

**ENGLISH
FOR
PROFESSIONAL PURPOSES**

DIANA LIGIA TUDOR

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FOR
PROFESSIONAL PURPOSES**



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CUVÂNT ÎNAINTE

Lect. univ. dr. Diana Ligia Tudor, autoarea acestui manual, dovedește o dată în plus că știe să folosească cu talent și rigoare cunoștințele teoretice în practică.

Diana Ligia Tudor are o experiență solidă ca profesor de limba engleză, fiind în trecut profesor asociat al Departamentului de Limbi Moderne și al Departamentului de Engleză, din cadrul Facultății de Limbi și Literaturi Străine, Universitatea din București. Prin orele de curs practic de limba engleză pentru nefilologi, domnia sa a dovedit măiestrie și ingeniozitate în predarea limbii engleze pentru domenii precum biologie, geografie, comunicare și relații publice, drept, litere – comunicare și relații publice și studii europene, științe politice, istorie. Materialele didactice elaborate pentru acest tip de seminarii reflectă o foarte bună cunoaștere a limbii engleze, adaptând modulele de predare la nivelul studenților, venind în întâmpinarea nevoilor lor de a se exprima oral și în scris în limba engleză, în domeniul lor de interes.

Lucrarea de față constituie o încununare a bogatei sale experiențe de predare a limbii engleze pentru scopuri specifice și constituie un instrument util, atât specialiștilor în acest domeniu, cât și studenților de la facultățile de profil.

Manualul este structurat în 15 unități de învățare. Fiecare unitate este alcătuită din mai multe secțiuni acoperind absolut toate registrele și contribuind la progresul utilizatorilor în studierea limbii engleze, astfel:

- dezvoltarea competențelor de citit, vorbit, pornind de la textele propuse.
- perfecționarea altor două tipuri de competențe lingvistice: redactarea și traducerea unor texte specializate prin traduceri/retroversiuni de specialitate.

Remarcăm aici accentul pus de către autoare pe terminologia de specialitate, alcătuiind câte un mini-glosar pentru fiecare unitate de învățare.

Subsecțiunea dedicată studierii problemelor gramaticale facilitează utilizarea corectă a vocabularului și a structurilor lexicale nou introduse.

Ultimul capitol cuprinde o bibliografie și o webliografie impresionante și actualizate.

Este evident interesul autoarei de a integra conceptele teoretice în sarcini de predare/învățare cu un evident caracter aplicativ, conducând astfel la o mai bună asimilare și aplicare a vocabularului de specialitate.

Lucrarea aduce în discuție un material factic impresionant care dovedește o muncă îndelungată de culegere de date, de explicații, de studiere a dicționarelor și a literaturii de specialitate.

Contribuția autoarei este aceea de a încerca și izbuti să ofere un instrument de predare/învățare util unui mare segment de utilizatori: profesori, specialiști, studenți, absolvenți.

Lucrarea se înscrie astfel în sfera unor cercetări de actualitate în domeniul predării limbajului specializat în limbi străine.

Prof. univ. dr. Diana Ioniță
Director al Departamentului de Limbi Moderne
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I. WORK



Starting-up

I. Which of the factors below are important for getting a job? Choose the three most important.

- education
- personality
- age
- marital status
- contacts and connections
- professional experience
- appearance
- luck

Vocabulary

Work-related terms

work - general word for all activities of the mind or body

job - the regular work that a person does to earn money

occupation - a job or profession

post / position - a job, especially an important one in a large organization
(more formal)

trade - a skilled job that involves working with your hands

profession - a job such as that of an architect or doctor, for which you
need special training and a good education.

employer - a person or organization that employs people

employee - someone who is paid regularly to work for a person or an
organization

employment - the state of being employed;

work that you are paid regularly to do for a person or company

unemployment - the state of not having a job; the fact of a number of people not having a
job

unemployed - without a job, although able to work

career - a job that you hope to do all your life with more and more
success

commuter - a person who travels into a city to work each day, usually from
quite far away

vacancy - a job that is available for somebody to do

job description - a written description of the exact work and responsibilities of a
job

workload - the amount of work that has to be done by a particular person or
organization

métier - the type of work that you have a natural ability to do well

incumbency - an official position or the time during which somebody holds it

application - a formal, often written request, such as a job, permission to do sth
or a place at a college or university

probation - a process of testing or observing the character or abilities of a
person who is new to a job

white-collar worker - a person who works in offices or at professional jobs
(rather than doing hard or dirty work with their hands).

