ETEc GETÚLIO VARGAS

INGLÊS INSTRUMENTAL

3L - ADMINISTRAÇÃO

2o. semestre/2010
profa. Márcia Rejani

STUDENT´S NAME:

_____

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COMPETÊNCIAS	HABILIDADES	BASES TECNOLÓGICAS
1.Identificar a aplicação da língua inglesa em processos de comunicação administrativa e empresarial. 2.Compreender o conteúdo de documentos escritos em língua inglesa. 3. Identificar a utilização da língua inglesa na aplicação de negociação comercial com países estrangeiros. 4. Reconhecer a língua inglesa como diferencial em negociação com empresas estrangeiras e nos processos administrativos de exportação e importação.	1.Utilizar a língua inglesa nas atividades administrativas e empresariais. 2. Comunicar-se em língua inglesa. 3. Aplicar a língua inglesa em processos de elaboração e interpretação de documentos. 4.Traduzir oralmente ou por escrito documentos em língua inglesa. 5. Realizar negociações em língua inglesa por meio de documentos escritos ou comunicação oral. 6. Aplicar língua inglesa nos processos administrativos.	1.Conscientização sobre leitura e compreensão (Skimming, scanning e seletividade). -Facilitadores de leitura : prediction, cognates, Repeated words, typographical evidences and use of dictionary – Texts for comprehension. 2.Simple Present Tense (active and passive) 3.Simple Past Tense (active and passive) 4.Contextual Reference. Texts for comprehension. 5.Word Formation: Suffixes. Texts for comprehension 6.Word Formation: Prefixes. Texts for comprehension. 7.Simple Future Tense 8.Plural of nouns. Texts for comprehension 9.Comparison (Adjectives). Comparison of quantities (of the same type) 10.Comparison (Adverbs) .Texts for comprehension.

Carga horária: 50 horas/semestre

AGENDA

DATA	PROVAS, TRABALHOS, ATIVIDADES, ETC.

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UNIDADE 1 - ESTRATÉGIAS DE LEITURA

O ato de ler ativa uma série de ações na mente do leitor, por meio das quais ele extrai informações. Essas ações são denominadas estratégias de leitura e, na sua maioria, passam despercebidas pela consciência. Elas ocorrem simultaneamente, podendo ser mantidas, modificadas ou desenvolvidas durante a apropriação do conteúdo.

Ao ler um texto qualquer, a mente da pessoa seleciona o que lhe interessa: nem tudo o que está escrito é igualmente útil. Escolhem-se alguns aspectos, chamados relevantes, ignoram-se outros, irrelevantes ou desinteressantes, e faz-se uma seleção, isto é, presta-se a atenção aos aspectos que interessam, ou seja, àqueles sem os quais seria impossível compreender o texto. São hipóteses que o leitor levanta, antecipando informações com base nas pistas que vai percebendo durante a leitura.

Pode-se dizer que leitor eficiente é aquele que:
• formula perguntas enquanto lê e se mantém atento;
• seleciona índices relevantes para a compreensão;
• supre os elementos ausentes, complementando informações;
• antecipa fatos;
• critica o conteúdo;
• reformula hipóteses;
• estabelece relações com outros aspectos do conhecimento;
• transforma ou reconstrói o texto lido;
• atribui intenções ao escritor.

(adaptado de LEITURA - UM DESAFIO SEMPRE ATUAL, de Maria de Lurdes Kriegl)

Algumas estratégias:

◊ **Skimming** ou **skim reading** → consiste em ler rapidamente em busca dos fatos principais ou a visão geral do assunto abordado. "To skim" em inglês significa correr os olhos ou passar os olhos por. A técnica de "skimming" nos leva a ler um texto superficialmente. Utilizar esta técnica significa que não precisamos ler cada sentença detalhadamente, mas sim passarmos os olhos por sobre o texto, lendo algumas frases aqui e ali, procurando reconhecer certas palavras e expressões que sirvam como 'dicas' na obtenção de informações sobre o texto.

◊ **Scanning** → consiste em localizar uma informação especifica no texto. Muito usado durante provas quando se procura a resposta parar uma questão específica, por exemplo. "To scan" em Inglês significa examinar, sondar, explorar. O que faz um scanner? Uma varredura, não é?! Logo, com a técnica de "scanning" você irá fazer uma varredura do texto, procurando informações específicas.

◊ **Deduction (Dedução)** → Com o que uma frase está relacionada? Com quais palavras a palavra *desconhecida* parece estar relacionada? O que as palavras próximas da palavra desconhecida significam? Como a palavra desconhecida poderia estar relacionada a estas palavras?

◊ **Part of Speech (Parte do Discurso)** → Em que parte do discurso está a palavra desconhecida? É um verbo, substantivo, preposição, adjetivo, expressão de tempo ou alguma outra coisa?

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◇ **Vocabulary Activation (Ativação de vocabulário)** → Passando rapidamente os olhos pelo texto, a o que ele parece estar relacionado? O aspecto visual do texto dá alguma dica? A publicação (livro, revista, etc) ou tipo de livro dão alguma pista sobre o que o texto poderia ser? Quais palavras você acha que pertenceriam a esta categoria de vocabulário?

◇ **Audience (Público)** → Para quem o texto foi escrito? Os leitores são pessoas na área de negócios ou público geral? Adultos ou crianças? Saber quem é o leitor vai influenciar o vocabulário, estilo e tom do texto e ajuda você a entender qual o objetivo do autor.

◇ **Type of text (Tipo de texto)** → É um relatório, carta, artigo ou anúncio? Isto também ajuda você a perceber a meta do autor (para descrever, informar, explicar, persuadir e assim por diante) e o conteúdo geral do texto.

◇ **Structure (Estrutura)** → A estrutura da maioria dos textos consiste numa **introdução** (o parágrafo de abertura, que antecede o assunto do texto), o **corpo** ou seção principal e, por último, a **conclusão** ou resumo. Entender a estrutura do texto pode ajudá-lo a encontrar informações com mais facilidade.

◇ **Cognates (Cognatos)** → De 20 a 30% das palavras da língua inglesa são cognatas em Português, ou seja, tais palavras têm uma origem comum: o Latim. Tais palavras são parecidas ou até mesmo iguais nas duas línguas, possuindo o mesmo significado. Podemos citar como exemplo a palavra "organization", que significa "organização". De modo geral, podemos dizer que os cognatos abrem caminhos para a compreensão do texto e devem ser um recurso valioso a ser explorado. Lembramos ainda que os cognatos podem ser IGUAIS às palavras em Português (ex. universal), MUITO PARECIDOS (ex. administration, objectives, systems, executive) ou apenas PARECIDOS (ex. compounding, title).

◇ **Typographical clues (Dicas tipográficas)** → Veja quais são estes importantes elementos e habitue-se a tirar proveito deles ao ler um texto em inglês.
→ **negrito**
→ *itálico*
→ <u>sublinhado</u>
→ figuras, fotos, desenhos, quadros, tabelas, diagramas, gráficos, logotipos, mapas
→ símbolos: @, %, $, *, #, +, -, 32, ...
→ pontuação: ( ), ..., !, ?, -
→ LETRAS MAIÚSCULAS
→ espaçamento : novos parágrafos, novas partes

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EXERCISES

1) No trecho abaixo, assinalamos os cognatos com um fundo cinza para destacá-los e facilitar a compreensão. Utilize o quadro abaixo do texto para escrever cinco informações extraídas deste texto:

*In business, **administration** consists of the performance or management of business operations and thus the making or implementing of major decisions. Administration can be defined as the universal process of organizing people and resources efficiently so as to direct activities toward common goals and objectives. The word is derived from the Middle English word administracioun, which is in turn derived from the French administration, itself derived from the Latin administratio — a compounding of ad ("to") and ministratio ("give service").*

__Administrator__ can serve as the title of the general manager or company secretary who reports to a corporate board of directors. This title is archaic, but, in many enterprises, this function, together with its associated Finance, Personnel and management information systems services, is what is intended when the term "the administration" is used. In some organizational analyses, management is viewed as a subset of administration, specifically associated with the technical and mundane elements within an organization's operation. It stands distinct from executive or strategic work. In other organizational analyses, administration can refer to the bureaucratic or operational performance of mundane office tasks, usually internally oriented and reactive rather than proactive.

from http://en.wikipedia.org/wiki/Administration_%28business%29

a	
b	
c	
d	
e	

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2) Skimming exercise: Leia os textos abaixo e escreva, em Português, as idéias principais de cada um (não é tradução!). Leve em conta as palavras cognatas, nomes próprios e números, bem como o seu conhecimento prévio sobre o assunto.

