

Elementary English

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Grammar

a-an-the - indefinite articles

A - AN :

A and **an** are **indefinite articles** used to refer to a singular countable noun. An **indefinite** article means that we do not know which one, or it is not important to know it.

Which one to use: 'a' or 'an'?

The rule states that “a” should be used before words that begin with consonants (b, c ,d etc.) while “an” should be used before words that begin with vowels (a,e,i, etc.). It should be noted, however, that the usage is determined by the pronunciation and not by the spelling, and this includes abbreviations and acronyms. To simplify, one uses 'a' before a word that begins with a consonant SOUND, and 'an' before a word that begins with a vowel SOUND.

A is used before :

- a consonant (b, c, d, f, g, etc.) **a** car/**a** hotel
- a vowel that is pronounced like "yu" **a** European/**a** university
- the vowel 'o' when it has a "w" sound **a** one-way street

An is used before :

- a vowel (a, e, i, etc.) : **an** animal/**an** elevator
- an unaspirated 'h': **an** hour/**an** honest man
- abbreviations starting with a vowel **sound**: **an** MBA ('em' sound)

THE :

The is a **definite article** used to talk about something specific.

- **The** town where Julie lives is very big.
- What book is Julie reading? She's reading **the** book Tom gave her.

Adjectives

Comparative adjectives are used to compare two things or people to each other.

- A bus is *bigger than* a car.
- Bill is *older than* Harry.

Superlative adjectives are used to compare one member of a group to the whole group.

We use **the** with a superlative adjective.

- The Nile is *the longest* river in the world.
- In our class Maria is *the oldest* and Charlie is *the youngest*.

Adverbs

Adverbs are used to say how, how often, where or in what manner we do something.

- She danced very *gracefully*.
- They were all chatting *happily* when we arrived.
- He drove *carefully* along the icy road.
- The technician explained the problem very *clearly*.
- Tom *often* travels by train.
- The children are playing *outside*.
- Jane *really* likes that band.

Formation of adverbs

Adjective

Adverb

Most adverbs are formed
by adding **-ly** to the adjective :

slow
careful

slowly
carefully

affect – effect

Many people are confused about the difference between *affect* and *effect*. Before going any further, remember that “affect” is almost always a verb, whereas “effect” is more commonly used as a noun.

***Affect* and *effect* are used as follows :**

- **AFFECT :**

Affect is most often used as a verb meaning ‘to have an impact’, ‘to change’ or ‘to alter’.

- Nutrition *affects* our health.
- His attitude *affected* the atmosphere in the office.
- Severe flooding *affected* many regions.
- The snow storm *affected* air traffic.

- Public protests did not *affect* the government's decision.
- Thousands of people will be *affected* by the proposed changes.
- Living in such a dark place *affected* his eyesight.

Affect also has another, less-used, meaning: 'to put on a false show of' or 'to pretend':

- She *affected* indifference although she was very upset.
(= she pretended that she did not care)

- **EFFECT :**

Effect is most often used as a noun meaning 'a result', 'a consequence' or 'an influence'.

The expression 'have an effect on' is often used.

- His words produced the desired *effect*.
- Her warning *had no effect on* the children.
- The *effect* on the economy was disastrous.
- The medication will not have an immediate *effect*.
- Music often has a soothing *effect* on people.

a lot - much – many

A lot of - much - many :

- **A lot of :**

- **A lot of** can be used in **all** sentences: affirmative, negative and interrogative.

- **Much - many :**

- **Much** is used with uncountable nouns (for example: '**much** English')
- **Many** is used with countable nouns (for example : '**many** words').
- **Much** and **many** are used in negative and interrogative sentences. They are rarely used in affirmative sentences, except:

- **If they begin a sentence:**

- **Many** people believe all they hear.
- **Much** of what was said was confusing.

already - still - always – yet

Already, still, always and *yet* are words that are often used incorrectly by learners of English.

ALREADY

- **Already** is used to say that something has happened earlier than expected or earlier than it might have happened :
 - Hurry up Susan. Breakfast is ready!
 - I've **already** had breakfast thanks. I woke up early.

STILL

- **Still** is used to refer to continuing situations.
 - They've been married for 40 years and they **still** love each other.
 - I moved to this town five years ago and I'm **still** living here.
 - Are you **still** smoking? I thought you had stopped!

