

## Bloque 10. Unit 2.

### Tema 2. Job opportunities

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#### 0. Introduction



Imagen nº 1. Jobs. Fuente: Materiales Virtuales de ESPA – LOE

¿Necesitas encontrar un trabajo? ¿Estás cansado del que tienes y quieres encontrar uno mejor? Manos a la obra: el primer sitio para buscar ofertas de trabajo es **el periódico** (real o digital). Santiago, quien quien nos va a guiar por toda esta Unidad, empieza su búsqueda. Lo primero es empezar a ver qué ofrecen. Vamos a realizar una

búsqueda distinta: empezaremos por mirar las **páginas de ofertas de trabajo de los periódicos ingleses**. Y lo primero que Santiago encuentra es este anuncio:

**NEEDED:** Full time secretary position available.

Applicants **must have** at least 2 years experience and **should be** able to type 60 words a minute. No computer skills required. Applicants **should have** perfect written and spoken German. **Must be** over 20. **Must have** driving licence. Apply in person at United Business Ltd., 17 Browning Street, Leeds. Salary: 12000,00£ per annum.

Visto así, seguro que entiendes poco. DON'T WORRY!!! No lo entiendes primero porque está en inglés (evidentemente), pero sobre todo porque **los anuncios de ofertas** suelen utilizar una **terminología particular y un estilo propio** en el que existe una evidente intención de **comunicar lo más posible en el mínimo espacio** (de hecho estos anuncios se contratan por el número de palabras). La característica principal de estos anuncios es que emplean un tipo de lenguaje muy especial, casi telegráfico, en el que en lugar de las oraciones completas nos encontramos lo sustancial de ellas:

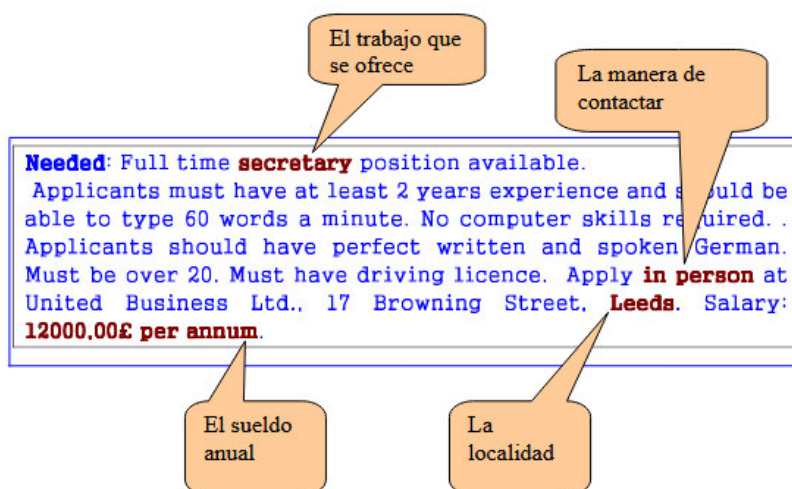
**Needed: Full time secretary** = we need a secretary to work full time.

**Must be over 20** = he/she should be older than 20 (years old).

Antes de seguir, intenta comprender la idea general de este anuncio:

- ¿En qué consiste el trabajo?
- ¿Dónde se ofrece el trabajo?
- ¿Pone lo que se va a ganar?
- ¿Cómo se debe contactar con la empresa?

Solución:



Esta información es la que básicamente vamos a encontrar en los anuncios de trabajo, aunque no siempre encontramos ni todos estos elementos, ni el mismo orden (es el anunciante el que decide cuáles son los datos que quiere poner y cómo); por eso te ofrecemos ahora **distintos modelos** de anuncios para empezar a reconocer estos elementos en cada uno.

**WAITER/ESS NEEDED – CENTRAL LONDON**  
**Experience essential.**  
Part-time and full-time. Immediate start. Good tips  
- Flexible  
To apply for this job please call 01159826449



Imagen nº 2. Anuncios. Fuente: Materiales Virtuales de ESPA – LOE

**THE CROWN EAST MARKHAM  
REQUIRES BAR AND RESTAURANT  
STAFF. No experience necessary but  
preferred Must be 18 or over and have a  
mature and responsible attitude  
KITCHEN STAFF ALSO REQUIRED**

**PLEASE CALL 01777870870**

**Restaurant Manager**  
**Salary:**  
£18000.00 per annum  
**Location:**  
Harrow Weald, London  
**Job Type:**  
Permanent

**The right candidate must have previous restaurant and fine dining experience. \*Ensure all functions are correctly prepared and set to standard. \*Maintain the high level of service in Restaurant and banqueting operations. \*Ensure all areas are staffed to maintain service levels yet stay within budgeted costs. Speak German.**

Ya hemos dicho que el lenguaje y la forma de expresarse son especiales en estos anuncios: te vamos a ofrecer una **guía de vocabulario** de anuncios con la que podrás seguir recopilando la información, y que contiene una serie de términos específicos que se van a repetir recurrentemente en toda esta Unidad:

- **to need / needed**: necesitar / se necesita, se busca.
- **part-time / full time**: trabajo a tiempo parcial / trabajo a tiempo total
- **appointment / in person / phone / e-mail**: cita / en persona / llamada telefónica / correo electrónico.
- **to require / requirements**: requerir / requisitos
- **to apply / applicant**: solicitar / candidato
- **position / vacancy**: puesto laboral / puesto vacante
- **skill**: habilidad, competenciat **contact**: ponerse en contacto

Tras ver estos cuatro anuncios Santiago ha decidido llamar al número 1; mira con atención la información del anuncio y deja el siguiente mensaje:

Audio: ACING\_4\_Bloque\_10\_Tema\_2\_Audio\_1.mp3 (Portal de Educación de personas adultas)

Y ahora, vuelve a escuchar el audio pero con el texto delante:

*“Hello, my name is Santiago Gómez and I am interested in the job offer, I’ve had some experience as a waiter, I can work full time or part time. My contact telephone number is 44-548- 761.... “*

### Para saber más

Páginas web de anuncios de trabajo del New York Times, del Chicago Tribune y del periódico inglés Financial Times:

<http://jobmarket.nytimes.com/pages/jobs/>

<http://www.chicagotribune.com/classified/jobs/>

<http://www.ft.com/jobsclassified>

### Otros enlaces de interés

<http://wordreference.com/es/index.htm>

<http://dictionary.cambridge.org/>

## 1. Grammar

### 1.1. Modal Verbs

¿Cómo enterarse de las **condiciones** de los trabajos que ha encontrado? ¿Qué **requisitos** piden? Ésta es ahora la preocupación de Santiago: ya que sabe interpretar los datos básicos de una oferta o anuncio, tiene que enterarse bien de las **condiciones y requisitos**. Vamos a rescatar el primer anuncio que vio Santiago para buscar la manera en que se expresan las condiciones y requisitos:

**NEEDED:** Full time secretary position available.

Applicants **must have** at least 2 years experience and **should be** able to type 60 words a minute. No computer skills required. Applicants **should have** perfect written and spoken German. **Must be** over 20. **Must have** driving licence. Apply in person at United Business Ltd., 17 Browning Street, Leeds. Salary: 12000,00£ per annum.