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1) profit - Definition

The positive gain from an investment or business operation after subtracting for all expenses. Opposite of loss.
http://www.investorwords.com/3880/profit.html

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2) Accounting is the study of how businesses track their income and assets over time. Accountants engage in a wide variety of activities besides preparing financial statements and recording business transactions including computing costs and efficiency gains from new technologies, participating in strategies for mergers and acquisitions, quality management, developing and using information systems to track financial performance, tax strategy, and health care benefits management.
http://www.careers-in-accounting.com/

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3) **Generate and sustain HOPE**

The great psychiatrist, Viktor Frankl, a survivor of the concentration camps during the second world war demonstrated that those prisoners who survived the terrible rigours of the regime were those who had HOPE. Those who lost hope of survival were more likely to die. No matter how bad your situation there is always HOPE that things will get better. The role of the CEO is to be positive about this hope, to inspire his people and convince them that they will escape from the adversity they are currently suffering.
http://www.superboss.co.uk/article10.html

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UNIDADE 2 – WRITING A CURRICULUM VITAE

Parte 1 - Contextualização:
A) Reflita sobre os questionamentos abaixo e em seguida redija um parágrafo em Português relatando suas reflexões: Quem escreve um *Curriculum Vitae (CV)*? Para que as pessoas escrevem um *CV*? Para quem as pessoas escrevem um *CV*? Por que pessoas lêem um *CV*? Que informações podem ser encontradas em um *CV*? Que linguagem é utilizada? O *CV* segue algum padrão específico? Onde o *CV* circula? Que papel o *CV* ocupa na sociedade?

© Randy Glasbergen.
www.glasbergen.com

"I névér know whéré to put thé funny thing ovér thé léttér é whén I'm writing my résumé."

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B) Leia o texto extraído do site www.about.com sobre CVs e em seguida assinale na lista mais abaixo as características importantes para um bom *Curriculum Vitae*. Faça isso tendo em mente a frase: "Um bom *Curriculum Vitae* deve ser...

How to write a CV

Colorado College's Career Center lists important points to consider when preparing an effective Curriculum Vitae. It should be:

- Clear - well-organized and logical
- Concise - relevant and necessary
- Complete - includes everything you need
- Consistent - don't mix styles or fonts

( )	atraente visualmente	( )	ilustrado
( )	atual	( )	inconsistente
( )	bem humorado	( )	informal
( )	claro	( )	objetivo
( )	completo	( )	organizado
( )	conciso	( )	resumido
( )	consistente	( )	sério
( )	extenso	( )	tradicional
( )	genérico	( )	verdadeiro

CURRICULUM VITAE:

Um currículo é essencial para quem deseja conseguir um emprego. Deste modo, se você desejar, poderá aprender a formular um "Curriculum Vitae" em Inglês, a partir das orientações dadas a seguir.

Um "Curriculum Vitae" deve ter:

a) INFORMAÇÕES PESSOAIS (Personal Information), incluindo nome completo (em letras maiúsculas), endereço residencial, endereço para correspondência (se for diferente do residencial), número de telefone com código, data de nascimento, nacionalidade, estado civil, emprego atual.
b) EDUCAÇÃO E QUALIFICAÇÕES (Education and Qualifications), em ordem cronológica.
c) EXPERIÊNCIA PROFISSIONAL (Professional Experience): destacar os empregos que possam favorecer o cargo para o qual você está se candidatando.
d) OUTROS (Others): Nesta parte você pode informar sobre línguas, cursos de Informática, carteira de habilitação (dependendo do cargo), etc.
e) REFERÊNCIAS (References): forneça pelo menos duas.

A seguir preencha, em Inglês, o "Curriculum Vitae" com os seus dados:

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CURRICULUM VITAE

Reference:_____

<u>PERSONAL INFORMATION</u>

Name:

_____

Address:

_____

Telephone Number:

_____

Date of Birth:

_____

Marital Status:

_____

Present Occupation:

_____

<u>EDUCATIONAL QUALIFICATIONS</u>

_____
_____
_____
_____
_____

<u>PROFESSIONAL EXPERIENCE</u>

_____
_____
_____
_____
_____

<u>OTHER</u>

Languages:_____
_____

<u>REFERENCES</u>

1) _____
2) _____

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Parte 2 – Mais exemplos de C. V.

Modelo1

Raj Nahal

57 Greenhills
Newcastle upon Tyne

Killingworth
NE12 5BA

Telephone: 07770 966555. Email: rajnahal@yahoo.com

GENERAL MANAGEMENT (RETAIL - SERVICE STATION)

Possessing a wealth of experience in Forecourt / Filling Station Management and a proven ability of successful business development, consistently achieving significant year-on-year targets and growth. Accomplished in training and motivating others to provide a high level of customer service whilst optimising team potentials. Believing that good team leadership and a hands-on approach to management brings increased standards and profits.

AREAS OF EXPERTISE

- General management
- Business development / maximizing profit
- P&L responsibility / budgeting
- Administration
- Merchandising
- Recruitment / inductions / training
- Negotiating / purchasing

- Marketing / promotions
- Training managers and teams
- Customer care
- Stock / inventory control
- Team leadership
- Health & Safety / first aid
- Security / property management

From: http://www.cv-service.org/example2p1.html

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Modelo 2

CURRICULUM VITAE

Personal Information:

Surname	Schnitzer
Given Name:	Wilhelm
Address:	99, Xia Xi Shun Cheng Street
	Chengdu 610016
	P.R.China
	Tel. No. 0086 13708054946
	E-mail: zhuschnitzer@hotmail.com
Date of Birth:	July, 12, 1951
Place of Birth:	Friedingen
Nationality:	German
	Present Resident in China
Marital Status:	Married with one child

Objective:
To secure a rewarding assignment to lead a 4 or 5 star hotel to its next level through skillful management and by motivating, training and supporting the team to achieve higher standards of performance.

Key Skills
Culinary background, motivation, organization and leadership

Vocational Experience:

December.2003 – present   **General Manager**
Yinhe Dynasty Hotel Chengdu China
A four star property with 364 rooms and 6 F&B outlets, with banquet
facilities up to 1200 person. In 2005 we generate a turnover of $6.1m.
During my tenure GOP has seen a sharp increase from 16.06% in 2003
to 22.38% in 2005, an increase of 39.35%. The workforce consists of a
total of 460 associates

December.2001 to   **Director of Food & Beverage & Asst. GM**
Decmber.2003   **Yinhe Dynasty Hotel Chengdu China**
Responsible for the running the hotel, in absence of the GM
Responsible for budgeting, forecasting, financial results, staff training
and daily operations.
This Four star hotel with 364 rooms and 6 F&B outlets, four kitchen
and stewarding generate a Food & Beverage revenue of USD 1.8m per annum. The workforce consists of a total of 132 associates
During my time here we achieved a steep increase in F&B profitability
from 13% to 26.7%

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	A decrease in F&B payroll from 35.05% to 24.54%,
September.2001 –	**Director of Food & Beverage**
December.2001	**Yinhe Dynasty Hotel Chengdu China**
	May 2000 – August 2001 **Executive Chef**
	Yinhe Dynasty Hotel Chengdu China
	Decreased food cost from above 42% to 31%
	This Four star hotel with 364 rooms and 6 F&B outlet, four kitchens
	and stewarding
	Food revenue of USD 1.5m per annum
	The workforce consists of a total of 80 associates

Vocational Training:

