C = 102.2 degrees F
	Using abbreviations while doing the ward round is very common <i>b.i.d. two times a day</i> <i>q.d. everyday</i> <i>q4h four times a day</i> <i>p.c. after meals</i> <i>h.s. at bedtime</i> Use tags for questions or do the inversion The bone is OK in the X-ray, isn't it? The operation was good, wasn't it? Is the bone OK in the X-ray?

Close Up 10: Look at the following information about the definition of Case Presentation and other important facts in regards to this topic.

A **Case Presentation** is a formal communication between health care professionals (doctors, pharmacists, nurses, therapists, nutritionists, etc.) regarding a patient's clinical information. Some essential parts of a Case Presentation include:

- Identification
- Reason for consultation/admission
- Chief complaints (CC) - what made patients to seek medical attention.
- History of present illness (HPI) - circumstances relating to chief complaints.
- Past medical history (PMH)
- Past surgical history (PSH)
- Current medications
- Allergies
- Family history (FH)
- History of present illness (HPI)
- Physical examination (PE)
- Laboratory results (Lab)
- Other investigations (imaging, biopsy etc.)
- Diagnosis (Dx)
- Management plans or treatment (TX)
- Follow up

¹ Adapted from Workbook for Nurses by Cecilia Valdés Menéndez *et al.*

(Adapted from: *Case Presentation*. Available at URL: [URL:http://en.wikipedia.org/wiki/Case_presentation](http://en.wikipedia.org/wiki/Case_presentation)).

Reading 3:

A case presentation

A 30-year-old male patient presented to the Emergency Room (ER) with excruciating pain with an onset at the front part of the chest followed by spreading to the back and arms, nausea, dizziness and excessive sweating developing during a football match. The investigations performed revealed anterior wall infraction and thus he was admitted to coronary intensive care unit. The patient, who recovered from chest pain following thrombolytic treatment, was referred to our center to undergo coronary angiography at Day 3. Patient’s history was normal except for smoking (1 packet/day/10 years). The patient was detected to play football occasionally since his childhood; however, we learnt that he had started playing without warm-up exercises at the last football match. His family history included no risk factors regarding coronary artery disease. On physical examination, arterial blood pressure was 120/70 mmHg, pulse was 88 beats/min and the other findings were normal. Electrocardiography revealed ST segment elevation on anterior leads (V2-5) and T negativeness. Blood glucose and lipid panel were within normal limits. Echocardiography detected minor aneurysm in the left ventricular apex. Sports requiring heavy effort were prohibited and the patient was discharged with prescriptions of acetyl salicylic acid 300 mg 1 × 1, metoprolol 50 mg 1 × 1. At the follow-up visit taking place 3 months later, he had no complaint.

(Adapted from: **Halil, Ibrahim**. *A case of muscular bridge resulting in myocardial infraction following heavy effort: a case report*. Adana Numune Education and Research Hospital, Department of Cardiology, Adana, Turkey. 2009. Retrieved: August 5, 2009. Available at URL: <http://casesjournal.com/casesjournal/article/view/7637/3032>)

Exercise 15: Find in the text above the expressions that correspond to the parts provided on the left column of the following chart. Write them in the corresponding spaces on the right column.

Chief complaint (CC)	
History of present illness (HPI)	
Diagnosis (Dx)	
Patient’s history (PH)	
Family history (FH)	
Physical examination (PE)	
Other investigations	
Treatment (TX)	

Exercise 16: Match the words in column A with their corresponding meanings in column B.

A	B
1. excruciating	___ extending over a wide area.
2. onset	___ to send or direct for treatment, aid, information or decision.
3. spreading	___ extremely painful
4. sweating	___ an often persistent bodily disorder or disease.
5. admitted	___ maintenance of contact with or reexamination of a person (as a patient) especially following treatment
6. refer	___ beginning or early stage
7. findings	___ accepted into the hospital as an inpatient
8. discharged	___ the results of an investigation
9. follow-up	___ secreting a salty fluid through sweat glands
10. complaint	___ to release from medical care or assistance

Exercise 17: The following incomplete paragraph summarizes the main aspects dealing with a MI. Fill in the blanks using the words given in the box provided below.