ALWAYS

- **Always** is used to refer to something that happens regularly, very frequently or forever.
 - I **always** send cards at Christmas.
 - Sue **always** takes the 8 o'clock train to work.
 - Alex is **always** complaining about his job.
 - I will **always** love you.

YET

- **Yet** is used to ask if something expected has happened, and in negative sentences. Questions:
 - Has the postman arrived **yet**?
 - Have you finished the book **yet**?

even though - even if

EVEN THOUGH

Even though is used to express **a fact**, something that is real or true.

Even though means 'despite/in spite of' the fact'.

It is more emphatic or stronger than 'though' or 'although'.

- **Even though** John is rich, he lives in a small house.
(John is rich, but despite having money he lives in a small house.)
- **Even though** she likes animals, Mary doesn't want a dog.
(In spite of the fact that she likes animals, Mary doesn't want a dog.)
- **Even though** the building was damaged, business went on as usual.
(The building was damaged, but despite that business went on as usual.)
- **Even though** I washed it several times, I couldn't get rid of the stain.
(I couldn't get rid of the stain despite washing it several times.)

EVEN IF

Even if is used in a **supposition** or **hypothesis**.

It refers to an imaginary or unreal situation

- **Even if** Caroline earned a big salary, she would not buy a fast car.
(Caroline doesn't like fast cars. It is not because of the price that she won't buy one.)
- **Even if** I had time and money, I still wouldn't go on a cruise.
(It's not because I have no time or no money that I won't go on a cruise. I have other reasons for not going.)
- I wouldn't wear that dress **even if** I got it for free!
(Imagine getting that dress for nothing. I still wouldn't wear it!)

few-little

Few and **little** are both quantifiers.

- ◆ **Few** means 'not many'. → Few questions were asked at the meeting.
- ◆ **Little** means 'not much'. → Little attention was paid to comfort.

The comparative forms are :

- ◆ **Fewer** (*than*) : → Fewer than 50 brochures were distributed.
- ◆ **Less** (*than*) : → Less money was spent on advertising than last year.

job – work

JOB generally refers to a function or position.

- ◆ Julie went to *Japan and got a job as an English teacher.*
- ◆ *Emily is an events manager. She loves her job.*

- ◆ *John is out of work at the moment. He's busy applying for jobs.*
- ◆ *You'll need a well-paid job if you want to live in central London.*

A **job** can also be a task, an assignment or a chore.

- ◆ *I had a hard job removing the stains.*
- ◆ *Charlie! It's your job to mow the lawn!*

Job is a countable noun. A person can have one job or several jobs.

- ◆ *Bob took on a second job because he needed more money.*

A **job** can be full-time or part-time, temporary or permanent.

Expressions with the word 'job' :

- You did a good/great job! → You succeeded in doing something well.
- It's a good job Tom heard the customer complaining. → Luckily Tom heard
- A plum job → A well-paid job that is considered relatively easy.

WORK refers to mental or physical activity.

- ◆ *Emily works very hard. She has a lot of work to do.*
- ◆ *John is looking forward to going back to work/to working again.*
- ◆ *There's a lot of work to be done to the old house.*

Work is both a verb and an uncountable noun.

- ◆ *Bob works in the oil industry.*
- ◆ *Many people apply for work in his company. (not: a work)*

It can also refer to the place where you do your job.

- ◆ *Where's Dad? He's at work.*
- ◆ *It is advisable not to make personal calls at work.*

Expressions with the word 'work' :

- Work like a charm (be very effective)
→ I cleaned it with vinegar and it worked like a charm!
- Work your fingers to the bone (work very hard)
→ He worked his fingers to the bone to have everything ready on time.

nouns - collective and compound nouns

Collective Nouns

Collective nouns are names for a group of individuals or a number of animals, places, things,

objects, concepts or ideas, for example:

a **herd** of elephants, a **range** of mountains, a **gang** of thieves, a **pack** of cards, a **board** of directors.

Words like *army, audience, band, committee, crew, crowd, flock, herd, hive, public, staff, team*

are examples of collective nouns.

These nouns take a **singular verb** when we think of the group as an entity :

- The audience **was** enthusiastic.
- Our team **is** definitely the best.
- The jury **is** deliberating.