9 - 11October 2003	3 days Dynasty Sales and Marketing Training
19 & 20 August 2002	Two days Management Performance and Development Training
6 & 7 July 2001	Management Team Building Training
15 September 1990	Opening Member and Trainer for the Main Kitchen, to 8 December 1990 Banquet Kitchen and Maritim fine dining Restaurant at the Maritim Hotel , Mauritius
September 1984 to July 1986	Obtaining Hotel Management School – Berlin, Germany and passed successfully the Examination at the Chamber of Industry and Commerce, in Berlin
March 1969	Passed successfully the Cook Examination at the Chamber of Industry and Commerce, District Esslingen
May 1, 1966 to April 30, 1969	Cook Apprenticeship at the Hotel Neckartal Koengen, Germany

Education
September 1957 to Primary School and
April 1966 Secondary School, in Friedingen
September1972 to Middle class school – Stuttgart, Germany
July 1974

Languages: German: Excellent written and oral skills
English: good written and oral skills

Reference: John Malins General Manager
Holiday Inn Atrium Singapore
Tel. No.0065 81268006
E-mail: john_malins@yahoo.com
Roland Steiner General Manager & Area General Manager
Crown Plaza Park View Beijing Wuzhou District
0086 13911797904
E-mail: roland.steiner@ichotelsgroup.com

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Modelo 3

EUROPEAN CURRICULUM VITAE FORMAT

PERSONAL INFORMATION

Name	**[SURNAME, other name(s)]**
Address	**[House number, street name, postcode, city, country]**
Telephone	
Fax	
E-mail	
Nationality	
Date of birth	[Day, month, year]

WORK EXPERIENCE

• Dates (from – to)	[Add separate entries for each relevant post occupied, starting with the most recent.]
• Name and address of employer	
• Type of business or sector	
• Occupation or position held	
• Main activities and responsibilities	

EDUCATION AND TRAINING

• Dates (from – to)	[Add separate entries for each relevant course you have completed, starting with the most recent.]
• Name and type of organisation providing education and training	
• Principal subjects/occupational skills covered	
• Title of qualification awarded	
• Level in national classification (if appropriate)	

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<div align="right">

**PERSONAL SKILLS
AND COMPETENCES**

</div>

Acquired in the course of life and career but not necessarily covered by formal certificates and diplomas.

MOTHER TONGUE | **[Specify mother tongue]**

OTHER LANGUAGES

[Specify language]

• Reading skills | [Indicate level: excellent, good, basic.]

• Writing skills | [Indicate level: excellent, good, basic.]

• Verbal skills | [Indicate level: excellent, good, basic.]

SOCIAL SKILLS
AND COMPETENCES
*Living and working with other people,
in multicultural environments, in
positions where communication is
important and situations where
teamwork is essential (for example
culture and sports), etc.*

[Describe these competences and indicate where they were acquired.]

ORGANISATIONAL SKILLS
AND COMPETENCES
*Coordination and administration of
people, projects and budgets; at work,
in voluntary work (for example culture
and sports) and at home, etc.*

[Describe these competences and indicate where they were acquired.]

TECHNICAL SKILLS
AND COMPETENCES
*With computers, specific kinds of
equipment, machinery, etc.*

[Describe these competences and indicate where they were acquired.]

ARTISTIC SKILLS
AND COMPETENCES
Music, writing, design, etc.

[Describe these competences and indicate where they were acquired.]

OTHER SKILLS
AND COMPETENCES
Competences not mentioned above.

[Describe these competences and indicate where they were acquired.]

DRIVING LICENCE(S)

ADDITIONAL INFORMATION | [Include here any other information that may be relevant, for example contact persons, references, etc.]

ANNEXES | [List any attached annexes.]

From: www.cedefop.eu.int/transparency/cv.asp

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Parte 3 – Levantamento das partes principais

Tomando como ponto de partida as amostras de C.V. apresentadas, relacione abaixo juntamente com seu colega, as partes que os constituem.

Parte 4 – Levantamento Lexical:

Relacione abaixo as palavras chave de cada um dos três modelos de *Curriculum Vitae* apresentados.

Modelo 1
Modelo 2
Modelo 3

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UNIDADE 3 - WRITING A COVER LETTER WHEN APPLYING FOR A JOB

The cover letter should always be included when sending your resume or CV for a possible job interview. This letter of application serves the purpose or introducing you and asking for an interview. To the right of the letter, look for important notes concerning the layout of the letter signaled by a small number.

Cover Letter Outline

(1) Begin your cover letter by placing your address first, followed by the address of the company you are writing to.
(2) Use complete title and address; don't abbreviate.
(3) Always make an effort to write directly to the person in charge of hiring.
(4) Always sign letters.

2520 Vista Avenue (1)
Olympia, Washington 98501
April 19, 2001

Mr. Bob Trimm, Personnel Manager (2)
Ideas Inc.
587 Lilly Road

Dear Mr. Trimm: (3)

Opening paragraph - Use one of the following to bring yourself to the attention of the reader and make clear what job you are applying for:

   A. Summarize the opening
   B. Name the opening
   C. Request an opening
   D. Question the availability of an opening

Middle paragraph(s)- Use one of the following in each of your middle paragraphs to provide the reader with plenty of reasons to invite you to an interview:

   A. Education
   B. Work experience
   C. Ability to work with others and/or alone
   D. Interest in your field
   E. Interest in the company
   F. Responsibilities in previous positions

Closing paragraph - Use the closing paragraph to ensure action on the part of the reader - The last paragraph needs to help ensure that action is

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taken. You can ask for an interview appointment time, stating that you will be happy to come to the employer's office when convenient. Make it easy for the reader to follow-up by providing your telephone number and email address.

Sincerely,

José da Silva (4)

Useful Key Phrases: here are some useful key phrases to use in your own cover letters.

- I am writing to you in response to your advertisement for...
- As you can see from my enclosed resume, my experience and qualifications match this position's requirements.
- I would like to point out... immediately upon his return.
- During ...., I improved (furthered, extended, etc.) my knowledge of...,
- I look forward to an opportunity to speak with you in person. (OR to speak with you personally)

Cover Letter: Example

2520 Vista Avenue
Olympia, Washington 98501
April 19, 2001

Mr. Bob Trimm, Personnel Manager
Importers Inc.
587 Lilly Road

Dear Mr. Trimm:

I am writing to you in response to your advertisement for a Legal Assistant specializing in Port Regulatory Law, which appeared in the Seattle Times on Sunday, June 15. As you can see from my enclosed resume, my experience and qualifications match this position's requirements.

I especially would like to point out that I graduated Cum Laude from The University of Tacoma and was hired directly upon graduation due to my expertise in port authority regulations.

During the four years that I worked for Shoreman and Co., I furthered deepened my knowledge of the fast changing regulatory laws in our state. My employer also thought highly enough of my abilities to promote me to head legal researcher after my first year of employment.

I look forward to an opportunity to personally discuss the position with you. I will call you within the next five days to arrange an interview.

Sincerely,

José da Silva

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EXERCISE

Escreva abaixo o esboço (draft) da **cover letter** referente ao seu próprio CV:

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UNIDADE 4 - JOB ADS (ANÚNCIOS DE EMPREGO)

A seguir você lerá os resumos dos resultados obtidos no site http://www.jobsite.co.uk/ para a palavra chave "business administration" e após isso dois dos quatro anúncios em detalhes.

Nestes dois anúncios você deverá observar as informações sobre a empresa que está anunciando a vaga, a descrição da vaga, condições de trabalho, as habilidades do candidato, experiência exigida, salário, etc. e completar o quadro com as semelhanças e diferenças entre eles.

Business Administration Manager
Salary: £26,000 to £29,000
Location: London
Job Type: Permanent
Business Administration Manager - London Our client is looking to recruit an experienced Business Manager to take responsibility for their busy office in London. Our client is one of the countries leading providers of cosmetic surgery and due to continued growth they are able to offer this excellent position. The successful candidate must have the following experience to apply for...