blue-collar worker - a worker who does hard or dirty work with his hands.

labour - practical work, especially when it involves hard physical effort

II. Complete each sentence with one of the following words: *job, employee, work, business, profession, position, career, employer.*

1. They worked hard and now they have their own
2. Are your employees insured for accidents happening at
3. He's got a safe in the Civil Service.
4. She applied for a of responsibility in an oil company.
5. on the new tunnel will begin in March.
6. Dr Green is well respected by leading members of his
7. Her politicalbegan 15 years ago.
8. A famous by Monet was sold for £5000000 last month.
9. I am happy: I love my job and Michael really is the ideal
10. If any needs to take time off, s/he should contact the Personnel Department.

III. Classify the following into *professions, skilled jobs, semi-skilled jobs and unskilled jobs.*

practitioner, midwife, nurse, nurse's assistant, dental technician, dentist, dental surgeon, physiotherapist, chiropodist, chiropractor, osteopath, dressmaker, primary school teacher, bus driver, coach driver, train driver, firefighter, vicar, priest, engineer, police-officer, refuse-collector (dustman), electrician, librarian, vet, cleaner, psychologist, bricklayer, social worker, travel agent, hairdresser, painter, teacher, professor, cashier, baker, storekeeper, road sweeper, aircraft pilot, trucker, customer service representative, wholesaler, retailer, fast food worker, fast food cook, sales representative, office clerk, bartender, flight attendant, waiter/waitress, security guard, dog breeder, laundry operator, vegetable harvester/picker, parking attendant, broker, general repair worker, nurse, practitioner, architect, accountant, chef, cook, draughtsman, builder, confectioner, dyer, chambermaid, butcher, civil servant, physician, postman, plumber, carpenter, labourer, tailor, architect, solicitor, barrister, lawyer, judge, prosecutor, piano tuner, optician, masseur/masseuse, antique dealer, undertaker /funeral director, estate agent, porter.

IV. Here are some English words for different kinds of *shops and businesses* and they are related to very different jobs.

shopping center, department store, street market, market place, antique market, clothes market, dairy, gift shop, dry cleaner's, confectioner's, patisserie, florist's, stationer's, fishmonger's, supermarket, hypermarket, shoe shop, filling station/petrol station/gas station, newsagent's/newsstand, chemist's, grocer's, greengrocer's, butcher's/butchery, pet shop, baker's, antique dealer's, jumble sale, bookshop, bookstall, perfumery, café, tea shop, delicatessen/deli, corner shop, hardware shop /ironmonger's, barbershop, beauty parlour/beauty salon,

boutique, drapery, duty-free, dime-store, garden centre, gift shop, junk shop, sweet shop, takeaway, card shop, tobacconist's, sports shop, toy shop.

V. All the following idioms are related to the field of work: *working style, office politics, relationships, hours of work.*

to be fired; to take on (employ), to take sick leave; to apply for a job; to work nine-to-five (regular day work); to give up work; to do shift work or to work shifts; to go on strike, to get the sack; to be on maternity or paternity leave; to be promoted; to be made redundant; to be workaholic (cannot stop working); to be on flexi-time; to be laid-off (to be made redundant), to get the boot (be fired), to burn the candle at both ends (to work day and night at something), to butter someone up, to go the extra mile, to put your feet up (to relax), to work until you drop, to get a golden handshake (to receive a large payment on leaving the company), to work your fingers to the bone (to work really hard).

VI. The following terms refer to different job titles and their corresponding descriptions:

public relations officer – a person who gives information to the press , TV, etc.
about the company

executive – a person who has a high position in a company and whose job is to
make important decisions

CEO (Chief Executive Officer) - the person in charge of a large company

security officer – a person who makes sure that thieves cannot enter

director – member of the board of the company

skilled worker – a person trained to do specific tasks

receptionist – visitors must check in with them

sales assistant – a person who sells goods to the public

personnel officer – takes care of administration for the employees

union representative – looks after the staff's interests

unskilled worker – a person whose job requires no specific training

clerk – ordinary office worker

labourer – a person who does hard physical work

administrator – a person generally in charge of the day-to-day organization of a
company/department

Reading

VII. Before you read the article answer the following questions.

Can you think of any common points between business and art? Do you consider that they could sometimes be complementary? In what circumstances?