We can use a **plural verb** if we think of them as members of a group acting individually :

- The crew **are** all wearing their new uniform.

Compound nouns

Compound nouns (or compound words) result from the merging of two words. These are very common in English and new combinations are invented almost every day.

Compound nouns normally consist of two or three parts, for example *washing machine*. The second part (*machine*) identifies the object or person.

The first part (*washing*) tells us what sort of object or person it is, or what its purpose is.

The parts that compose a compound noun can be, for example :

- two nouns (notebook, toothbrush, motorcycle)
- an adjective and a noun (greenhouse, blackboard, software)
- a noun and a verb (rainfall, sunshine, haircut)
- a verb and an adverb (drawback, takeover)
- an adverb and a verb (outbreak, overthrow, input)
- the gerund form of a verb (-ing) with a noun (washing machine, swimming pool)

silent letters - A-Z list of silent letters in English words.

Silent letters Words containing silent letters

B aplomb, bomb, climb, comb, crumb, debt, doubt, dumb, jamb, lamb, limb, numb, plumb, subtle, succumb, thumb, tomb, womb

C abscess, ascend, ascent, crescent; descend; descent, disciple, fascinate, fluorescent, incandescent, isosceles, luminescent, miscellaneous,

muscle, obscene, resuscitate, scenario, scene, scent, science, scissors, sclerosis,

D handkerchief, handful, handsome, Wednesday,

G align, assign, benign, campaign, champagne, cologne, consign, deign, design, feign, foreign, gnarl, gnash, gnat, gnaw, gnome, gnu, reign, resign, sign

H ache, aghast, anchor, archeology, architect, archives, chaos, character, charisma, chemical, chemist, chemotherapy, chlorine, choir, chorale, cholera, chord, choreography, chorus, Christian, Christmas, chrome, echo, ghastly, ghost, heir, honest, honour, hour, loch, mechanic, mechanical, melancholy, monarch, monochrome, orchestra, orchid, psychic, psychiatrist, psychology, rhyme, rhythm, scheme, school, stomach, technical, technique, technology, thyme

K knack, knapsack knave, knead, knee, kneel, knell, knew, knickers, knife, knight, knit, knob, knock, knoll, knot, know, knowledge, knuckle

L balk, balm, calf, calm, chalk, folk, half, palm, psalm, salmon, talk, walk, yolk

N autumn, column, condemn, damn, hymn, solemn

P coup, pneumatic, pneumonia, pseudo, psyche, psychedelic, psychiatrist, psychiatry, psychotherapy, psychotic, receipt

S aisle, apropos, bourgeois, debris, fracas, island, isle, viscount

T apostle, bristle, bustle, castle, fasten, glisten, hustle, jostle, listen, moisten, mortgage, nestle, ricochet, rustle, soften, thistle, trestle, whistle, wrestle

U baguette, biscuit, build, catalogue, colleague, dialogue, circuit, disguise, guess, guest, guide, guild, guile, guillotine, guilt, guise, guitar, rogue, tongue

W answer, awry, playwright, sword, t wo, whole, wrack, wrangle, wrap, wrath, wreath, wreck, wren, wrench, wrestle, wretch, wriggle, wring,

wrinkle, wrist, write, writhe, wrong, wrote, wrought, wrung, wry

the - definite article

THE

The definite article '**the**' designates a specific person, place or event as shown below:

Specific things

The book I bought is interesting.
Pass me **the** sugar please.

Hotels, monuments, buildings,
museums, cinemas, theatres.

The Ritz, **The** Tower of London, **The** Empire State
building,
The Louvre, **The** Odeon Cinema, **The** Royal Theatre

Mountain ranges, rivers, seas,
oceans.

The Alps, **The** Mississippi, **The** Black Sea, **The**
Pacific Ocean.

Groups of states or islands

The United States of America, **The** Bahamas.

No article is used in the following cases :

Generalisations

Sugar is sweet.
Caviar is expensive.

Streets, squares, etc.

Oxford Street, Time Square

Names of mountains and lakes

Mount Everest, Lake Ontario

Countries (except groups as
above)

England, France, Japan, India, etc.