Office Administrator
Salary: Competitive + Benefits
Location: London
Job Type: Permanent
Role Profile - Office Administrator Department: Business Support Reports to: Head of Operations At Hudson & Yorke, we are building a specialist team of outstanding people with complementary experience in the operational areas of quality management, governance, talent, marketing, administration and finance and IT. As a member of the Business Support team you will work alongside high-calibre colleagues to support...

Data Administrator
Salary: £80 - £120 p/day
Location: West London
Job Type:Contract/Temporary
Data Administrator, West London, £80-120 p/d, contract for 3 months+ - Excel, Data We are a major name within the online communication and social networking world and we're looking for an experienced Data Administrator to join our business operations support team. This particular group provide the (user) content on our .com support pages, documentation, and education (e.g. eLearning) for people...

Human Resources Administrator
Salary: £21-23k + LA
Location: London
Job Type: Contract
As HR administrator within the Group Finance HR team you'll provide administrative support for our HRBP's and Managers as we work together to develop the business. It's not necessary for you to have rail industry experience. In fact, what will set you apart is your motivation and natural flair for dealing with people at all levels. Do you have..? -...

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Business Administration Manager

Business Administration Manager - London

Our client is looking to recruit an experienced Business Manager to take responsibility for their busy office in London.

Our client is one of the countries leading providers of cosmetic surgery and due to continued growth they are able to offer this excellent position.

The successful candidate must have the following experience to apply for the role:
Strong organizational skills
At least 2 years office management experience
Strong skills in Word, Excel and PowerPoint
Ability to communicate effectively
Experience in handling confidential data

This is a diverse role and offer many benefits to the successful candidate.

To apply for the post please send your CV to clare.taylor@estiohealthcare.co.uk or call 01422 344991 for an informal chat.

Vacancy Summary

Job Type: Permanent
Location: London
Start Date: March 2010
Salary: £26,000 to £29,000
Ref No: 215560-CTHM
Date Advertised: 11 Feb 2010

Applying For This Position

Unless otherwise stated, if applying for a job within the European Union, you must ensure that you are **already authorised** to work there.

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Data Administrator

Data Administrator, West London, £80-120 p/d, contract for 3 months+ - Excel, Data

We are a major name within the online communication and social networking world and we're looking for an experienced Data Administrator to join our business operations support team. This particular group provide the (user) content on our .com support pages, documentation, and education (e.g. eLearning) for people who use our services.

We are migrating all of our online content from one database to another. We need a trustworthy individual with proven experience managing data. You will have proven Excel experience.

You will need:
- Strong Excel experience including; Pivot Tables, Formulas, V-lookups, Graphs, etc.
- Excellent communication skills
- A keen eye for detail
- Aptitude to lead new skill (you will be trained out in house CRM systems and Databases)

Key words: Data Analyst, Data Administrator, Content Administrator, Data Management Administrator, Sales Administrator, Excel, Database, Data, Pivot Tables, Formulas, V-lookups, Graphs

For further information or to apply for this position please send and up to date MS Word copy of your CV to Peter Hill at Connections Recruitment:
peter.hill@connectionsrecruit.co.uk

Connections Recruitment has offices in Wokingham and Glasgow, providing services as an employment agency and employment business, throughout the UK, Ireland and mainland Europe.

Specialising in IT and Engineering, our fully trained consultants take the time to fully understand candidates. career requirements, finding the right opportunity, from a client list boasting some of the industry's leading technology and software companies.

Vacancy Summary
Job Type: Contract/Temp
Location: West London
Start Date: ASAP
Duration: 3 months +
Salary: £80 - £120 p/day
Ref No: 163405-10021104_255304
Date Advertised: 15 Feb 2010

Applying For This Position

Unless otherwise stated, if applying for a job within the European Union, you must ensure that you are **already authorised** to work there.

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Complete o quadro abaixo com as semelhanças e diferenças entre os dois anúncios de emprego:

Semelhanças *(Similarities)*	
Diferenças *(Differences)*	

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UNIDADE 5 - HOW TO WRITE BUSINESS EMAILS

→ Email is much less formal than a written letter. Emails are usually short and concise.

→If you are writing to someone you don't know, a simple "Hello" is adequate. Using a salutation such as "Dear Mr Smith," is too formal.

→When writing to someone you know well, feel free to write as if you are speaking to the person.

→ Use abbreviated verb forms (He's, We're, He'd, etc.)

→ Include a telephone number to the signature of the email. This will give the recipient the chance to telephone if necessary.

→ It is not necessary to include your email address as the recipient can just reply to the email.

→ When replying eliminate all the information that is not necessary. Only leave the sections of text that are related to your reply. This will save your reader time when reading your email.

Example 1: Formal

Hello,

I read on your web site that you offer Music CD copying for large quantities of CDs. I'd like to inquire about the procedures involved in these services. Are the files transferred online, or are the titles sent by CD to you by standard mail? How long does it usually take to produce approximately 500 copies? Are there any discounts on such a large quantity?
Thank you for taking the time to answer my questions. I look forward to your response.

Jack Finley
Sales Manager, Young Talent Inc.
(709) 567 - 3498

Example 2: Informal

At 16.22 01/07/2002 +0000, you wrote:

I hear you're working on the Smith account. If you need any information don't hesitate to get in > contact with me.

Hi Tom,
Listen, we've been working on the Smith account and I was wondering if you could give me a hand? I need some inside information on recent developments over there. Do you think you could pass on any information you might have?
Thanks
Peter Thompsen
Account Manager, Tri-State Accounting
(698) 345 - 7843

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EXERCISE

Escreva nos espaços abaixo emails envolvendo situações ligadas à
administração de uma empresa, seguindo as orientações dadas anteriormente.
O primeiro email deverá ser formal e o segundo informal.

Email formal	
Email informal	

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UNIDADE 6 - HOW TO WRITE A BUSINESS REPORT

By Kenneth Beare, About.com Guide

Important Points to Remember

- A report is divided into five areas:
    - **Terms of Reference**- This section gives background information on the reason for the report. It usually includes the person requesting the report.
    - **Procedure**- The procedure provides the exact steps taken and methods used for the report.
    - **Findings**- The findings point out discoveries made during the course of the report investigation.
    - **Conclusions**- The conclusions provide logical conclusions based on the findings.
    - **Recommendations**- The recommendations state actions that the writer of the report feels need to be taken based on the findings and conclusions.
- Reports should be concise and factual. Opinions are given in the "conclusions" section. However, these opinions should be based on facts presented in the "findings".
- Use simple tenses (usually the present simple) to express facts.
- Use the imperative form (Discuss the possibility ..., Give priority ..., etc.) in the "recommendations" section as these apply to the company as a whole.

Example Report

Terms of Reference

Margaret Anderson, Director of Personnel has requested this report on employee benefits satisfaction. The report was to be submitted to her by 28 June.

Procedure

A representative selection of 15% of all employees were interviewed in the period between April 1st and April 15th concerning:

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1. Overall satisfaction with our current benefits package
2. Problems encountered when dealing with the personnel department
3. Suggestions for the improvement of communication policies
4. Problems encountered when dealing with our HMO

Findings

1. Employees were generally satisfied with the current benefits package.
2. Some problems were encountered when requesting vacation due to what is perceived as long approval waiting periods.
3. Older employees repeatedly had problems with HMO prescription drugs procedures.
4. Employees between the ages of 22 and 30 report few problems with HMO.
5. Most employees complain about the lack of dental insurance in our benefits package.
6. The most common suggestion for improvement was for the ability to process benefits requests online.

Conclusions

1. Older employees, those over 50, are having serious problems with our HMO's ability to provide prescription drugs.
2. Our benefits request system needs to be revised as most complaints concerning in-house processing.
3. Improvements need to take place in personnel department response time.
4. Information technology improvements should be considered as employees become more technologically savvy.

Recommendations

1. Meet with HMO representatives to discuss the serious nature of complaints concerning prescription drug benefits for older employees.
2. Give priority to vacation request response time as employees need faster approval in order to be able to plan their vacations.
3. Take no special actions for the benefits package of younger employees.
4. Discuss the possibility of adding an online benefits requests system to our company Intranet.