A 47-year-old man was rushed to his local hospital with a 30 min history of severe _____ pain associated with _____ and nausea. On examination he was pale, _____ and tachycardic and an electrocardiogram demonstrated changes consistent with an _____ anterior myocardial infarction. He was treated immediately with aspirin, oxygen and was given early intravenous streptokinase _____ in the absence of any contraindication. Complementary tests were also ordered revealing no relevant _____. The patient was _____ to hospital for medical assistance and adequate treatment.

(Adapted from: Maxwell, Simon. Case Presentation. 2000. Retrieved: 3 August, 2009. Available at URL: <http://www.pubmedcentral.nih.gov/>)

List: findings - chest - therapy - admitted - dizziness - acute - sweaty - follow-up

Exercise 18: Another patient arrived to the ER. Use the information given below and be ready to present the case.

40 yr. old taxi driver/ **CC** severe chest pain radiating to back and neck/ **PE**: BP: 140/90, P: 95/ ECG: ST segment elevation and T- wave inversion/ no other relevant findings on investigations/ **Dx**: MI/ **TX**: aspirin and _____

Close Up 11: Nurses are very important in health care delivery. They complement the doctor’s job. Please read some of the actions they develop.²

- a. Instructions
 - Lie down to take your pulse and blood pressure.
 - Relax, please.
 - Would you turn on your left side, please? I'll give you your injection.
- b. Psychological support
 - Don’t worry. You’re much better than two weeks ago.
 - You’re getting better and better.
- c. Nursing actions
 - Make the bed, give a pill, shake the thermometer, take pulse and BP, give injections, write observations on the chart, administer a medication, etc.

Exercise 19: There are nursing responsibilities in medication administration: knowledge of the medication, administration technique, patient teaching, etc. Fill in the blanks with words from the list:

- a) A medication’s _____ may be based on the patient’s _____ and size.
- b) The _____ is the way to introduced a drug into the body.
- c) Patients may experience _____ or allergic reactions to medications.
- d) One of the principles of medication administration is to _____ the patient about the _____.
- e) Administration should be _____ immediately after it is performed.

List: documented, inform, dose, procedure, metric, route, side effects, weight.

Exercise 20: You’re starting the day shift, taking care of a patient who was admitted yesterday with a lump in her right breast. The patient is Shandra Polu, 68 years old, bed 403. Complete the conversation³:

N: Hello, Mrs. Polu. How are you today?
P: I’m a little tired.
N: _____?

2 Ibidem.
3 Ibidem.

P: No, I didn't. I was awake almost all night.

N: _____?

P: Yes, the other nurse gave me a sleeper, but it didn't help me much.

N: Mrs. Polu. I'm going to take your blood pressure.

_____?

P: Certainly. How is it?

N: It's OK. Now, you should get ready for a Mammography today.

P: _____?

N: No, it's a simple procedure. And it's very important for you.

P: _____?

N: You can go home very soon. Don't worry.

- Exercise 21:** There are “5 RIGHTS” a nurse must check before medication administration. Tick(x) them from the list below.⁴
- a) _____ The right patient
 - b) _____ The right family
 - c) _____ The right drug
 - d) _____ The right route
 - e) _____ The right doctor
 - f) _____ The right time
 - g) _____ The right dose

Exercise 22: To take the blood pressure nurses have to do some actions. Match the actions with their corresponding rationale.

A	B
1. Wash hands and prepare equipment.	a)___ Confirms reading.
2. Prepare patient psychologically.	b)___ Identifies point of pulse return.
3. Palpate brachial or radial pulse.	c)___ Reduces microorgan-ism transfer
4. Inflate the cuff past the point at which	d)___ Prevents missing first pulse is lost. palpable beat.
5. Slowly deflate the cuff.	e) ___ Determines most ac-curate position for cuff placement
6. Note reading on the manometer when	f)___ Promotes comfort pulse returns.
	g) ___ Promotes cooperation
7. Repeat the procedure. and decreases anxiety.	h) ___ Avoids charting errors
8. Write your observations on the chart. i) _____ Identifies systolic pressure reading.	

Exercise 23: Select the correct answer:

To take the vital signs nurses need⁵:

- A- reflex hammer, thermometer, stethoscope, gloves.
- B- stethoscope, sphygmomanometer, thermometer, watch.
- C- otoscope, speculum, stethoscope, watch.