Continents

Europe, Africa, Asia, America, Australia,

there-their-they're

THERE

- **There** is the opposite of 'here'. It means *in that place*, not here.
 - Where is my pen? It's **there** on the table.
 - I'm taking the train to London. I'll call you when I get **there**.
 - You can park **there** beside my car.
- **There is, there are**, are used to indicate that something exists.
 - **There is** a cat in the garden.
 - **There are** many cars on the road.

THEIR

- **Their** is a possessive adjective just like 'my' 'your' 'his/her/its' 'our'. It is used before a noun and means that something belongs to '*them*'.
 - **Their** car is red. My car is blue.
 - They invited all **their** friends to **their** wedding.
 - My parents are very pleased with **their** new house.

THEY'RE

- **They're** is a contraction of *they are*.
'They' is the subject of a sentence with the verb 'to be'.
They're beautiful = *They are* beautiful.
 - Where are the children? **They're** at school.
 - The children are attentive. **They're** listening to the teacher.
 - People are voting today. **They're** electing a new president.

this-that-these-those

This, that, these and **those** are demonstrative adjectives.

- **This** is used to refer to a **single** person, thing or place that is close to the speaker.
- **That** is used when the person, thing or place is more distant.
 - **This** computer is easy to use.
 - **That** coat on the chair is mine.
 - **This** person is my colleague.
 - **That** man over there is my boss.
 - **This** picture is clearer than **that** one.
 - **This** is my seat and **that** one is yours.
- **These** is the **plural** form of **this**.

- **Those** is the **plural** form of **that**.
 - **These** letters are urgent. Please post them immediately.
 - **Those** men in the street are policemen.
 - I like **these** shoes. They're very comfortable.
 - **Those** shoes on the shelf are very expensive.
 - I like **these** shoes better than **those** shoes.
 - **These** books are more interesting than **those** (books).

uk/us differences - differences in American and British vocabulary

Britain

America

-our / -or

Many words end in **-our** in Britain, and in **-or** in America.

colour	color
favour	favor
honour	honor
neighbour	neighbor

-tre / ter

Words ending in **-tre** in Britain end in **-ter** in America, for example :

centre	center
litre	liter
metre	meter
theatre	theater

Doubling of letters

In Britain, the 'l' is doubled in an unstressed syllable :

travelling	traveling
marvellous	marvelous

Different spelling

analogue	analog
catalogue	catalog
cheque	check
dialogue	dialog
defence	defense
jewellery	jewelry
kerb	curb
plough	plow
programme	program
pyjamas	pajamas
speciality	specialty
tyre (for a wheel)	tire

Different words

aubergine	eggplant
autumn	autumn/fall
bill	check
bin	trash can
biscuit(s)	cookie(s)
bonnet (of a car)	hood
boot (of a car)	trunk
car park	parking lot
cot	crib
chemist's	drugstore
chips	French fries
city centre	downtown
crisps (potato crisps)	chips (potato chips)
cinema	movie theater
courgette	zucchini
CV	resume
draughts (board game)	checkers
dustbin	garbage can
film	film/movie
flat	apartment
football	soccer

full stop (punctuation)
garden
grill (verb)
handbag
holiday
letter box
lift
lorry
luggage
maths
mobile phone
motorway
off-licence
nappy
pavement
petrol
pocket money
post
postcode
primary school
pub
queue
return (ticket)
rubber
rubbish
secondary school
single (ticket)
solicitor
starter (meal)
sweets
tap
timetable
tin
toilet
torch
tram
trainers
trousers

period
yard
broil
purse/pocketbook
vacation
mail box
elevator
truck
baggage
math
cell phone
freeway/highway
liquor store
diaper
sidewalk
gas/gasoline
allowance
mail
zip code
elementary school
bar
line
round trip (ticket)
eraser
garbage
high school
one-way (ticket)
lawyer
appetizer
candy
faucet
schedule
can
bathroom/restroom
flashlight
streetcar/cable car
sneakers
pants

tyre
queue
underground
vest
waistcoat
wardrobe

tire
line
subway
undershirt
vest
closet

Verb tenses - formation and use of English verb tenses

present simple

The present simple tense is used :

- To talk about **regular activities** :
 - John plays tennis once a week.
 - We start work at 9 a.m. every morning.
 - Tom has lunch every day with his colleagues.
 - Mary goes to visit her parents on Sundays.
 - Alex takes the bus every day.

past simple

- The past simple tense of *regular** verbs is formed by adding - ed to the infinitive (for example: - infinitive : **to play**, Past Simple : **I played**)
**See past simple tense of irregular verbs*
- The auxiliary did is used to form the negative and interrogative forms

- **Yesterday evening** I played tennis with a friend.
- **Last year** I started taking tennis lessons.
- **When I was at school** I hated history.
- **Five minutes ago** I finished the report for my boss.
- **Last week** I attended a meeting in Tokyo.

future tense

The **future simple** is used :

- for predictions : what you think will happen or what is certain to happen.