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EXERCISE

Escreva abaixo um relatório a respeito de uma situação fictícia relacionada a uma empresa que você criaria e administraria.

REPORT

Terms of Reference	
Procedure	
Findings	
Conclusions	
Recommendations	

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UNIDADE 7- REFERÊNCIA CONTEXTUAL E PRONOMES

Em um texto, algumas palavras de uma sentença são freqüentemente repetidas em outras sentenças. O autor tenta evitar repetições e para isso recorre a pronomes, expressões, etc. Esta relação é chamada *referência.*

Esta referência pode ocorrer em três situações diferentes:

1	*A referência se dá em relação a uma palavra que veio anteriormente.* The term 'globalization' has taken on a life of its own. It has become a sort of mystical, romantic term.
2	*A referência se dá em relação a um grupo de palavras ou a uma sentença inteira.* The flowers are pollinated by wind, insects or water and then fruit are formed. After that the flowers die.
3	*A referência se dá em relação a uma palavra que vem posteriormente.* "... there is a definite polarization of society into two components: a scientific culture and an intellectual culture. In the scientific culture he included both scientists and technologists."

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PRONOMES

Subject Pronouns	Object Pronouns	Possessive Pronouns	Possessive adjectives
I	Me	Mine	My
You	You	Yours	Your
He, she, it	Him, her, it	His, Hers, its	His, her, its
We	Us	Ours	Our
You	You	Yours	Your
They	Them	Theirs	Their

Substitua as palavras/ expressões abaixo por pronomes (Na primeira coluna por subjective pronouns e na segunda por objective pronouns):

1	Multinational companies		
2	Basic information		
3	globalization		
4	commerce transactions		
5	employees		
6	Factory workers		
7	He and she		
8	Her boss		
9	Its employees		
10	Its office		
11	Job description		
12	enterprizes		
13	typical supply chain		
14	e-commerce		
15	world wide web		
16	relationships		
17	Our Economy teacher		
18	Over 80 countries		
19	all the activities of business		
20	the exchange of products and services		
21	Raw materials		
22	Safety equipment		
23	Several companies		
24	management solutions		
25	professional skills		
26	Regional Economic Development		
27	The Brazilian company		
28	The boss and I		
29	The boss and the secretary		
30	The engineer and you		
31	The English teacher		
32	My administration course		
33	Our goal		
34	the value of your electronic collection		
35	your reports		

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36	The researcher		
37	The scientist		
38	The user		
39	better decisions		
40	Resource Administrative Information		
41	licenses and contacts		
42	You and he		
43	You and I		
44	You and they		
45	Your boss		

EXERCISES

Faça a referência contextual dos trechos abaixo extraídos do texto "How Entrepreneurs Identify New Business Opportunities**."**
(http://knowledge.wharton.upenn.edu/article.cfm?articleid=2370)
Faça Círculos e linhas como nos exemplos da página anterior.

> **Knowledge@Wharton:** Our guest today is Raffi Amit, professor of Management at Wharton. We are going to be speaking with him about identifying new business opportunities. Professor Amit, thank you so much for joining us today.
>
> **Amit:** My pleasure.

> A key question that all would-be entrepreneurs face is finding the business opportunity that is right for them. Should the new startup focus on introducing a new product or service based on an unmet need? Should the venture select an existing product or service from one market and offer it in another where it may not be available? Or should the firm bank on a tried and tested formula that has worked elsewhere, such as a franchise operation? In the first of a series of podcasts for the Wharton-CERT Business Plan Competition, Raffi Amit, a professor of management at Wharton, discusses these questions and more with Knowledge@Wharton. In the process, he offers insights into how entrepreneurs can identify new business opportunities and evaluate their potential and their risks.

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Obviously, if you work in a large company, employees might come up with ideas. Indeed, you might want to listen to what they have to say. You could pursue these ideas by asking yourself some key questions such as, "Is the market real? Is the product or service real? Can I win? What are the risks? And is it worth it?" Many sources of ideas come from existing businesses, such as franchises. You could license the right to provide a business idea. You could work on a concept with an employer who, for some reason, has no interest in developing that business. You could have an arrangement with that employer to leave the company and start that business. You can tap numerous sources for new ideas for businesses. Perhaps the most promising source of ideas for new business comes from customers -- listening to customers. That is something we ought to do continuously, in order to understand what customers want, where they want it, how they want a product or service supplied, when they want it supplied, and at what price.

In the age of the Internet, there is no shortage of examples of entrepreneurs who started a company based on a perceived need. You could go back to the beginning of E-Bay, where they saw an opportunity to connect people through launching a virtual flea market. It offered a platform that connected buyers and sellers directly. Other companies have found similar models. For instance, take PayPal, a company whose co-founder [Elon Musk] was a Penn and Wharton graduate. The company provided people the opportunity to pay online. Flycast is another company started by a former Wharton MBA student, [Rick Thompson]. It addressed issues of advertising on-line. All of these companies have one thing in common. They addressed an unmet need in the marketplace.

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UNIDADE 8 – THE GLOBAL IMPACT OF GLOBALIZATION

Emily McMillan,

"We live in an era of globalization." How often have we heard this? And how often have we really thought about what it means? Most people think they know what it is, but do they really?

The term 'globalization' has taken on a life of its own. It has become a sort of mystical, romantic term. Globalization is seen as a beneficial thing, even a cosmopolitan thing, a 'hip' thing. It is seen as cutting edge to "go global". Many people feel that globalization is a great force bringing the world closer together. There are even new cuddly phrases like 'global village' which make us feel good about globalization bringing us all closer together. But when we think about what globalization really is - when we look beneath this surface glamour - we can see the true meaning of the word and the true proponents of this phenomenon.

Unfortunately, globalization is not brought about by elementary school children writing to internet pen-pals (as cozy as that sounds). The real agents of globalization are our friends the <u>multinational corporations</u> - the 'super-companies'. Globalization is nothing more than the product of the multinational corporation's search for profit. So, rather than being driven by positive things like a wish to bring the world closer together, globalization is driven by corporations seeking to maximize profits, and part of that search for profits involves the search for cheaper labor. Many companies move into less developed countries to take advantage of the lack of organization of labor there which allows these companies to pay below subsistence-level wages.

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Globalization is nothing more than the product of the multinational corporation's search for profit.

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So, rather than making the world a more friendly place, globalization is leading to things such as "Export Processing Zones" - places where millions of people - *mostly women* - make products which are then shipped into the more developed countries and sold for a huge profit. These zones are integral to what globalization is and does. So, the next time someone talks about the global community, ask yourself if this is something we *really* want.

http://www.elements.nb.ca/theme/globalization/emily/emily.htm

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1) Escreva abaixo os pontos positivos e negativos da Globalização:

PONTOS POSITIVOS	PONTOS NEGATIVOS

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2) Copie do texto frases em que apareçam pronomes relativos (Relative Pronouns), indicando qual o termo a que estes pronomes se referem. Lembrando que os PRONOMES RELATIVOS (that, who, whom, which e whose) se referem a um termo mencionado anteriormente (chamado de *antecedente)* *e que o*s pronomes relativos recebem este nome porque *relacionam* o antecedente aos termos que se seguem, observe as frases abaixo e assinale o termo a que cada pronome relativo se refere.

Ex.	There are even new (cuddly phrases) like 'global village' *which* make us feel good about globalization bringing us all closer together.
A	
B	

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UNIDADE 9 – BIOGRAPHIES

A biography is simply the story of a life. Biographies can be just a few sentences long, or they can fill an entire book—or two. Very short biographies tell the basic facts of someone's life and importance. Longer biographies include that basic information of course, with a lot more detail, but they also tell a good story. Biographies analyze and interpret the events in a person's life. They try to find connections, explain the meaning of unexpected actions or mysteries, and make arguments about the significance of the person's accomplishments or life activities. Biographies are usually about famous but a biography of an ordinary person can tell us a lot about a particular time and place. They are

(http://www.infoplease.com/homework/wsbiography.html)

Leia abaixo as biografias de George Mayo, Henry Ford e Max Weber e complete o quadro, em Português, com as informações mais relevantes sobre cada uma dessas importantes pessoas. Após isso, circule os verbos regulares e sublinhe os verbos irregulares.