Para hablar de los requisitos que se pide que cumplan los candidatos se han utilizado dos verbos modales que expresan obligación y deber:

- **Should** se suele interpretar y traducir como una recomendación (“deberías”)
- **Must** aporta un pequeño paso más adelante en la obligación, (“debes”)

Se llaman **verbos modales**, pues en realidad no aportan un verdadero significado, una verdadera acción, sino que **expresan un modo o manera de hacer una acción**, por eso tienen la particularidad de ir siempre acompañados de otro verbo (no pueden ir solos, salvo en las respuestas cortas, claro). En la unidad 1 vimos otro de los verbos modales (¿Te acuerdas? Claro, el futuro con “WILL”) y dábamos las características especiales que tienen este tipo de verbos. Vamos a recordarlas:

#### 1.1.1. General characteristics of modal verbs

**Son auxiliares (es decir, forman negativa, interrogativa y no pueden ir solos)**

- **No tienen significado** (por eso mismo no pueden ir nunca solos)
- Siempre **acompañan a un verbo principal** (que será quien lleve el significado)
- **Son invariables** (es decir, no añaden “-s” en 3ª persona de singular – he, etc.)
- **No tienen tiempo verbal** (excepto “can” y su equivalente “could” en pasado)
- Siempre van **seguidos de infinitivo sin “to”**. Es decir,

**NO** añade “-s” de 3ª persona singular

**NO** añade “-ing”

**NO** añade “-ed” de pasado si es regular

**NO** se pone en **pasado simple** (segunda columna) si es irregular

**NO** lleva “to” delante

**TAMPOCO** va **seguido** nunca de “to”

Veamos también el esquema de lo que nunca hay que hacer:

MAL		BIEN	
<b>SHOULD TO-MUST</b>	plays	<b>SHOULD MUST</b>	play
	listening		listen
	waited		wait
	went		go
	to study		study

Recuerda que los verbos modales actúan como auxiliares a la hora de hacer negativas y preguntas. Por tanto, la estructura de la oración para todos ellos será la siguiente.

VERBOS MODALES	
<b>Estructura del verbo</b>	<p><b>MODAL + infinitivo sin "TO" ? MUST HAVE, SHOULD BE</b></p> <p>* He / She / It <b>no añaden -s</b> ? She MUST HAVE, He SHOULD BE</p> <p>Recuerda que el <b>verbo principal</b>, que va en infinitivo sin "TO", es el que lleva el <b>significado</b></p>
<b>Estructura de la oración</b>	<p><b>(+)</b></p> <p><b><u>Sujeto + MODAL + verbo principal + complementos</u></b></p> <p>Ej.1: "You must have experience" (obligación)</p> <p>Ej.2: "Candidates should be over 20" (recomendación)</p> <p>Ej.3: "She can speak German" (habilidad)</p> <p>Ej.4: "You may get the job" (probabilidad)</p>
	<p><b>(-)</b></p> <p><b><u>Sujeto + MODAL + NOT + verbo principal + complementos</u></b></p> <p>Ej.1: "You mustn't have experience" (OJO: prohibición)</p> <p>Ej.2: "Candidates shouldn't be over 20" (recomendación)</p> <p>Ej.3: "She can't speak German" (no habilidad)</p> <p>Ej.4: "I may not get the job" (probabilidad)</p>
	<p><b>(?)</b></p> <p><b><u>WILL + MODAL + verbo principal + complementos + ?</u></b></p> <p>Ej.1: "Must you have experience?" (obligación)</p> <p>Ej.2: "Should candidates be over 20?" (recomendación)</p> <p>Ej.3: "Can she speak German?" (habilidad)</p> <p>Ej.4: "May she get the job?" (probabilidad)</p>

Veamos ahora los usos de estos verbos por separado.

**1.1.2. MUST (obligation)**

<b>MUST” - OBLIGACIÓN</b>		
<b>Usos</b>	<b>Obligaciones Requisitos externos</b>	“You must have a driving licence to work here” Debes tener carnet de conducir para trabajar aquí. - Si no lo tienes, no puedes trabajar
	<b>Obligaciones que nos ponemos nosotros mismos</b>	“I must study” “Debo estudiar”. - Es una obligación que me pongo yo mismo/a

¡¡¡Ojo!!! La negativa de “MUST” no indica ausencia de obligación, o lo que es lo mismo, no niega la obligación, no la quita. “MUSTN’T” se utiliza para hacer prohibiciones.

Pulsa aquí para conocer la estructura de “**MUST**”.

<http://www.englishclub.com/grammar/verbs-modals-have-to-must-not-2.htm>

Pulsa aquí para empezar a practicar “**MUST**”.

<http://www.better-english.com/easier/must.htm>

Pulsa aquí para empezar a practicar “**MUST**”. Cuidado, las oraciones 1, 4 y 8 aún no sabemos hacerlas, así que no te preocupes si lo intentas y no aciertas.

<http://www.aulafacil.com/CursoIngles/Ejercicios43.htm>

1.1.3. MUSTN'T (prohibition)

MUSTN'T” - PROHIBICIÓN	
<b>Usos</b>	<p><b>Prohibiciones de todo tipo, tanto normas oficiales como internas que nos ponemos nosotros mismos.</b></p> <p>“You mustn’t smoke in the office” Está prohibido fumar en la oficina. Si lo haces, incumples la norma, te metes en un lío.</p>

“MUSTN'T” se utiliza mucho al hablar de las normas de tráfico. En la siguiente imagen puedes ver algunos ejemplos.