- You are going on a long flight. You can say :
"I will be tired after my long journey."
- You have found a new job. You can say:
"I'll be nervous the first day!"

conditional

Conditionals are sentences with two clauses: an 'if' clause and a main clause.
Four basic conditional structures are used in English.

- Zero Conditional
- First Conditional
- Second Conditional
- Third Conditional

Zero Conditional	What is always true or usually happens, or what is advised in this situation.	
If	+Present Simple	+ Present Simple
If	you have a ticket	you go straight in.
If	you stand in the rain	you get wet.
If	you see an accident	call an ambulance.

The 'if' in the above sentences can usually be replaced by 'when' without changing the meaning.

First Conditional	Something that will possibly happen in the future.	
If	+Present Simple	+Will + Infinitive
If	I see an accident	I will call a doctor.
If	it rains tomorrow	the picnic will be cancelled.
If	you make an apple tart	Dad will eat it.

Note : Sometimes we use **can** or **may** instead of **will**.

For example : If you finish your vegetables, you **can** have a dessert.

Second Conditional

Imaginary events that are probably not going to happen.

If	+Past Simple	+Would + Infinitive
If	I saw an accident	I would call a doctor.
If	he had more money	he would buy a new car.
If	she worked harder	her results would improve.

Note : Sometimes we use **could** or **might** instead of **would**.

For example : If we invited the author, he **might** come.

If we ordered a larger quantity, we **could** ask for a reduction.

Third Conditional

Something that did not happen, and the reaction or result you imagine if it really had happened.

If	+Past Perfect	+Would + have + Past Participle
If	I had seen the accident	I would have called a doctor.
If	he had read the instructions	he would have assembled it faster.
If	she had stayed in Paris	she would have improved her French .

BUSINESS ENGLISH VOCABULARY

Abbreviations and Acronyms

Word	Meaning
@	at
a/c	account
AGM	annual general meeting
a.m.	ante meridiem (before noon)
a/o	account of (on behalf of)

AOB	any other business
ASAP	as soon as possible
ATM	automated teller machine (cash dispenser)
attn	for the attention of
approx	approximately
cc	copy to
CEO	chief executive officer
c/o	care of (on letters: at the address of)
Co	company
cm	centimetre
COD	cash on delivery
dept	department
e.g.	exempli gratia (for example)
EGM	extraordinary general meeting
ETA	estimated time of arrival
etc	et caetera (and so on)
GDP	gross domestic product
GNP	gross national product
GMT	Greenwich mean time (time in London)
i.e.	id est (meaning : 'that is')
Inc	incorporated
IOU	I owe you
IPO	initial public offer
Jr	junior
K	thousand
lb	pound (weight)
£	pound (money/currency)

BUSINESS ENGLISH VOCABULARY

Advertising

Word	Meaning
advertisement	Item of publicity to promote a product or service in newspapers, magazines, on TV, etc.
advertising agency	Marketing services firm that assists companies in planning advertisements.
AIDA	A ttention, I nterest, D esire, A ction - the aim of all advertising.
benefit	Advantage of a product or service.
billboard	Signboard for advertising posters.
broadsheet	Newspaper printed in a large format.
campaign	organised course or plan of action.
circulation	Average number of copies of newspapers or magazines sold over a period of time.
classified ads	Small advertisements in newspapers or magazines, divided into categories.
commercial	Advertisement on radio or television.
coupon	Part of a printed advertisement to be used to order goods or samples.
direct mail	Advertisement sent by post to prospective customers.
double-page spread	Advertisement printed across two pages in a newspaper or magazine.
editing	Reviewing or rewriting in order to make suitable for publication.
eye-catcher	Something that particularly attracts one's attention.
features	Special characteristics of a product.
generic advertising	Advertising for a whole sector, such as tourism, rather than a specific product.
hoarding	Wooden structure or signboard, used to carry advertisements.
hype	Excessive or intensive publicity; exaggerated claims made in advertising.
jingle	Catchy tune, with a short simple rhyme, used to promote a product.
key words	Informative words chosen to indicate the content of a document.
launch	To start an action in order to introduce something (e.g. a new product).
mailshot	Piece of advertising material sent to potential customers by post.