George Elton John Mayo (26 December 1880 - 7 September 1949) was an Australian psychologist, sociologist and organization theorist. He lectured at the University of Queensland from 1911 to 1923 before moving to the University of Pennsylvania, but spent most of his career at Harvard Business School (1926 - 1947), where he was professor of industrial research. On 18 April 1913 he married Dorothea McConnel in Brisbane. They had two daughters, Patricia and Gael. Mayo is known as the founder of the Human Relations Movement, and is known for his research including the Hawthorne Studies, and his book *The Human Problems of an Industrialized Civilization* (1933). The research he conducted under the Hawthorne Studies of the 1930s showed the importance of groups in affecting the behavior of individuals at work. However it was not Mayo who conducted the practical experiments but his employees Roethlisberger and Dickinson. He carried out a number of investigations to look at ways of improving productivity, for example changing lighting conditions in the workplace. What he found however was that work satisfaction depended to a large extent on the informal social pattern of the work group. He concluded that people's work performance is dependent on both social issues and job content.

Henry Ford (July 30, 1863 – April 7, 1947) was the American founder of the Ford Motor Company and father of modern assembly lines used in mass production. His introduction of the Model T automobile revolutionized transportation and American industry. He was a prolific inventor and was awarded 161 U.S. patents. As owner of the Ford Motor Company he became

one of the richest and best-known people in the world. He is credited with "Fordism", that is, the mass production of large numbers of inexpensive automobiles using the assembly line, coupled with high wages for his workers. Ford had a global vision, with consumerism as the key to peace. Ford did not believe in accountants; he amassed one of the world's largest fortunes without ever having his company audited under his administration. Henry Ford's intense commitment to lowering costs resulted in many technical and business innovations, including a franchise system that put a dealership in every city in North America, and in major cities on six continents. Ford left most of his vast wealth to the Ford Foundation but arranged for his family to control the company permanently.

Maximilian Carl Emil "Max" Weber (21 April 1864–14 June 1920) was a German lawyer, politician, historian, political economist, and sociologist, who profoundly influenced social theory and the remit of sociology itself. Weber's major works dealt with the rationalization and so-called "disenchantment" which he associated with the rise of capitalism and modernity. Weber was, along with his associate Georg Simmel, a central figure in the establishment of methodological antipositivism; presenting sociology as a non-empirical field which must study social action through resolutely subjective means. He is typically cited as one of the three principal architects of modern social science. Indeed, Weber has been described as "the most important classic thinker in the social sciences." Weber's most famous work is his essay in economic sociology, *The Protestant Ethic and the Spirit of Capitalism*, which also began his work in the sociology of religion. In this text, Weber argued that religion was one of the non-exclusive reasons for the different ways the cultures of the Occident and the Orient have developed, and stressed that particular characteristics of ascetic Protestantism influenced the development of capitalism, bureaucracy and the rational-legal state in the West. (www.wikipedia.com)

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SIMPLE PAST TENSE

FORMAÇÃO:
Acrescenta-se "ed" ao infinitivo dos verbos regulares

I worked
You worked
He, She, It worked
We worked
You worked
They worked

USADO PARA INDICAR:

→ **Ações acabadas em um tempo definido.**
Ex. I walked to school yesterday. / Helen washed her car.

→ **Um hábito que parou no passado (mesmo significado de "used to")**
Ex.: I always walked to school when I was younger.
     They never went to school, they always skipped.

→ **Uma série de ações completadas no passado.**
Ex.: John finished work, walked to the park, and found a nice place to play soccer.
     He arrived from the airport at 8:00, checked into the hotel at 9:00, and met his friends at 10:00.

O **SIMPLE PAST** é geralmente empregado com advérbios de tempo:
yesterday, a month ago, last year, last month, in 1992, etc.

FORMAS NEGATIVAS E INTERROGATIVAS
Usa-se o verbo auxiliar did e o verbo principal fica no infinitivo sem "to".

Forma negativa	Forma interrogativa
She did not walk to school yesterday.	Did she walk to school yesterday?

FORMA ABREVIADA: didn´t (did not)

SIMPLE PAST – VERBOS IRREGULARES
→ **Os verbos irregulares não seguem as regras de formação do passado. É preciso conhecer a lista de verbos irregulares (segunda coluna – Apêndice D)**

Ex.: buy – bought; drink – drank;   find – found;   eat – ate; put - put

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UNIDADE 10 - USO DA VOZ PASSIVA (PASSIVE VOICE)

É usada quando:	*A ênfase está na ação e não aquele que a pratica (agente)*
	O agente não é conhecido
	O agente não é importante na oração

É formada por:	*Verbo auxiliar* **to be** *(no tempo verbal em que aparece o verbo principal na voz ativa)*
	(+)
	verbo principal no **Past participle**

O objeto da voz ativa torna-se sujeito na voz passiva.
O sujeito da voz ativa aparece na voz passiva precedido pela preposição **by** *sendo chamado de Agente da Voz passiva. Em geral este termo é omitido*.*
Resumindo:

Voz Ativa	***Voz Passiva***
Objeto	*Sujeito*
Sujeito	*Agente da Passiva*

Exemplo:
Voz Ativa

(A small business owner) can include (a RFQ form on their website.

Voz Passiva

(A RFQ form)   can be included   by (a small business owner) on their website.

* Geralmente omitem-se os seguintes agentes: people, somebody, someone, nobody, no one, them, us, you.

Exemplo:
Voz Ativa: Someone kidnapped the mayor of that city last night.
Voz Passiva: The mayor of that city was kidnapped last night.

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PASSIVE VOICE – EXERCISES

Supply the correct form of the verbs in the Passive Voice.

1. The secretary writes many letters every day.
    Many letters _____ by the secretary every day.
2. The trainees have finished the report.
    The report _____ by the trainees.
3. This section describes the terms of the job.
    The terms of the job _____ by this section.
4. She will read the text message.
    The text message _____ by her.
5. They had opened a small company.
    A small company _____ by them.
6. We would invite her.
    She _____ by us.
7. The text provides all the necessary details.
    All the necessary details _____ by the text.
8. John is printing the sales report.
    The sales report _____ by John.
9. They were disturbing the boss.
    The boss _____ by them.
10. We organize the desktop everyday.
    The desktop _____ by us everyday.
11. The president of the company is going to invite her.
    She _____ by the president of the company.
12. The old man was going to contact you.
    You _____ by the old man.
13. They could help you.
    You _____ by them.
14. An excessive growth of the money supply can cause high rates of inflation.
    High rates of inflation _____ by an excessive growth of the money supply.
15. You must deliver that letter.
    That letter _____ by you.
16. Companies used computers to solve mathematical problems.
    Computers _____ by companies to solve mathematical problems.
17. Engineers and computer scientists may publish their thesis on the internet.
    Their thesis _____ by engineers and computer scientists.
18. People can request quality level per item.
    Quality item per level _____ by people.

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UNIDADE 11 - NOMINAL GROUPS

Observe as seguintes expressões extraídas do texto **"Cut company cost by cutting company wastes":**

ENVIRONMENTAL BENEFITS	WASTE REDUCTION	REUSABLE MATERIAL

Elas são formadas de um adjetivo e um substantivo e recebem o nome de **GRUPOS NOMINAIS** ("NOMINAL GROUPS" ou "NOUN PHRASES"). Lembre-se que os adjetivos em Inglês são invariáveis e vêm sempre antes do substantivo. Já em Português, o mais comum é a ordem inversa, ou seja, substantivo seguido de adjetivo. Veja como ficam as traduções das expressões acima:

BENEFÍCIOS AMBIENTAIS	REDUÇÃO DE LIXO	MATERIAL REUSADO

Escolha agora 10 expressões do texto destacadas com fundo cinza no texto **"Cut company costs bu cutting company wastes".** e traduza-as nos espaços abaixo. Em seguida, faça um resumo do texto, em Português.