Imagen nº 3. Prohibitions. Fuente: Materiales Virtuales de ESPA – LOE

Pulsa aquí para conocer la estructura de “MUST NOT” (prohibición)  
<http://www.englishclub.com/grammar/verbs-modals-have-to-must-not-3.htm>



**1.1.4. SHOULD (advices and recommendations)**

<b>“SHOULD” – CONSEJO, RECOMENDACIONES</b>		
<b>Usos</b>	<b>Recomendaciones. Cosas que no es necesario tener, pero sí recomendable</b>	“You should speak Japanese” Deberías hablar japonés - Si no hablas, no pasa nada.
	<b>Consejos que damos para mejorar la situación de alguien</b>	You are tired. “You should sleep” Estás cansado? Deberías irte a dormir You smoke a lot. “You shouldn’t smoke” Fumas demasiado? Deberías dejarlo.

Pulsa aquí para empezar a practicar “SHOULD”

<http://www.aulafacil.com/CursoInglés/Ejercicios45.htm>

Pulsa aquí para saber más sobre el uso de “SHOULD” y “SHOULDN’T” y practicar con un ejercicio.

<http://www.eclecticenglish.com/grammar/Should1A.html>

Pulsa aquí para hacer un ejercicio con “SHOULD”. Te darán una afirmación y tú tienes que dar un consejo, eligiendo entre los cuatro posibles. El vocabulario tal vez sea algo difícil, pero como está relacionado con el tema que estamos tratando, este ejercicio te será muy útil para aprender vocabulario con la ayuda de un diccionario. Puedes utilizar alguno que tengas en casa o uno en línea como los que te recomendamos en la unidad. ¡Ánimo y adelante!

<http://www.better-english.com/grammar/should1.htm>

Veamos ahora un ejemplo de la diferencia entre **SHOULD** y **HAVE**:

Candidates **should have** good ICT skills. Los candidatos deberían tener buenos conocimientos de informática, es decir, **sería muy recomendable** que tuvieran esos conocimientos.

Candidates **must have** good ICT skills. Los candidatos **deben / tienen que tener** esos conocimientos, se entiende que no se admite a nadie que no los tenga.

De lo que se extrae que las condiciones más estrictas de la oferta de trabajo son las que van con **must** (la edad y el carnet de conducir), mientras que las que van con **should** se podrían considerar más flexibles.

Ahora que conocemos estos dos verbos modales, vamos a pasar al siguiente: “CAN”

**1.1.5. CAN (ability, informal permission, possibility)**

<b>“CAN” – HABILIDAD, PERMISO INFORMAL, POSIBILIDAD</b>		
<b>Usos</b>	<p><b>HABILIDAD:</b> capacidades, facilidades o conocimientos que tenemos para hacer cosas.</p>	<p>“Isabel can speak German”                      Lisa puede hablar alemán                      - Lo ha aprendido, es algo que sabe hacer.</p>
	<p><b>PERMISO:</b> pedir permiso para hacer cosas en un tono informal, si conocemos a la otra persona</p>	<p>“Can I go home?”                      ¿Puedo irme a casa? Pides permiso                      “Sorry, you can’t go home now”                      Lo siento, no puedes irte a casa</p>
	<p><b>POSIBILIDAD:</b> además de saber hacer algo, puedes hacerlo</p>	<p>“I don’t work on Sunday. I can go to your party”                      - No trabajo el domingo, puedo ir a tu fiesta                      “I can’t go out today. I’m very busy”                      - No puedo salir hoy, estoy muy ocupado/a</p>

Pulsa aquí para conocer la estructura y uso de “CAN”.  
[http://www.englishclub.com/grammar/verbs-modals\\_can\\_1.htm](http://www.englishclub.com/grammar/verbs-modals_can_1.htm)

Pulsa aquí para empezar a practicar el verbo “CAN”.  
<http://perso.wanadoo.es/autoenglish/gr.can.i.htm>

Pulsa aquí para seguir practicando el verbo “CAN”. Completa las oraciones para que signifiquen lo que pone a la derecha.  
<http://www.aulafacil.com/CursoIngles/Ejercicios42.htm>

Pulsa aquí para comprobar las respuestas del ejercicio anterior y escuchar la pronunciación.  
[http://www.aulafacil.com/CursoIngles/Sonido\\_eng\\_class42.htm](http://www.aulafacil.com/CursoIngles/Sonido_eng_class42.htm)

Pulsa aquí para practicar el verbo “CAN”. Une la pregunta con su respuesta correcta. Tienes que elegir entre cuatro posibilidades.  
<http://www.better-english.com/grammar/can1.htm>

El próximo verbo que vamos a estudiar indica probabilidad: **“MAY”**

**1.1.6. MAY (probability, formal permission)**

<b>“MAY” – PROBABILIDAD, PERMISO FORMAL</b>		
<b>Usos</b>	<b>PROBABILIDAD de que algo que no es seguro ocurra.</b>	“You may get the job” Puede que consigas el trabajo - No es seguro, pero puedes conseguirlo.
	<b>PERMISO: pedir permiso para hacer cosas en un tono formal, si no conocemos a la otra persona o no tenemos confianza con ella.</b>	“May I come in?” ¿Puedo pasar? A una oficina, por ejemplo. “May I use the phone?” ¿Puedo utilizar el teléfono? No tienes confianza, no sabes si te dejarán utilizarlo.

También podemos utilizar “**MIGHT**” en estos casos, cuando la probabilidad sea más pequeña o cuando la situación sea mucho más formal. En realidad, se utiliza muy poco, casi nadie habla con ese tono tan formal y artificial hoy en día.

Pulsa aquí para empezar a practicar modales de probabilidad “MAY” “MIGHT”.

<http://www.aulafacil.com/CursoInglés/Ejercicios44.htm>

Pulsa aquí si quieres practicar más modales de probabilidad “CAN” indicaría mucha probabilidad, “MAY” algo neutro, es decir, ni sí ni no, “MIGHT” indicaría poca probabilidad y “COULD” es equivalente a “MIGHT” en este sentido.

<http://perso.wanadoo.es/autoenglish/gr.may.i.htm>

**Actividad nº 1**

Fill in the gaps with CAN / MUST / MUSTN'T

1. In France, you \_\_\_\_\_ ride a moped at the age of 14
2. You \_\_\_\_\_ be 18 to have a driving licence.
3. You \_\_\_\_\_ drive fast.
4. Young drivers \_\_\_\_\_ have an A-sticker on their cars.

**Actividad nº 2**

Fill in all the gaps using the correct modal verb.