mass media	The main means of mass communication (newspapers, TV and radio).
plug	Favourable publicity in the media for a commercial product (e.g. a book).
poster	Large sheet of paper used in advertising.
prime time	Hours on radio and TV with the largest audience, usually the evening.
promote	Use advertising and publicity to try to increase sales of a product.
roadside signs	Large panels along roads and motorways used for outdoor advertising.
slogan	Phrase used to advertise a product, or to identify a company or organisation.
slot	Specific time in a broadcasting schedule allotted for a commercial.
soundbite	Short extract from a recorded interview or speech.
spam	Unsolicited advertising sent through the internet as an email message.
spot	Position of a commercial in a radio programme or TV schedule.
tabloid	Newspaper printed in small format, usually with a lot of photographs.
target	Objective; what is aimed at.
U.S.P.	Unique Selling Proposition; a declaration of what makes a product different.
write copy	Write a text to be printed or spoken in an advertisement or a commercial.

BUSINESS ENGLISH VOCABULARY

Computers & Information Technology

N.B. The British spelling 'programme' is no longer used to refer to a computer program, although it is still correct in other phrases e.g. 'television programme'.

Word	Meaning
adware	A software application which displays unwanted pop-up advertisements on your computer while in use. Adware is often installed at the same time as free software or shareware.
application	Any program designed to perform a specific function directly for the user. Microsoft Word, Outlook or Adobe Photoshop are examples of application programs.
bloatware/fatware	Pre-installed software that occupies a lot of space, leaving little memory for storing personal data.
browser	A program or tool such as Internet Explorer, Mozilla Firefox or Google that enables you to browse or surf the World Wide Web and view internet sites.
bug	A defect or fault in a program that prevents it from working correctly. Bugs are caused by mistakes or errors made by those who write the program.
cache	A sort of fast memory used for temporary storage of recently accessed web pages, which enables the browser to display them more quickly on the next visit.
cookies	Small piece of information on the times and dates you have visited web sites. A web server can temporarily store this information within your browser. The main purpose is to identify users and possibly prepare customized web pages for them.
crash	What happens when a program or the entire operating system, unexpectedly stops working.
cursor	A blinking symbol on the screen that shows where any new text will next be entered.
driver	A special program which enables a computer to work with a particular piece of hardware such as a printer.
e-business	Business done over the internet or any internet-based network.
e-mail	Electronic mail : messages sent from one computer to another over the internet.
FAQ	F requently A sksed Q uestions.
firewall	Specialized hardware or software designed to prevent unauthorized access into or out of a computer or network.
font	A particular kind of lettering (e.g. Arial, Verdana, etc.)
hardware	The physical equipment or touchable parts of a computer system (the CPU (central processing unit), monitor, keyboard, mouse,

	external speakers, scanner the printer, etc.)
hit	A visit to a website.
home page	The main page or opening page of a website. It usually contains links to other pages.
login	Process by which a user enters a name and password to access a computer.

BUSINESS ENGLISH VOCABULARY

Interview Questions

Preparation for an interview is essential.

The list of questions below is designed to serve as a guide so that you are not taken by surprise.

Before the interview :

- Prepare and practise giving responses to the questions without trying to memorise them.
- Find out as much as possible about the company as well as the position you are interested in.
- Remember to take an extra copy of your CV/résumé with you so that the employer can refer to it.

-
- 1 Tell me about yourself.
 - 2 How would you describe yourself? (character / personality)
 - 3 Are you married? Single? Do you have partner?
 - 4 What are your strengths / weaknesses?
 - 5 What do you do in your free time?
What are your hobbies? / Do you have any hobbies?
 - 6 Why are you interested in working for our company?
Why do you want to work for this company?
 - 7 What type of position do you think you are suited for / would suit you?
 - 8 How would you describe the position we have to offer?