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Cut Company Costs by Cutting Company Wastes

Overview

As landfills fill to capacity and waste costs rise, there is increased pressure on business and industry to reduce solid waste disposal. In the years to come, it will become more important than ever for business and industry to find innovative ways to decrease their solid waste. Fortunately, there is also an opportunity to enjoy cost savings. This fact sheet is intended to help business and industry determine ways to both decrease their disposed tons and disposal costs.

Benefits of Waste Reduction

There are many environmental benefits from waste reduction. Avoiding waste slows the depletion of natural resources, conserves valuable landfill space, and cuts down on the pollution associated with manufacturing. In addition, waste reduction offers businesses further advantages, including:

►**Economic Advantages.** Potential economic advantages of waste reduction include reduced waste disposal fees, savings in material and supply costs, revenues from marketing reusable materials, and savings from more efficient work practices.

►**Enhanced Corporate Image.** An enhanced corporate image as an environmentally conscious company might attract customers. Surveys show that more and more consumers consider a firm's environmental record when making purchasing decisions.

►**Improved Employee Morale.** Employees may appreciate company's efforts to reduce waste. This heightened morale could increase employee enthusiasm and productivity.

►**Compliance with Local or State Solid Waste Regulations.** Some states and localities in the United States require businesses to take steps to reduce or recycle their solid waste. Some communities also restrict the amount or types of waste accepted at solid waste management facilities. By implementing an aggressive waste reduction program, a business can help ensure compliance with these requirements.

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RESUMO DO TEXTO "CUT COMPANY COSTS BY CUTTING COMPANY WASTES

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UNIDADE 12 - GRAU DOS ADJETIVOS

Comparativo

igualdade:	Afirmativa: as … as	She is **as** intelligent **as** her sister.
	Negativa: not so … as	That building is **not so** high **as** the other one.
inferioridade:	less … than	I am **less** rich **than** you.
superioridade:	Adj. + **-er** than	Gustavo is tall**er than** Romário
	more + adj. + than	Mathematics is **more** difficult **than** Geography.

Superlativo
the + adj. + **est** (para os de uma sílaba e os de 2 sílabas terminados em LE; Y; OW; ER) Ex.: Helen is **the** short**est** girl at school.
the most + adj. (para os outros adjetivos). Ex.: My son is **the most** intelligent student in his class.

Formas irregulares
good — *better than* — *the best*
bad — *worse than* — *the worst*
far — *farther (further) than* — *the farthest (the furthest)*

-    …

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EXERCISES

Escreva frases no Comparativo e Superlativo, a partir das informações contidas nos textos a seguir. Tais textos foram extraídos do site da revista FORTUNE.

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And the winners are...

Which companies have the best reputations? Apple tops the list for the third year in a row. Who else made the top 50 this year?

1. Apple
2. Google
3. Berkshire Hathaway
4. Johnson & Johnson
5. Amazon.com

6. Procter & Gamble
7. Toyota Motor
8. Goldman Sachs
9. Wal-Mart
10. Coca-Cola

The World's Billionaires

For the third time in three years, the world has a new richest man.

Riding surging prices of his various telecom holdings, including giant mobile outfit America Movil, Mexican tycoon Carlos Slim Helu has beaten out Americans Bill Gates and Warren Buffett to become the wealthiest person on earth and nab the top spot on the 2010 Forbes list of the World's Billionaires.

Top 10

1. Carlos Slim Helú
2. William Gates III
3. Warren Buffett
4. Mukesh Ambani
5. Lakshmi Mittal
6. Lawrence Ellison
7. Bernard Arnault
8. Eike Batista
9. Amancio Ortega
10. Karl Albrecht

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UNIDADE 13: TRADUÇÃO TÉCNICA

Para entendermos melhor como lidar com a tradução de textos técnicos selecionamos dois textos sobre o assunto. O primeiro é um texto em Português, bastante didático e formal. O segundo, em Inglês, na verdade, foi extraído de um fórum de discussão na internet sobre o assunto, abordando as dificuldades e peculiaridades da tradução técnica.

Após fazer a leitura dos dois textos, complete o quadro que vem na sequência com as semelhanças e diferenças entre eles.

Texto 1 - COMO TRADUZIR TEXTOS TÉCNICOS

Em primeiro lugar, o tradutor precisa estar **familiarizado** com o assunto de que trata o texto. Não adianta o tradutor encontrar uma tradução adequada para um determinado termo se ele não entende o significado do termo. Um erro comum é usar traduções de dicionários bilíngües ou glossários de terceiros sem procurar o sentido do termo em questão, nem compreender de que forma ele é usado por profissionais da área. Estar familiarizado não significa saber tudo sobre a área em questão. O tradutor familiarizado saberá, por exemplo, onde encontrar as melhores soluções para suas dúvidas de terminologia e dominará as técnicas de tradução específicas para os textos da área.

A **leitura cuidadosa**, do início ao fim, do texto original é essencial para a compreensão do texto. Mesmo assim, há tradutores que não lêem o texto antes da tradução e traduzem à medida em que lêem. Na verdade, a leitura prévia deve acontecer bem antes da tradução, ainda na fase de elaboração do orçamento – só assim o tradutor poderá determinar com maior precisão o tempo necessário para traduzir e os problemas potenciais do original e da futura tradução e, com essas informações, oferecer ao cliente um preço adequado pelo serviço.

Ainda antes da tradução, é essencial também fazer o **glossário** dos termos novos encontrados no texto a traduzir e, é claro, pesquisar esses termos nos dois idiomas – na língua de partida e na língua de chegada. Não raro, parte dos termos técnicos somente ganhará uma tradução boa no decorrer da tradução, pois dependem da tradução de outros termos ou de uma certa dose de inspiração que só ocorre quando o tradutor está profundamente mergulhado no estilo e vocabulário do texto.

Um dos grandes problemas de manuais técnicos em geral é quando **o autor do original não escreve bem**. Alguns tradutores não se dão conta disso, acham que o original faz perfeito sentido e produzem traduções igualmente sem sentido. É comum o autor de um manual em inglês não ser nativo do inglês (pode ser um alemão, um sueco ou um mexicano, por exemplo), e é bem possível que o autor use o chamado "inglês internacional", uma versão híbrida do idioma inglês, ocasionalmente com sintaxe e ortografia estranhas em relação às normas cultas nacionais do inglês (americano,

britânico, canadense etc.). É importante o tradutor saber reconhecer esse tipo de problema.

Em caso de dúvidas na compreensão do estilo ou de termos técnicos, é bom **procurar o cliente**. Ao contrário do que muita gente pensa, um tradutor com dúvidas não é necessariamente um tradutor incompetente, mas sim um profissional preocupado em agregar valor ao seu próprio serviço e em atender ao cliente da melhor maneira possível. Se o cliente for um cliente direto, possivelmente o contato será rápido e enriquecedor para o tradutor e deixará o cliente mais confiante na competência do tradutor. Se o cliente for uma agência de tradução, muitas vezes o contato é demorado e truncado, pois a agência pode não querer que o tradutor e o cliente final estejam em contato direto, ou o contato acaba tendo tantos intermediários a ponto de ser impraticável.

Na elaboração de glossários com os termos desconhecidos, é importante **usar fontes seguras**. E na maioria das vezes, os glossários bilíngües encontrados na internet não são fontes seguras. Fontes seguras seriam, por exemplo, glossários, léxicos e dicionários "monolíngües" criados por empresas atuantes na área de que trata o original. Nada de glossários bilíngües elaborados por alunos de determinados cursos de tradução ou por determinados sites de agências de tradução. Comparando fontes monolíngües no idioma de partida e no idioma de chegada, o tradutor chega com mais certeza às traduções de determinados termos. Mas embora devam ser usados com cautela, os dicionários bilíngües ainda são capazes de ajudar bastante o tradutor.