1. Could you tell me the way to the nearest bank? (COULD / MUST)
2. We must hurry - we're late. (CAN / MUST)

3. You should give up smoking. It's bad for your health. (SHOULD / MUSTN'T)
4. "Matrix" is a wonderful film. You should watch it. (SHOULD / MUSTN'T)
5. Can you help me with this exercise? (MAY / CAN)
6. Stephen King's latest book is great! I must read it. (CAN / MUST)
7. Mary should respect her parents. (CAN / SHOULD)
8. Look at Peter's car. He must be very rich. (MUST / SHOULD)
9. You mustn't drive so fast - it's very dangerous. (MUSTN'T / SHOULD)
10. "Shall we phone Mary now?" --- "I don't know. It's early. She may not be home from work yet." (CAN / MAY)
11. We mustn't leave the door open - the rain will come in. (CAN / MUSTN'T)

### Actividad nº 3

Fill in the gaps with COULD / MUST

1. According to the forecast on the TV, it \_\_\_\_\_ rain tomorrow.
2. \_\_\_\_\_ you help me, please ?
3. I don't really know. It \_\_\_\_\_ be the right answer, but I'm not sure. What should I do?
4. You \_\_\_\_\_ remember to do your homework !
5. They \_\_\_\_\_ not walk on the grass, it's forbidden !
6. They \_\_\_\_\_ walk on the grass, I don't care.
7. They \_\_\_\_\_ walk across the street on the pedestrian crossing !
8. Rosminet and Gizmo \_\_\_\_\_ help us a lot if we asked them.
9. This \_\_\_\_\_ be a great idea, but it's definitely not !
10. In French, we use sometimes this expression, saying 'this is a \_\_\_\_\_ ' !!!

### Actividad nº 4

Fill in all the gaps using the correct modal verb

1. She looks pretty sick - I think she \_\_\_\_\_ go to a doctor. (can / should)
2. You've been driving all day - You \_\_\_\_\_ be exhausted! (must / should)
3. Hey I'm lost - \_\_\_\_\_ you help me? (Should / Can)
4. You have such a beautiful voice - You \_\_\_\_\_ sing for us! (should / can)
5. I know he speaks five languages, but \_\_\_\_\_ he speak Arabic? (should / can)
6. That looks very expensive. It have cost a fortune! (must / should)
7. I'm on my way. I \_\_\_\_\_ be there in about 10 minutes. (can / should)

### 1.2. Time connectors

Los **conectores de tiempo** son expresiones de tiempo que utilizamos para unir oraciones cuando contamos lo que hicimos ayer o durante unas vacaciones o incluso cuando “narramos” una divertida anécdota. “**Time connectors**” son las palabras encargadas de establecer el orden cronológico en el que ocurren las cosas.

Conectores de tiempo	Time connectors	Seguidos de	Ejemplos
En primer lugar	FIRST OF ALL	Oración (S+V+C)	First of all, my name is Ian
Primero, segundo, tercero	FIRST SECOND THIRD	Oración (S+V+C)	First, I phoned Lisa Second, I invited her Third, I said “I love you”
Antes de	BEFORE	Sustantivo Oración (S+V+C)	Before dinner Before I get the job...
Después de	AFTER	Sustantivo Oración (S+V+C)	After the film After you read the book...
Más tarde	LATER	Oración (S+V+C)	Later, I had breakfast
Seguidamente	NEXT	Oración (S+V+C)	Next, I invited her
Luego, después	THEN	Oración (S+V+C)	Then, I said “I love you”
Mientras	WHILE	Presente continuo Pasado continuo	While you are having lunch While you were sleeping
Cuando	WHEN	Presente simple Pasado simple	When you find the answer When you phoned me
Finalmente	FINALLY	Oración (S+V+C)	Finally, I said goodbye

¡¡¡**OJO!!!** Ten mucho cuidado con la expresión española DESPUÉS, porque en inglés se puede decir de dos formas distintas. Mira estos ejemplos:

***Yesterday I went to work and THEN I went home.***

- Ayer fui a trabajar y después me fui a casa.

Como has visto, si sólo quieres decir “después”, tienes que utilizar “**THEN**” seguido de una oración (es decir S+V+C: sujeto, verbo y complementos)

***Yesterday we watched a film on TV AFTER dinner.***

- Ayer vimos una película en la tele después de la cena

Por el contrario, si quieres decir “después de” tienes que utilizar “**AFTER**” + el sustantivo directamente, sin más preposiciones. “AFTER” significa “después de”, igual que “BEFORE” significa “Antes de”.

“Después de” y “antes de” se utilizan muchas veces seguidos de un infinitivo:

- *Before having lunch, you must wash your hands.*

Antes de comer, debes lavarte las manos.

- *After having lunch, you must wash your teeth*

Después de comer, debes lavarte los dientes.

### Actividad nº 5

Complete the following sentences using before - until - while - when.

a) You will have arrived \_\_\_\_\_ we go to the cinema.

b) First: The postman goes to that neighbourhood. Then: Your letter will arrive. Your letter will not arrive \_\_\_\_\_ the postman goes to that neighbourhood.

c) I will love you \_\_\_\_\_ I die.

d) Laura makes some mistakes \_\_\_\_\_ she writes.

e) \_\_\_\_\_ I saw you, I was very happy.

f) First: Mary washes the dishes. Then: She watches TV. Mary washes the dishes \_\_\_\_\_ she watches TV.

g) Mike brushes his teeth \_\_\_\_\_ he goes to bed.

h) First: Mike washes his hands. Then: He eats dinner. Mike washes his hands \_\_\_\_\_ he eats dinner.

i) Lucy was at school \_\_\_\_\_ her mother had the accident.

j) \_\_\_\_\_ you read the newspaper, I clean the house!

### Actividad nº 6

Elige la opción más adecuada para responder o terminar cada oración.

Before going to bed

Ann has beautiful dreams.

Ann brushes her teeth.

While Donald takes a bath

he takes a shower.

he sings.

You have to wait three minutes

until the tea is ready.

while the tea is ready.

While I cook this cake

you go to sleep.

when you go to sleep.

We watch TV

while the children sleep.

the children sleep after.

Before going to the supermarket

when I make a list.

I make list.

Debbie usually plays cards

she's in the beach.

when she's in the beach.

Rob likes going to the club

before he has some time.

when he has some time.

## 2. Reading and vocabulary

### Actividad nº 7

**Read this text and answer the questions below:**

Have you got a mobile phone? How long have you had it? Do you think a mobile phone is educational? How many hours a day do you use your mobile phone? Do you use it every day? Does a mobile phone make a person passive? Could you live without your mobile phone for a week? Have you ever used it at school or at work? Do you think mobile phones are good for young children?

They are simple questions but sometimes it is very difficult to answer them. Imagine that we have to answer them thinking in young people or teenagers. What do you think do kids need their own cell phones? What parents can do? What should they do?