VIII. Read the article below and answer these questions.

1. How many employees does the company have?
2. What was the goal of the program called 'Formula Uomo'?
3. What languages do the staff members practice speaking within this program?
4. How was called the program encouraging employees' creativity and what specifically did it aim at?
5. What types of artists were invited to teach their skills?
6. Why are the Creativity Club sessions held at the firm and not anywhere else?

Creative Approaches at Ferrari

Ferrari is best known for its cutting-edge cars. Less well known are its creative approaches to creativity. Harvard Business Review asked Mario Almondo, the Italian automaker's director of human resources and organization, how the company inspires its nearly 3,000 employees.

- 5 Many companies invest in employee training. What does Ferrari do that's different?

Four years ago, we launched a program called Formula Uomo that combines the creation of an architecturally pleasing and healthy work environment- a place that actually feels people centered-with the development of some unusual training and wellness programs. This isn't just a philanthropic exercise. It's a way to link employees' well-being and personal growth with company performance. For example, staff members can start the day brushing up on their English in a program called English@breakfast. They can also sign up for English@lunch or gather in the afternoon for English@tea. Deutsche Party is a similar program, in which employees meet with a teacher to practice speaking German. These meetings are free and open to everyone. You can join with a click of the mouse on our intranet. Employees really enjoy these sessions, and, obviously, having multilingual employees is good for Ferrari.

How do you train employees to be creative?

- 20 You can't methodically teach creativity. But you can provide an environment that nurtures it. Several times a year, we run a program called Creativity Club that is designed to get employees' creative juices flowing. Each time we hold the club, we have six events at which employees meet various types of artists. We also offer three classes, in six to eight sessions, where these artists teach their skills. We've had painters, sculptors, a jazz musician, a writer, a radio DJ, a photographer, a chef, an actor, an orchestra conductor, and others. The goal is for our employees to learn about how artists generate ideas and solutions.

How do these events work?

- 30 Within hours of posting Creativity Club events on our intranet, they're filled. We try to keep most of them small - 18 to 20 people - to make sure participants can

really interact with the artists. Sometimes, though, if the artist is particularly popular, we'll allow as many as 100 people in the class. Before the event, which is held outside of business hours, we'll set up a room to create an atmosphere related to the artist's work. For instance, for the sculptor, we put up photos of his work,
35 displayed some of his sculptures, and put his tools on display. The artists talk about their work and the source of their creativity. And they talk about how they use their tools and media to express particular creative ideas. A facilitator - once we had a TV talk show host - gets the conversation going. Then the employees are invited to ask their own questions.

40 Is this just for the rank and file?

No. We wanted to create an environment where people from all levels of the company, from executives to workers on the assembly line, could mix comfortably and get to know one another. When you get a senior executive and a machinist in the same room talking about photography, they start to communicate about their
45 interests outside of Ferrari. They forget the business and next quarter's numbers for a while.

How do club activities translate into creativity at work?

We're careful not to prescribe what people should take from Creativity Club sessions. We want to activate people's deep, individual creativity - something that
50 traditional training activities rarely do. But by holding the club at the firm, rather than, say, encouraging employees to take art courses elsewhere, we're hoping people will make links between the inspiration they get and their professional activities here. We want to let the creativity metaphor work at the level of their unconscious.

(Excerpt from *www.er.ethz.ch*)

Glossary

cutting-edge - the most advanced position

sparkling - highly stimulating

to brush up on sth - to improve your knowledge of sth by study

to nurture - to encourage the development of sth

approach - a way of dealing with something or somebody

skill - ability to do sth well, especially by learning

approach - a way of dealing with something or somebody

personal growth - personal development

rank - status, position

staff - the group of workers employed in a business or teaching organization.

to display - to put sth in a place where people can see it easily

Grammar review

Present simple and present continuous.

Future.