Reading 4:

- 1 Nowadays new equipments are designed to improve patient health care and the quality of their lives. Much of the work in biadinomedical consists of research and development and covers fields like: bioinformatics, biomechanics, biomaterials, medical imaging, etc. Concrete applications of biomedical engineering are the development and manufacture of medical and diagnostic devices, imaging equipments and pharmaceutical drugs.
- 2 There are professionals responsible for the management of medical equipment in a hospital and supervise biomedical engineering technicians and work closely with medical physicists. They also do corrective maintenance of medical devices.
- 3 Medical devices may be of three classes depending on their potential for harm to the user, the complexity of their design, how much invasive they are and the regulations to approve them. Class I devices include tongue depressors, bedpans, elastic bandages, examination gloves, hand-held surgical instruments, etc. In class II we find: X-ray machines, powered wheelchairs, infusion pumps and surgical drapes. Class III devices require pre-market approval, scientific reviews to ensure effectiveness and safety in addition to the special controls they are subject to. Among others as examples are: replacement heart valves, breast implants, implanted cerebella stimulators, intra-bone implants, etc.

Exercise 24: Find in the text above:

- o The synonym of: investigation – in charge of – tool – authorize
- o The antonym of: deteriorate – non pharmacological – separate
- o the Spanish equivalent of: fabricación – daño – vendaje.

Reading 5:

VISUALIZING INTERNAL ORGANS

The imaging technique that your doctor uses depends on the part of the body being studied and the type of information needed. **X-rays** show dense tissue, such as bone, most clearly, whereas contrast X-rays provide a clear image of hollow or fluid-filled parts of the body. **MRI and CT scanning** can provide information about many types of tissues in great detail. An **ultrasound scan** can assess function by detecting movement, such as blood flow, and **radionuclide scanning**, such as **SPECT**, gives detailed information about organ function.

Exercise 25: Match the different imaging techniques with the definition.

1	MRI	A	A special contrast X-ray, it can be used to detect an abnormality in a blood vessel, such as a narrowing of a large artery
2	SPECT	B	A technique which uses radio waves and a mag-netic field to produce detailed images, as in a verti-cal section through the head.
3	Angiogram	C	X-rays beams are used to create detailed cross-sec-tional images.
4	CT Scan	D	A form of radionuclide scanning. It produces images that show the function of cells. It can show the pat-tern of activities of brain cells.
5	X-ray	E	This type of scan uses sound waves to produce images and is used for imaging fluid-filled structures such as the bladder
6	UltrasoundScan	F	Ordinary ones produce two dimensional images showing dense tissue, such as bone, most clearly

4 Ibidem.
5 Ibidem.

SECTION 5: SOCIALIZING

Exercise 26: Summarize the differences between the two restaurants at the Hotel Simon.

The Hotel Simon has two restaurants. These restaurants are situated on the ground floor and the first floor of the hotel. The first floor restaurant is called the Grill. The Grill has only an á la carte menu. The other restaurant is called the Simon. A set menu is usually served in this restaurant.

Monsieur Noiret is the reception head waiter. He deals with table reservations in the Grill and the Simon. Both these restaurants are very popular. The Grill is particularly busy in the evening, and so it is always necessary to reserve a table in advance. In fact, the Grill is an excellent restaurant. First rate-cuisine and good wines are always available there.

Exercise 27: Match the job titles below with the job descriptions.

1 Head chef	a) sets and clears the tables
2 Storeman	b) buys food and drinks, deals with suppliers
3 Wine Walter	c) welcomes then clients to the restaurants, deals with complaints
4 Receiving officer	d) looks after section of the kitchen
5 Commis chef	e) checks deliveries, arranges transfer to stores
6 Head waiter	f) cooks food and is training to be a chef
7 Maitre "D"	g) arranges staff's work in the dining -room
8 Purchasing officer	h) plans menus, and supervises kitchen staff
9 Chef de partie	i) serves customers, takes orders, brings food
10 Bus boy	j) helps super vise kitchen staff
11 Sous chef/under chef	k) looks after stock, gives it to various departments
12 waiter/waitress	l) takes drinks orders, advises on wines

Close Up 12: Handling complaints at a restaurant

The guests in the following dialogues complain to the waiters / waitresses.