Most cell phone companies design models especially for kids. But parents are usually the ones buying the phones, and paying the bill. According to a study, 56% of parents of children ages 8 to 12 have given their children a cell phone. The percentage goes up with age. The study, by ORC International for the National Consumers League (NCL), basically proves what many people already assumed: many kids, if not most, have their own cell phones.

According to a recent survey, 12 is the magic number. It is the most common age for kids to get their first cell phone. But 13% of children ages 6 to 10 already have one. That's more than one out of every 10 kids.

Pro-cell phone people, including many parents, note that cell phones help kids keep in touch with their friends and families. They believe that cell phones are an important tool in an emergency. Kids can stay connected with their parents at all times and it helps teach kids to be responsible. Some cell phones designed for kids can be controlled with settings that allow the phone to only be used in parent-approved ways. What's the harm in that?

But other people are worried about the health and safety effects of kids' cell phones. They believe that plugged-in kids could be missing out on other activities, such as playing outside or hanging out with friends, and that sending text messages while doing homework is bad for concentration. They say that kids are spending too much time texting instead of talking to each other. Another concern is cyberbullying, which is on the rise as more kids use e-mail and text messages to communicate. And some experts are concerned about possible health risks. They worry that radiation—or energy waves—released by cell phones could be harmful to young people. To be safe, many pediatricians advise limiting talk time.

### **Questions:**

- 1- What is the most common age for kids to get their first cell phone?
- 2- What do pro-cell phone people think about mobile phones?
- 3- Why are people worried about effects of kids' cell phones?
- 4- What do many pediatricians advice?
- 5- According to some experts, what are the effects of radiation?



### **Actividad nº 8**

Read the dialogues and answer the questions:

#### **Dialogue 1. A Visit to London**

A: What do you think I ought to see in London first?

B: Well, historical places, I think. You should go to Westminster Abbey, and if you can, go to the Houses of Parliament and the National Gallery.

A: And what about the British Museum?

B: I suppose you must go there. There you can find masterpieces of the World's best artists.

A: How can I get to the centre?

B: I think you can go by steamer down the Thames from Westminster to Tower Bridge. That's a very pleasant way to travel, and you can see London bridges and quite a number of buildings on the way.

#### **Dialogues 2. Asking the Way**

A: Does this bus go to the station?

B: No, you'll have to get off at the bank, and take 178.

A: Can you tell me where to get off?

B: It's the next stop.

\*\*\*

A: Is this the right bus for the Town Hall?

B: No, you should have caught a 12. Get off at the bridge and get one there.

A: Could you tell me when we get there?

B: It's the next stop but one.

#### **Dialogues 3. Shopping**

Allan: Let's go shopping. I have got quite a number of things to buy, and I believe I can get them all in this shop. You see, I ought to buy a present for my friend. She has invited me to her birthday. What shall we look at first?

Ben: Gloves, I think. They must be on the ground floor. Yes, here we are, and I can see just the kind I want.

Allan: Well, that didn't take us long, now let's go up by the escalator to the third floor.

QUESTIONS:

1. Where can you find masterpieces of the World's best artists?
2. Can you see London bridges from the steamer?
3. Can you go to the bus station in bus number 178?

4. Can you take a bus at the bridge if you go to the Town Hall?

5. Whose is the birthday?

6. What are they going to buy her?

### 3. Pronunciación: Fonética - pronunciación de formas débiles – can y should

Si te has dado cuenta a lo largo de la explicación de los modales, hay unos símbolos al lado de ellos en la parte coloreada de los cuadros que van entre barras como éstas //. Son las transcripciones fonéticas de los modales. Es decir, cómo se pronuncian. En dos casos, “CAN” y “SHOULD” tienes dos posibilidades. ¿Recuerdas haberlas visto? Bueno, se trata de la forma fuerte y la débil, y las vamos a repetir ahora:

	<i>Forma fuerte</i>	<i>Forma débil</i>
<b>CAN</b>	Can fuerte	Can flojo
<b>SHOULD</b>	Should fuerte	Should flojo

*En inglés se puede dar más fuerza a la hora de pronunciar unas palabras u otras dentro de la oración para resaltar su importancia dentro de la oración. Por eso hay dos formas de pronunciarlas. Si se acentúa mucho la palabra para que suene y resalte en la oración, se pronuncia la forma fuerte. Si por el contrario se quiere dar más importancia a otra palabra (como por ejemplo al verbo principal que va detrás del modal), entonces se pronuncia la forma débil.*

No te preocupes si no lo entiendes muy bien. El inglés tiene mecanismos muy distintos al castellano y a menudo nos encontramos con características que no hacemos nosotros y nos resultan difíciles de comprender porque no les vemos utilidad en nuestro idioma o simplemente las hacemos sin darnos cuenta. A continuación tienes un ejemplo que te aclarará un poco las cosas.

A Can<sup>1</sup> I come in?

B Yes, you can<sup>2</sup>. You can<sup>3</sup> sit down here.

A Can<sup>4</sup> I smoke?

B Sorry, you can't<sup>5</sup> smoke in here, but you can<sup>6</sup> smoke outside”.

1. Utilizamos la forma fuerte can fuerte porque estamos pidiendo permiso para entrar.

2. Volvemos a utilizar la forma fuerte can fuerte para conceder el permiso.

3. En este caso utilizamos la forma débil can flojo para resaltar la palabra que viene después “sentarse”.

4. También utilizamos la forma débil can flojo para resaltar lo que queremos hacer “fumar”.

5. Utilizamos la forma fuerte, en este caso la negativa can fuerte para dejar claro que no se da el permiso.

**6. Volvemos a utilizar la forma fuerte can fuerte para que sepa que puede fumar fuera.**

¿Estás temblando? No te preocupes. Queremos que conozcas la existencia de estas diferencias fonéticas, pero no te vamos a proponer ningún ejercicio en esta parte.