IX. Complete these sentences with either the present simple or the present continuous form of the verbs in brackets.

1. He always (listen) carefully to what his customers (want).
2. At the moment we (look) for a new brand name that should suggest this product's qualities.
3. We normally (hold) our conference in Cluj, but this time we (hold) it in Bucharest.
4. He (own) four companies, but he never (boast) about it.
5. Everybody appreciates him, that's why his business (grow) so fast at the moment.
6. Every time I (meet) her, she (speak) about her passion for photography.
7. He (look) great because he (wear) a very elegant suit.
8. Jane (appear) to be convincing, but I don't understand what she (talk) about.
9. We (live) with our parents until our new house is ready.
10. What (do) at the weekend?
11. I (meet) Sarah next week. She (arrive) on Tuesday and she (stay) at her friends.
12. The train from Leeds (arrive) at 17.35.

X. Instructions as above.

1. 'Who you (phone)?' 'I (try) to get through to Mary'.
2. Because of bad living standards the best qualified people (leave) the country.
3. Diana (sing) in a chorus in her spare time. It's her hobby.
4. I (save up) because I (go) to France in June.
5. How much you (owe) to her?
6. They constantly (have) parties until 4 a.m.
7. The airplane that you (look) at now just (take) off for Athens.
8. Why you (drink) brandy? You (not drink) brandy as a rule.
9. He has several projects to finish by next month, so he (work) in the evenings during this period.
10. Palm-trees (grow) more quickly in summer than in winter.
11. The next meeting (be) on 2 March.
12. As soon as I (get) the results, I'll give you a ring.

XI. Match the following sentences with their descriptions below. Notice the future form used in each case.

1. I'll make a copy for you immediately.
2. I think it's going to rain soon.
3. I'm having lunch with Tina on Friday.
4. The meeting takes place tomorrow at 12.30.
5. I'm going to buy a new mobile phone.
6. The phone's ringing. I'll answer it.
7. By next March we'll have restructured the entire department.
8. This time tomorrow we'll be sitting the mid-term test.

- a. an official timetable
- b. a fixed plan
- c. an intention
- d. a promise
- e. an on-the-spot decision
- f. a short-term prediction
- g. an action in progress at a future time
- h. an action that will be completed by a future time

XII. Put each verb in brackets into a suitable tense. All sentences refer to future.

1. According to the timetable, the train (arrive) at 7.45.
2. This time next week I (lie) on a beach in Italy.
3. I (take out) some money from the bank when it (open).
4. By the time you come back, I (finish) all my tasks.
5. I (see) John at 6, so I can't join you to the concert.
6. When you get to the railway station, I (wait) for you.
7. Please, let me know as soon as they (arrive) here.
8. What you (buy) with the money you won at this competition?
9. When you (pay) the bill?
10. I (move) to a new flat next week.

XIII. Instructions as above.

1. Dinah's parents (give) a party for her next month.
2. What you (do) with this dress?
3. Don't ring her up at 8 p.m.; she (put) her child to bed.
4. Do you think they (sleep) when we arrive home?
5. By the end of the semester I (read) all 10 volumes.
6. They will be very surprised when they (see) how well things work.

7. When we (see) the museum, we'll go to the concert.
8. When we (have) dinner we'll go to the concert.
9. If I buy some peas, you (cook) it for me?
10. You (sign) here, please?
11. They (get) married) next month.
12. You (come) to my office at about 2 p.m.? I want to talk to you.

XIV. Role play this situation.

You (student A) are the manager of a medium-sized business which is going to be taken over by a larger multinational company. Tell student B, one of your employees about the probable changes: relocation of offices to another site in the city; some employees work abroad; some employees have more responsibilities.

XV. Translate into English.

Ce este mai dificil, atragerea de talente și indivizi cu potențial ridicat în compania dumneavoastră sau reținerea lor pentru o lungă perioadă ? Cum pot păstra capitalul meu uman, cum pot să motivez angajații, astfel încât să nu plece din companie? Un sondaj produs de The Wall Street Journal (751 de respondenți) a produs următoarele rezultate. Angajații au citat următoarele trei motive pentru care ar începe căutarea unui nou loc de muncă: 53% căutau compensații și beneficii mai bune, 35% și-au declarat nemulțumirea față de potențialul de evoluție în carieră, 32% au declarat că s-au simțit pregătiți pentru o nouă experiență. Profesioniștii în resurse umane au fost întrebați ce programe sau politici folosesc pentru retenția de personal. Următoarele trei exemple sunt cele mai comune programe pe care angajatorii le folosesc pentru a-și păstra angajații: 62% prevăd traininguri sau școlarizări plătite; 60% au beneficii pentru vacanță; 59% oferă salarii competitive.