- 9 What aspects of the position are you most / least interested in?
- 10 What would you like to find in this job that you didn't have in your previous job?
- 11 How do you think you could develop the position?
What would be your strategy to develop the position?
- 12 What have you got to offer us?
What could you contribute to our company?
- 13 What do you think you gained by working in your last job?
- 14 What were you responsible for?
What did your job involve?
- 15 What do you think of your (last) boss?
- 16 Why do you want to leave your present job?
Why do you want to change jobs?
- 17 What are your salary requirements?
How much would you hope to earn in this position?
How much do you think you should be offered for this position?
What salary would you expect (to be offered) for this position?
- 18 Have you received any offers of a job?
- 19 Why have you had to look for a job for so long?
Why have you been looking for a job for so long?
Why did it take you so long to find a new job?
- 20 How do you feel about your future in the profession?
- 21 Have you had any failures? What failures have you had?
Have you had any negative experiences?
- 22 What sort of obstacles have you come across / encountered in your work?
- 23 If you had to recruit colleagues, what qualities would you look for?
- 24 Would you be willing to relocate/to move to another part of the country/to work abroad?
- 25 Don't you think you have too much experience / you are over-qualified for this job?
- 26 How long do you think you would stay with us?
If we offered you this job, how long would you expect to stay with us?
- 27 Which do you prefer : to work alone or in a team?
Do you prefer working alone or with other people as part of a team?
- 28 Do you know how to manage a team?
Are you capable of leading a team?
Do you think you have the ability to be a team leader?

- 29 Why should I recruit you?
How could you persuade me to recruit me?
- 30 Do you have any comments to make, or any questions to ask?

BUSINESS ENGLISH VOCABULARY

Presentations

Word	Meaning
audience	Group of listeners or spectators
body language	Communication through facial expressions, body movements, etc.
chart	Sheet of information in the form of a table, graph or diagram.
diagram	Graphic representation of a situation e.g. the results of an action.
flip chart	Pad of large paper sheets on a stand for presenting information.
graph	Diagram showing the relation between variable quantities.
guidelines	Advice or instructions given in order to guide or direct an action.
handout	Written information (report etc.) given to people at a presentation.
key point	Essential or main point.
marker	Pen with felt tip used for writing on a whiteboard.
microphone	Electrical instrument used to amplify the speaker's voice.
O.H.T.	O verhead transparency : sheet of film with an image or printed information for overhead projector.
objective	What one wants to achieve; aim
outline	Brief description or presentation.
overhead projector	Device that projects an O.H.T. onto a screen.
overview	Short presentation of the main points.
pointer	Rod or stick used to indicate things on a map, screen, etc.

screen	Flat, reflective blank surface on which films, slides, etc. are projected.
signposting language	Phrases used to help focus the audience's attention on different parts of a presentation.
slide	Small photographic transparency.
summarize	Make a summary of the essential points; sum up.
topic	Subject of a discussion or talk.
transparency	Image or information printed on transparent plastic or film.
visual aids	Aids such as charts, slides, etc. used at a presentation.
whiteboard	Flat white board on which to write or draw with markers.

Stress in English pronunciation

STRESS

English is known as a stressed language.

Stressed languages are languages spoken with differing degrees of emphasis on the words and syllables in the sentences.

The content of this page is not intended to be a set of rules but rather an attempt to show that native speakers of English use regular patterns of stress when speaking.

Although stress and intonation are an important part of English pronunciation, learners must remember that it would be impossible for anyone to speak naturally with a set of rules in mind.

By far the best way to improve one's pronunciation is through constant contact with native speakers of English, either through conversation, by watching films and news channels, or listening to the radio.

However, the patterns of stress outlined below may be useful to learners, for example when preparing a discussion or a presentation, and help them to feel more comfortable.

WORD STRESS

In English we accentuate or stress ONE syllable in a word.

We pronounce that syllable louder than others.

There are words with just one syllable (e.g.. **mind**), and words with one STRESSED syllable

and one or more WEAK syllables (e.g. **remind**, **reminder**, **reminding**).

In the examples below, bold letters indicate stressed syllables.