**3. Listening and speaking**

**Listen to the next audio and fill in the gaps:**

**Audio:** ACING\_4\_Bloque\_10\_Tema\_2\_Audio\_careers.mp3 (Portal de Educación de personas adultas)

**Actividad nº 9**

Complete the following sentences:

Choosing a career \_\_\_\_\_ biggest decisions we make in life. It used to be that we \_\_\_\_\_ career. People \_\_\_\_\_ a job when they were 18, 19 or 20 and \_\_\_\_\_ career for life. Their career path \_\_\_\_\_ straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and \_\_\_\_\_ all the changes. I've had four different careers now. I like moving from \_\_\_\_\_ another. It means life \_\_\_\_\_ boring. It's much better to keep learning different things in different careers. I \_\_\_\_\_ what career I'll choose next. Perhaps one that doesn't \_\_\_\_\_

**SPEAKING**

**STUDENT CAREERS SURVEY**

Write five GOOD questions about careers in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
QUESTION 1			
QUESTION 2			
QUESTION 3			
QUESTION 4			
QUESTION 5			

### Actividad nº 10

#### **A Job Opportunity**

**Listen and answer the questions:**

**Audio:** ACING\_4\_Bloque\_10\_Tema\_2\_Audio\_job2.mp3 (Portal de Educación de personas adultas)

1. Who needs a job?
2. Where is she?
3. Who is offering the job?
4. What is the position?
5. What is the pay?
6. What requirements are asked for?
7. What type of person is desired?
8. What can she earn besides the salary?

### 5. Writing

#### **The world of work**

**Part I. Read the questionnaire carefully and answer the questions about yourself.**

1. Tell me about yourself. Describe your personality.
2. What are your strengths? Best skills?
3. What is your major weakness?
4. What are your career goals? Future plans?
5. What things are most important to you in a work situation?
6. What would be your dream job? Why?
7. What do you think, is the worst job in the world?
8. Would you describe yourself as a workaholic?
9. Where do you see yourself being in five years? Ten years?
10. When you were a child, what job did you want to have when you were older? Why?
11. What jobs in your country are considered to be good jobs? Why?
12. If you had a choice, would you prefer to work alone or as part of a team? Why?
14. What are your hobbies?
15. What salary are you expecting?

**Part II. After you have answered the questions about you, interview a partner. When you have finished the oral practice, write a short paragraph about his/her answers on the interview.**

**Example:**

I interviewed Leslie Adkins. She is 21 years old and lives in Toronto. She defines herself as a responsible and hard-working woman. She said she always studies hard and does her homework. She is good at computers and knows how to use Microsoft Excel. Her weakness is that she is talkative and likes to gossip. Furthermore, in the future she wants to study for a Masters degree. She plans to start her own business selling clothes. On the other hand, she wants a job near her home. And she wants to work with friendly people. In addition, she likes to work alone because she works harder alone. Her hobby is cheerleading. Finally, she expects a salary between \$1.200 and \$1500 per month.

## Writing an application letter

The following application letter template lists the information you need to include in the letter you submit with your resume when applying for a job. Use the application template as a guideline to create customized letters to send to employers with your resume.

### **Contact Information**

The first section of your letter should include information on how the employer can contact you. If you have contact information for the employer, include that. Otherwise, just list your information.

### **Your Personal Information**

First Name Last Name

Street Address

City, State, Zip Code

Phone Number

Email Address

Date

### **Employer Contact Information (if you have it)**

Name

Title

Company

Address

City, State, Zip Code

### **Salutation**

Dear Mr./Ms. Last Name or Dear Hiring Manager:

### **Application Letter Content**

Your application letter will let the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

### **First Paragraph:**

The first paragraph of your job application letter should include information on why you are writing. Mention the job you are applying for and where you found the position. If you have a contact at the company, include it.

### **Middle Paragraphs:**

The next section of your cover letter should describe what you have to offer the company. Make strong connections between your abilities and the requirements listed in the job posting. Mention specifically how your skills and experience match the job. Expand on the information in your resume, don't just repeat it. Try to support each statement you make with a piece of evidence. Use several shorter paragraphs or bullets rather than one large block of text.

### **Final Paragraph:**

Conclude your application letter by thanking the employer for considering you for the position. Include information on how you will follow-up. State that you will do so and indicate when (one week's time is typical). You may want to reduce the time between sending out your resume and follow up if you fax or email it.

### **Complimentary Close:**

Sincerely,

Signature

## **Applying for a job: Letter format example**

**George Gilhooley**

**XYZ Company**

**87 Delaware Road**

**Hatfield, CA 08065**

**Dear Mr. Gilhooley,**

**I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.**

**The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:**

- I have successfully designed, developed, and supported live use applications**
- I strive for continued excellence**
- I provide exceptional contributions to customer service for all customers**

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at john.donaldson@gmail.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

John Donaldson

#### 6. Material adicional: ofertas de trabajo de páginas web

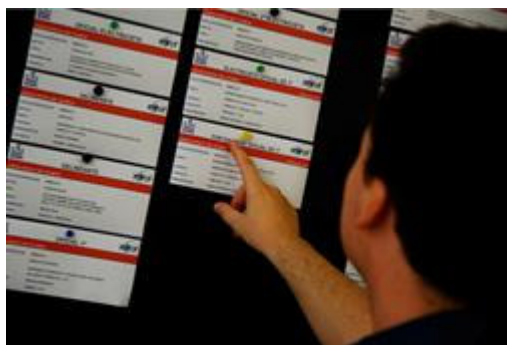


Imagen nº 4. Ofertas de trabajo. Fuente: Materiales Virtuales de ESPA – LOE

¿Y si uno no encuentra lo que busca en estos anuncios? Podemos hacer como Santiago, que prueba ahora con las ofertas que ofrecen **las agencias de colocación** (que también podemos encontrar en Internet). Estas ofertas son algo más **complejas**, pues **describen todos los aspectos que la componen**.

Santiago encuentra una web con ofertas de trabajo interesantes y las estudia para averiguar qué información dan.

Y este es uno de los ejemplos que encontró:

**Commercial Administrator**

Name of the company: Promosouth.

Place: Spain

Job: Commercial Administrator

Type: ICT and Communications

Department: Commercial Department

Vacancies: 1

Job Offer: Commercial Administrator.

Description: Dynamic International Company is looking for a young professional person to join the Department of Commercial Administration for the Office in Málaga.

Profile: Female, aged 22-29 years

Please send photo with your application and indicate mean of contact (phone, email, letter).

Interview plus computer based test.