Ce pot face angajatorii? Ei abordează "procesul de atracție" cu un anumit buget în vedere, dar se confruntă cu un nivel diferit, uneori cu 1,5 sau chiar de 2 ori mai mult decât salariul anual prevăzut. De cele mai multe ori, angajatorii decid, în final, să vină în întâmpinarea așteptărilor candidaților. Acum vine "the tricky part": trebuie să găsiți cele mai bune modalități de a vă maximiza investițiile în aceste condiții.

Oferiți-le angajaților dumneavoastră un salariu competitiv, recunoaștere pentru serviciile prestate, bonusuri și alte recompense financiare. În plus, oferiți un bun pachet de beneficii, astfel încât aceștia să rămână fideli companiei. Fiți deschiși la ideile lor. Liderii buni își ascultă angajații și îi tratează ca pe niște membri de valoare ai echipei.

Tratați oamenii de la egal la egal. Dacă chiar doriți ca angajații să simtă compania ca fiind "a lor", atunci tratați-i ca pe niște parteneri, nu ca pe niște simpli angajați și, astfel, li se va dezvolta un simț al loialității și al apartenenței. Oferiți

- oportunități de dezvoltare în carieră, 50% dintre abilitățile unui angajat devin depășite în doi ani.
- 30 Spuneți “mulțumesc!”. Trebuie doar să vă faceți timp pentru a spune “mulțumesc”. Aceasta este o modalitate simplă, dar eficientă pentru a le arăta angajaților că munca lor este evaluată și apreciată.
- Asigurați-vă că oferiți angajaților posibilități de creștere personală și profesională.
- 35 Faceți-vă timp. Faceți un efort pentru a petrece periodic puțin timp cu fiecare angajat.
- Fiți flexibil. Ajutați fiecare angajat să realizeze un echilibru între viața lui profesională și viața personală.
- Încurajați creativitatea. Dacă diminueați importanța creativității în companie, nu vă așteptați să păstrați oamenii buni. Păstrați-vă angajații sănătoși și fericiți.
- 40 Încurajați o stare bună de sănătate a trupului, minții și a spiritului. Fiți creativ. Hrăniți-le mintea cu cărți, reviste, abonamente, bilete de teatru sau concert.
- Conduceți cu inima. Câștigați-vă angajații. Atingerea excelenței este imposibilă fără afecțiunea și respectul lor. Comentariile pozitive despre compania
- 45 dumneavoastră vor merge mai departe.

(Adapted from *Ziarul Financiar*, Aug 18th, 2008)

II. SUCCESS



Starting-up

I. Discuss these questions.

1. What qualities do you consider that people need to be successful? Rank the terms below in order of importance:

charm	toughness	determination
luck	genius	charisma
courage	education	generosity
honesty	adaptability	confidence

2. How important is the courage to take risks? Who is the biggest risk taker you know of? Tell the story briefly.
3. If you wanted to start a new business where would you go for the money you needed?
 - to family or friends;
 - to a local businessperson or company;
 - to government for governmental grants;

- to a bank;
- to a stock market;
- to venture capital companies.

Vocabulary

II. The following verbs and their derived nouns and adjectives are related to *success* or *failure*:

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>
to accomplish	accomplishment	accomplished
to succeed	success	successful
to fulfil	fulfilment	fulfilling/fulfilled
to fail	failure	failed/failing
to achieve	achievement	achievable/achieved
to harden	hardship	hard
to target	target	targeted
to risk	risk	risky
to trouble	trouble	troublesome/troubling
to realise	realisation	realised/realisable
to harden	hardship	hard

Reading

III. Before you read these articles, answer this question.

In what circumstances would you invest money in businesses in which you have no experience at all?

IV. You are going to read three articles about the success stories of three different immigrants who have decided to come to Ontario, Canada, to make their lives there and start their own businesses.

After reading the texts, answer these questions.

1. What are the reasons why Easter Sattler, Ganesan Sugumar and Meina Lee decided to immigrate to Ontario and start their own businesses there?
2. When did they settle in Canada?
3. What are the domains of their businesses?