1) When a noun or adjective stems from a one-syllable word, (for example *art*, *mind*), the stress

usually **stays** on the **syllable** of the **original word**.

art	artist
break	breakable
friend	friendly
paint	painter
come	become
mind	remind

2) To differentiate between a noun and a verb with the same spelling, **stress position changes**.

noun	verb
a d ecrease	to decrease
an i nsult	to insult
an o bject	to object
a p rotest	to protest
a r ecord	to record
a r ebel	to rebel
a s uspect	to suspect
a t ransfer	to transfer

3) In compound nouns (two words merged into one) the stress is on the first part:

- **bookshop**
- **football**
- **notebook**
- **toothbrush**

4) The stress is generally at the end of words ending in **-eer**.

- **auctioneer**
- **engineer**
- **pioneer**

- **volunteer**

5) Stress usually falls AFTER **prefixes** :

- **demolish**
- **dismiss**
- **prepare**
- **untie**

6) Stress usually falls on the syllable BEFORE **the following letters**:

(The words below are just some examples - there are many more.)

Before -tion/-sion	Before -ic/-ical	Before -ity/-ety/-graphy/ -ody/-ogy	Before -ient, -cient, -ience, -ial, -ual - ious
Attention	Automatic	Authority	Convenient
Competition	Democratic	Majority	Efficient
Demonstration	Historic	Paternity	Experience
Explanation	Fanatic	Society	Essential
Invitation	Elastic	Variety	Official
Obsession	Biological	Geography	Potential
Permission	Illogical	Custody	Individual
Position	Philosophical	Rhapsody	Intellectual
Quotation	Political	Morphology	Conscientious
Repetition	Radical	Psychology	Judicious

STRESSED WORDS WITHIN SENTENCES

Not all words receive equal stress within a sentence in English.

Content words are stressed. Content words include:

- Nouns (e.g. school, station, train)
- Normal verbs (e.g. run, work, speak)
- Adjectives (e.g. beautiful, tall, friendly)
- Adverbs (e.g. quickly, noisily, badly)

Function words are unstressed. Function words include:

- Determiners (e.g. a, an, the)
- Auxiliary verbs (e.g. can, have, may, will, etc.)
- Conjunctions (e.g. and, but, as, etc.)
- Pronouns (e.g. you, he, she, us, it, them, etc.)

Even if the listener does not hear some quickly pronounced function words, the meaning

of the whole sentence should be clear. This is how native speakers of English communicate.

Emphasis is put on the most important words.

For example: "Would you **like** a **cup** of **tea**?"

It is a general rule of English that when there is a sequence of equal stresses, the last stressed

word should be the strongest, or the loudest - which in the above case would be **tea**.

Try to imagine receiving a text message like "train delayed home late".

You understand that this means: "The **train** has been **delayed**. I will be **home late**"

Only content words are used in the message but the meaning is quite clear.

In English, words are stressed according to the meaning the speaker wants to convey.

For example, depending in which word in the following sentence is stressed, the meaning changes:

- Are **you** going to the cinema tonight? (or is it someone else?)
- Are you **going** to the cinema tonight? (or not?)
- Are you going to the **cinema** tonight? (or somewhere else?)
- Are you going to the cinema **tonight**? (or another night?)

During a conversation, learners should listen for stressed content words in order to understand the meaning of the whole sentence.

Likewise, they should practice stressing content words in their speech so that other people will understand them.

Practical: English Job Interview Skills

As businesses around the world are becoming more globally-minded, English is becoming more important than ever. English language proficiency is an important skill to list on any resume. Many adult students need to practice or learn English to keep their current jobs or to apply for new ones.

This lesson plan aims to help with just that.

Aim: To prepare adult students for a job interview

Skills: Speaking, listening, comprehension

Introduction (10 minutes)

Introduce the topic to the students. Talk about job interviews and why they're important. Ask the students the following questions to spark general conversation about the topic:

1. Have you ever had a job interview before? What was it like?
2. What's important during a job interview?
3. How did you dress for your job interview?
4. Do your skills and personality matter for job interviews?
3. What questions do employers ask during an interview?

One student from each pair will be an employer and the other will be an applicant. Have all the employers remain seated and have them create their own company names (one company per person seated).

The applicants should all stand up. Once all the company names have been created, have the students go around to each employer to find out more information about their companies. The company will then ask each applicant questions as well.

Further practice suggestions

For homework, have your students create or update their resumes in English. Have them bring these resumes into class, share some highlights and edit them using their peers' feedback.