Requirements:

Nationality: Spanish

Languages: High level of spoken and written Spanish and English

Experience: preferred but not obligatory

Studies: Technical Administration

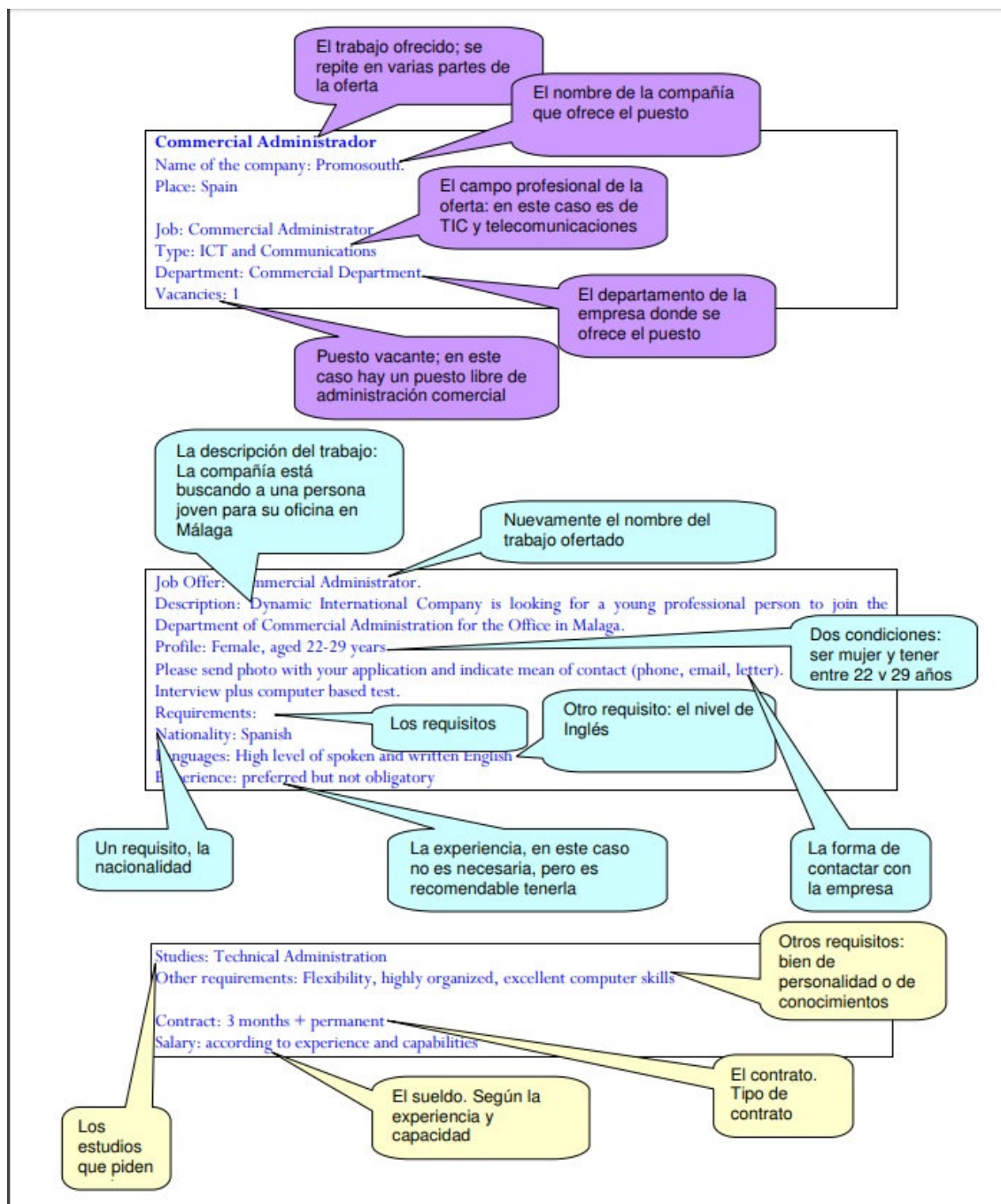
Other requirements: Flexibility, highly organized, excellent computer skills

Contract: 3 months + permanent

Salary: according to experience and capabilities

Lo primero que haremos será mostrar el tipo de información que encontramos en estas ofertas. Observa el siguiente **esquema** con todos los elementos que componen esta **oferta de trabajo**.





Ya hemos aclarado la información de este tipo de ofertas de trabajo, y ahora debes ser capaz de poder hacer esta autoevaluación:

Ahora podemos **combinar** estos dos tipos de ofertas, los anuncios cortos de prensa y las ofertas largas y detalladas: veamos cómo se puede pasar una oferta larga a un anuncio. Lo principal es decidir **qué información es** la que consideramos más **importante** y **descartar los detalles** con poca importancia. Aquí tienes un ejemplo de cómo hemos convertido paso a paso la oferta de trabajo de Promosouth en un anuncio.

**Commercial Administrador**

Name of the company: Promosouth.  
Place: Spain

Job: Commercial Administrator  
Type: ICT and Communications  
Department: Commercial Department  
Vacancies: 1

Job Offer: Commercial Administrator.

Description: Dynamic International Company is looking for a young professional person to join the Department of Commercial Administration for the Office in Malaga.

Profile: Female, aged 22-29 years

Please send photo with your application and indicate mean of contact (phone, email, letter).

Interview plus computer based test.

Requirements:

Nationality: Spanish

Languages: High level of spoken and written English

Experience: preferred but not obligatory

Studies: Technical Administration

Other requirements: Flexibility, highly organized, excellent computer skills

**Commercial Administrador**

Name of the company: Promosouth.  
Place: Spain

Job: Commercial Administrator  
Type: ICT and Communications  
Department: Commercial Department  
Vacancies: 1

Job Offer: Commercial Administrator.

Description: Dynamic International Company is looking for a **young professional** person to join the Department of Commercial Administration for the **Office in Malaga**.

Profile: Female, aged 22-29 years

Please send photo with your application and indicate mean of contact (phone, email, letter).

Interview plus computer based test.

Requirements:

Nationality: Spanish

Languages: High level of **spoken and written English and Spanish**

**Experience: preferred** but not obligatory

Studies: Technical Administration

Other requirements: Flexibility, highly organized, excellent computer skills

**Commercial Administrator**  
Name of the company: Promosouth.  
Place: Spain

Job: Commercial Administrator  
Type: ICT and Communications  
Department: Commercial Department  
Vacancies: 1

Job: Office Commercial Administrator.  
De **OFFICE IN SPAIN** national Company is looking for a **young professional** person to join the Department of Commercial Administration for the **Office in Malaga**.

Profile: Female, aged 22-29 years  
Please send photo with your application and indicate **mean of contact** (phone, email, letter).