- (1)
GUEST: Waiter
WAITER: Yes, sir?
GUEST: This **knife** is **dirty**
WAITER: **I'm very sorry**, sir. **I'll get you another one.**
- (2)
WAITRESS: Yes, how can I help?
GUEST: We've been waiting for our wine for over twenty minutes.
WAITRESS: I'm sorry about that sir. I'll speak to the wine waiter immediately.
- (3)
GUEST: **Can we have some more** butter? There's **none left**.
WAITRESS: I'll get you some, madam.
- (4)
WAITER: Is there **anything wrong**, sir?
GUEST: There certainly is. This **fish** is **not quite right**.
WAITER: What's the problem, sir?
GUEST: Well, **to start with** it's **undercooked**, and then **it's cold, too**.
WAITER: I'm **sorry about that**. **I'll have it replaced**.

Exercise 28: How would you reply to the following complaints?

- a) This bread is stale.

- b) This beer is extremely bitter.
c) These napkins are not clean.
d) There is a fly in my wine.
e) I told you I did not want cabbage in my salad.
f) My bill is wrong. You're charging me for a bottle of red wine I never got.
g) I ordered my steak with French fries, not with rice.
h) Why does it take so long to prepare a sandwich?

Dialogue 12: Read the following dialogue in which you will find expressions which are very useful at a restaurant:

- RECEPTION WAITER: Good evening, sir.
MR. CARSON: Good evening, my name is Carson. I've *booked a table for two* for nine o'clock.
RECEPTION WAITER: Ah, Mr. Carson. That's right, a table for two. Would you come this way, please?
STATION WAITER: Good evening. Would you like to take your seats, gentlemen?
MR. CARSON: Thank you.
MR. JAMES: Thank you very much.
STATION WAITER: *Would you like an aperitif* before your order?
MR. CARSON: No. I think *we'd like to order straight away*.
STATION WAITER: Your menus.
MR. CARSON: Thank you. Now let's see...
STATION WAITER: Have you decided yet, sir?
MR. CARSON: No. I'm still looking at the menu. Tell me, *what would you recommend for the main course?*
STATION WAITER: Why don't you try the beef chasseur? It's very good.
MR. CARSON: Fine. I'll have the beef.
STATION WAITER: And to start?
MR. CARSON: I'll have the hors d'oeuvres and then the sole. What about you, John?
MR. JAMES: I don't like beef very much. What is noisettes Milanese exactly?
STATION WAITER: That's lamb cooked with herbs and served with spaghetti.
MR. JAMES: That sounds interesting. I'll try that. And *I'll start with the* hors d'oeuvres followed by the mackerel.
STATION WAITER: Very good, sir. And vegetables?
MR. CARSON: I'll have peas and potatoes.
MR. JAMES: Just chicory for me, please.
STATION WAITER: Thank you very much.
Wine waiter: Good evening, gentlemen. Your *wine list*.
MR. CARSON: Right. Let's have a look... What about a Chablis to start with, John?
MR. JAMES: Yes, that suits me fine.
MR. CARSON: Bring us a half bottle of Chablis to begin with, and then I think we'll try the Beaujolais.
Wine waiter: Very good, sir.
Taken from Five Star English, Oxford University Press, 1982

Dialogue 13:

- WAITER: Would you like to order now, Sir?
GUEST: Yes, I think we're ready. My friend would like the lamb and I'd like the fillet steak with fried potatoes and a green salad.
W: One lamb and one fillet steak with fried potatoes and a green salad. How would you like your steak done, Sir? Rare, medium or well done?
G 1: Oh, rare please.

W: Very good, Sir. And would you like anything to start?

G 2: Yes, I'd like a soup.

W: Would you like the vegetable soup or the consommé, Madam?

G 1: Oh, the vegetable I think.

W: Vegetable soup. And for you?

G 1: Well, I'm slimming. I'm not too sure.

W: I'd suggest the melon, Sir.

G 1: Oh, yes.

W: Have you chosen your wine, Sir?

G 1: Yes, we'll have the St. Emilion.

Taken from International Restaurant English, Prentice Hall International (UK) Ltd, 1989.

Exercise 29: Work in pairs. Take turns to play the roles of a Waiter/Waitress and some customers at the Restaurant La Torre.

Customers	Order something to eat and something to drink. Then imagine time has passed and ask for your bill and pay it.
Waiter/Waitress	Take the order. Then imagine time has passed and present the bill.