**NO EXPERIENCE NECESSARY** er based test. **SPOKEN AND WRITTEN ENGLISH AND SPANISH**

Languages: High level of **spoken and written English and Spanish**  
**Experience: preferred** but not obligatory

Studies: Technical Administration  
Other requirements: Flexibility, highly organized, excellent computer skills

- **YOUNG PROFESSIONAL** **OFFICE IN SPAIN**  
**SPOKEN AND WRITTEN ENGLISH AND SPANISH** **NO EXPERIENCE NECESSARY**
- **Young professionals needed. For office in Spain. Spoken and written Spanish and English required. No experience necessary.**

El esquema general de estas ofertas de trabajo es el siguiente:

<p><u>Name of the job:</u> -Date / reference number / company.</p> <p><u>Place of job:</u> -Town / region / country</p> <p><u>Description of job:</u> -Job / category / Department / Description of offer: -Description: responsibility / job requirements.</p> <p><u>Candidates requirements:</u> -Studies / Experience / residence / other requirements.</p> <p><u>Contract:</u> -Type / Duration / Timetable / Salary.</p>
---

Y sobre los anuncios recuerda que no hay un modelo establecido, hay que decidir qué es lo más importante o llamativo de la oferta y resumirlo en el menor número de palabras. La persona que hace el anuncio siempre decide qué información poner.

### Para saber más

Sitio web de ofertas de trabajo en España en inglés:

<http://www.infojobs.net/ofertas-trabajo/english>

Sitio web de ofertas en el Reino Unido:

<http://www.jobsearch.co.uk/>

<http://wordreference.com/es/index.htm>

<http://dictionary.cambridge.org/>

### Soluciones a los ejercicios propuestos

#### Actividad nº 1

1. In France, you can ride a moped at the age of 14
2. You must be 18 to have a driving licence.
3. You mustn't drive fast.
4. Young drivers must have an A-sticker on their cars.

#### Actividad nº 2

1. Could you tell me the way to the nearest bank? (COULD / MUST)
2. We must hurry - we're late. (CAN / MUST)
3. You should give up smoking. It's bad for your health. (SHOULD / MUSTN'T)
4. "Matrix" is a wonderful film. You should watch it. (SHOULD / MUSTN'T)
5. Can you help me with this exercise? (MAY / CAN)
6. Stephen King's latest book is great! I must read it. (CAN / MUST)
7. Mary should respect her parents. (CAN / SHOULD)
8. Look at Peter's car. He must be very rich. (MUST / SHOULD)
9. You mustn't drive so fast - it's very dangerous. (MUSTN'T / SHOULD)
10. "Shall we phone Mary now?" --- "I don't know. It's early. She may not be home from work yet." (CAN / MAY)
11. We mustn't leave the door open - the rain will come in. (CAN / MUSTN'T)

#### Actividad nº 3

1. According to the forecast on the TV, it could rain tomorrow.
2. Could you help me, please ?
3. I don't really know. It could be the right answer, but I'm not sure. What should I do?
4. You must remember to do your homework !
5. They must not walk on the grass, it's forbidden !
6. They could walk on the grass, I don't care.
7. They must walk across the street on the pedestrian crossing !
8. Rosminet and Gizmo could help us a lot if we asked them.
9. This could be a great idea, but it's definitely not !
10. In French, we use sometimes this expression, saying 'this is a must ' !!!

#### Actividad nº 4

1. She looks pretty sick - I think she should go to a doctor. (can / should)
2. You've been driving all day - You must be exhausted! (must / should)
3. Hey I'm lost - can you help me? (Should / Can)
4. You have such a beautiful voice - You should sing for us! (should / can)
5. I know he speaks five languages, but can he speak Arabic? (should / can)
6. That looks very expensive. It must have cost a fortune! (must / should)
7. I'm on my way. I should be there in about 10 minutes. (can / should)

#### Actividad nº 5

- a) You will have arrived before we go to the cinema.
- b) First: The postman goes to that neighbourhood. Then: Your letter will arrive. Your letter will not arrive **before** the postman goes to that neighbourhood.
- c) I will love you until I die.
- d) Laura makes some mistakes when she writes.
- e) When I saw you, I was very happy.
- f) First: Mary washes the dishes. Then: She watches TV. Mary washes the dishes before she watches TV.
- g) Mike brushes his teeth when he goes to bed.
- h) First: Mike washes his hands. Then: He eats dinner. Mike washes his hands before he eats dinner.
- i) Lucy was at school when her mother had the accident.
- j) While you read the newspaper, I clean the house!

#### Actividad nº 6

Before going to bed

- Ann brushes her teeth.

While Donald takes a bath

- he sings.

You have to wait three minutes

- until the tea is ready.

While I cook this cake

- you go to sleep.

We watch TV

- while the children sleep.

Before going to the supermarket

I make list.

Debbie usually plays cards

when she's in the beach.

Rob likes going to the club

when he has some time.

### Actividad nº 7

1- What is the most common age for kids to get their first cell phone?

**The most common age for kids to get their first cell phone is 12.**

2- What do pro-cell phone people think about mobile phones?

**They think that cell phones help kids keep in touch with their friends and families. They believe that cell phones are an important tool in an emergency. Kids can stay connected with their parents at all times and it helps teach kids to be responsible. Some cell phones designed for kids can be controlled with settings that allow the phone to only be used in parent-approved ways.**

3- Why are people worried about effects of kids' cell phones?

**They are worried about the health and safety effects of kids' cell phones because they believe that plugged-in kids could be missing out on other activities, such as playing outside or hanging out with friends, and that sending text messages while doing homework is bad for concentration. They say that kids are spending too much time texting instead of talking to each other. Another concern is cyberbullying, which is on the rise as more kids use e-mail and text messages to communicate.**

4- What do many pediatricians advice?

**They advise limiting talk time.**

5- According to some experts, what are the effects of radiation?

**They worry that radiation could be harmful to young people**

### Actividad nº 8

1. Where can you find masterpieces of the World's best artists?

**In British Museum.**

2. Can you see London bridges from the steamer?

**Yes you can.**

3. Can you go to the bus station in bus number 178?

**Yes, you can.**

4. Can you take a bus at the bridge if you go to the Town Hall?

**Yes, you can.**

5. Whose is the birthday?

**It's Allan's friend birthday.**

6. What are they going to buy her?

**They are going to buy her a pair of gloves.**

### Actividad nº 9

Choosing a career is one of the biggest decisions we make in life. It used to be that we chose only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was quite straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and keep up with all the changes. I've had four different careers now. I like moving from one job to another. It means life never gets boring. It's much better to keep learning different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even exist today.

### Actividad nº 10

1. Sue.
2. On a trip to Leeds.
3. A magazine - London Week.
4. A sales executive.
5. 14,000.
6. Sales people with up to two years experience.
7. Bright and enthusiastic.
8. A commission.