Visitors very often want to know how a typical Cuban dish is made. Here are two of them:

Congri (Cuban rice with red or black beans)

3 tbsp. olive oil, 3 cloves of garlic, 1 medium onion, 1/4 green pepper, 4 oz. of tomato sauce, 1 cup long grain white rice, 1 can (15 oz.) dark red or black beans, 1 1/2 cups of water, 1 tbsp. salt

In blender or food processor, purée onion and green pepper together (add a little water if needed). Set aside.

Heat the oil on medium-high heat. Add the garlic cloves. Sauté until browned. Discard the garlic.

Add the onion/pepper mixture to the oil, stir and cook for 5 minutes. Add the tomato sauce and continue to cook, stirring occasionally, for another 5 minutes until the sauce is a deep, rich red. This mixture is called *sofrito*.

Stir in the rice, mixing it well. Add the beans, water and salt and stir. Cook on high heat, uncovered until water begins to boil. Adjust heat to low, cover and let simmer for about 20 minutes until rice is tender.

Serves 4-6

Cuban Garlic Sauce (Mojo Cubano)

This is a very popular sauce used in many of the Cuban food recipes.

Serving Size: 6

Ingredients

1/2 cup olive oil, 6 garlic cloves (minced), 1 cup large onion (sliced thin), 2/3 cup sour orange juice or lime juice, 1/2 tspn oregano, 1/2 tspn salt, 1/2 tspn black pepper

Directions

For the mojo, you will need a large bowl. In a large bowl, pour the sour orange juice or lime juice, oregano, salt, pepper, garlic and sliced onion into the bowl and stir. Heat the olive oil over medium-high for 2 minutes, then when hot, pour olive oil into bowl. Be careful not to get burned, since some of it might splatter out. Mix the mojo ingredients, then let sit for 30 mins. Enjoy!

Going to the movies is one of the activities people do for entertainment in your own country or abroad. When you decide to so you usually try to find information about the films. Read below a review about the film ***The Boy in the Striped Pajamas***

Reading:

The Boy in the Striped Pyjamas (***The Boy in the Striped Pajamas*** in the United States) is a 2008 British tragedy film. Directed by Mark Herman and produced by David Heyman. The leading stars are Asa Butterfield, Jack Scanlon, David Thewlis, and Vera Farmiga. It is based on the book of the same name by Irish novelist John Boyne. The film was shot in Budapest, Hungary.

Bruno is the eight-year-old son of a Nazi officer, and the curious eyes and ears of Mark Herman's gripping story. When his father is promoted from a desk job in Berlin to commanding a death camp in the middle of nowhere, Bruno can't fathom the sudden frosty tension between his parents, or why he is forbidden to visit the strange "farm" with the electric fences.

A Holocaust drama, the film explores the horror of a World War II extermination camp through the eyes of two eight-year-old boys, one the son of the camp's Nazi commandant, the other a Jewish inmate. The two boys exchange tokens, play draughts and struggle to understand the prejudices and propaganda that separate them. Their friendship ends in tragedy.

Attending concerts is another entertainment activity. Below is an excerpt about an extraordinary show by Celine Dion in Las Vegas in 2007.

Reading:

A New Day... was a Las Vegas residency show performed by Céline Dion at the 4000-seat Colosseum at Caesars Palace in Las Vegas. It was created and directed by Franco Dragone (known for his work with Cirque du Soleil) and premiered on March 25, 2003. 90-minute event, *A New Day...* introduced a new form of theatrical entertainment, a fusion of song, performance art, innovative stage craft and state-of-the-art technology. Dion was originally contracted for three years, however, due to its immediate success, the show continued for an additional two years. *A New Day...* ended on December 15, 2007, after a 5 year run of more than 700 shows and 3 million spectators.

The original inspiration for the show occurred when Dion and her husband René Angélil visited Las Vegas in 2000, at a time when she was taking a break to start a family, and they watched a performance of O by Cirque du Soleil at the Bellagio. Dion was so moved and impressed by *O* that she insisted on going backstage afterwards to get to know the performers. Franco Dragone in turn heard about Dion's favorable reception of his work, and several weeks later, wrote a letter to them to put forth the idea of an artistic collaboration. Angelil called Dragone, they arranged an in-person meeting, and *A New Day...* was the result. Among the songs performed were "A New Day Has Come", "All the Way" (duet with Frank Sinatra) and "My Heart Will Go On"