Em documentações técnicas de aparelhos, costuma haver **partes que não precisam ser traduzidas**. Por exemplo, geralmente há menção a dizeres de telas do software de comando dos aparelhos: ON, OFF, PUSH, SHUT-DOWN, ALARM. Aqui é importante observar se o software de comando também foi ou está sendo traduzido. Muitas vezes, o software não é traduzido, e por isso o tradutor deverá deixar no idioma original as instruções de tela que aparecem no texto. Mas haverá também ocasiões em que essas instruções devem ser traduzidas. Novamente, o contato entre tradutor e cliente resolverá essa questão.

Por fim, uma nota sobre a questão do estilo. O estilo técnico de escrever pode parecer estranho para os amantes da "boa literatura", mas ele faz perfeito sentido para os leitores dos textos técnicos. O texto técnico é por natureza "seco", direto, voltado para informar e não para provocar deleites literários nos leitores. Por isso, é importante o tradutor **não tentar embelezar a tradução**, sob pena de torná-la enfadonha e imprópria. Isso não impede, porém, que o tradutor use e abuse de soluções criativas para tornar o texto **fluente** – isto é: fluente para os leitores de textos técnicos, que são pessoas em busca de informações específicas e objetivas. Acima de tudo, o texto técnico, assim como o literário, o jornalístico e o jurídico, precisa ser **idiomático** e respeitar as regras de gramática e estilo do idioma de chegada.

http://fidusinterpres.com/?p=71

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Texto 2 - Some information   Oct 29, 2009

> Alizo4ka wrote:
>
> Hello!!
>
> I need some information about Technical Translations. Something about peculiarities and diffucilties of technical translation?

First of all, you should understand the source text - this requires some technical knowledge. Without understanding and knowledge, translation produces bullshit. I recall a lady who in each case used the first translation of the source word she would find in the technical dictionary. She was a 'non-technical mind', still, she was 100% sure that it was the correct translation method. Each her translation was a disaster so she was fired very soon.

With knowledge, you will be able to decide which word or term you should use. For instance, a single English word can have as many as 30 German counterparts - and vice versa. This ratio may be similar for any other language pair. With knowledge, you will know that e.g. counterpart #1 is used in economical texts only, counterpart #2 - in astronomy, #3 - in plastics processing, etc.

You should also know the specific writing style used for technical texts in the target language. This issue is also of importance - e.g. a patent description should be written according to specific requirements of the Patent Office involved.

Knowledge is the basic requirement. My advice: look for technical texts in your source language AND translated to your target language (both in the Web and on paper), read as much as you can. Explore web sites for various products. Start with short and easy texts - do not attempt to translate a 150 pages instruction manual for a sophisticated metering instrument if you have no idea what it is used for (besides, I doubt whether any customer would assign such a translation to a student, whatever you study.)

Training makes master, there are no short cuts.

Good luck to you!

AM
http://www.proz.com/forum/translation_theory_and_practice/38263-how_to_translate_technical_texts.html

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Semelhanças *(Similarities)*	
Diferenças *(Differences)*	

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APÊNDICE A

GRAMMAR

I - WORD ORDER

1 Em Inglês, a ordem das palavras em uma frase é SUJEITO + VERBO + OBJETO:

SUBJECT	+ VERB	+ OBJECT
I	like	this company.
The engineer	is programming	the new machine.
She	designed	an innovative product

2 Alguns verbos (ex. go) não tem um objeto (apresentam sentido completo):
The secretary has gone.
The bus didn´t arrive.
The boss´ children are swimming.

Alguns verbos sempre precisam de um objeto:
She wants a good job.
I like Computer Sciences.

3 Depois do verbo to be, nós podemos usar um substantivo ou um adjetivo.
She is a supervisor. (noun)
The worker is tired. (adjective)

Nós também podemos colocar adjetivos depois dos verbos look, seem e feel.
The worker looks tired.

EXERCISE
Coloque as palavras entre parênteses na ordem correta:
Ex.: (bought – she – a TV) → She bought a TV.

1	(the match – won – they)	
2	(is eating – he – a pizza)	
3	(Anna – films – loves)	
4	(saw – a new client – I)	
5	(tennis – we – played)	
6	(wants – a new house – Steve)	
7	(forgot – my passport – I)	
8	(a photo – she – is taking)	
9	(drank – an orange juice – he)	

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10	(golf – they – like)	
11	(Joe – Mexico – visited)	
12	(lost – we – our money)	

4 Depois de alguns verbos (ex. give, send, bring), nós podemos falar de uma pessoa (Mary, her) e um objeto:

SUBJECT	+ VERB	+ PERSON	+ OBJECT
He	*sent*	*Jane*	*an e-mail.*
Ann	*made*	*Tom*	*a favour.*
Meredith	*bought*	*him*	*a magazine*
The boss	*left*	*us*	*some money.*
She	*wrote*	*him*	*a letter.*

5 Nós geralmente colocamos informações referentes a tempo (time) e lugares (places) no final da oração.

I had a holiday <u>in Spain.</u>
                            Place

They gave their son a watch <u>yesterday</u>.
                                        Time

EXERCISE

Escreva frases, colocando a palavra entre parênteses no local correto.
Ex.: She wrote a letter. (me) → She wrote me a letter

1	They sent an invitation by e-mail. (us)	
2	Sheyla gave a present. (Mike)	
3	I made a sandwich. (her)	
4	Tom brought a newspaper. (Sally)	
5	My uncle gave a job. (me)	
6	She left a message. (you)	
7	Mary is sending some e-cards. (them)	
8	She brings a sandwich every day. (him)	

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II - NOUNS, VERBS, ADJECTIVES, ETC (SUBSTANTIVOS, VERBOS, ADJETIVOS, ETC)

1 Substantivos descrevem coisas ou pessoas ou animais:

factory – car – employees – mouse - work

Alguns substantivos (nomes próprios) são os nomes das pessoas, lugares e coisas.

ETEc Getúlio Vargas – São Paulo – Moreira e Costa Street – April – Space Fox – Morumbi Shopping

2 Verbos descrevem ações ou situações:

work – play – live – meet – stay – see - control

Ex.: They work hard. (work = verbo) /   I saw Peter (saw = verbo)

3 Verbos auxiliares (be, have, do, will, can, may, must etc) são usados antes de um outro verbo:
Ex.: They **are** working hard   /   I **have** seen Peter   /   I **must** go now

4 Nós colocamos **adjetivos** (ex. wonderful) antes de substantivos:
Ex.: We had a wonderful day.

Nós também podemos usar adjetivos após os verbos be, look, seem, feel:
Ex.: He´s hungry. She looks tired.

Às vezes nós colocamos **very** antes dos adjetivos:
Ex.: It´s **very** hot today. He bought a **very** expensive car.

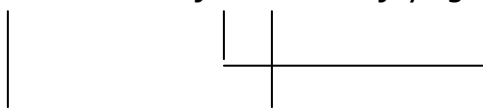**5** Nós normalmente usamos **advérbios** para descrever verbos:
Ex.: She walked **quickly**. He sings **well**.
A maioria dos advérbios termina em **–ly** (= -mente):

clearly – slowly - badly

6 Usamos **pronomes (I, he, she, it, etc)** para substituir substantivos:
Ex.: David has a new job. **He** is enjoying **it**.

7 Usamos **preposições** (**in, on, at**, etc) quando estamos falando sobre lugares e tempo.
- PLACE: She is **at** home. / It´s **in** the box.
- TIME: I´ll see you **on Monday**. / They went on holiday **in June**.

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EXERCISE

A - Coloque as palavras grifadas nos lugares corretos.

Noun	Verb	auxiliary	Adjective	adverb	pronoun	preposition
Spain			*wonderful*			

Ex.: I had a **wonderful** holiday in **Spain** last year.

She **lives** in a large flat in New York.

Peter walked **quickly** **to** work.

We **met** them in Greece Street **on** Friday.

You **must** come and visit me in Ireland.

My teacher spoke **slowly** but **I** didn´t understand her.

Mary and Jackie **are** studying Japanese at college.

I **have** lost my **bag.**

They bought a **big**, **old** house **in** the country.

She **swims** fast, and **she** can ski **well** too.

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B – Coloque as palavras do quadro nas frases. Use cada palavra uma vez.

Noun	Verb	Auxiliary	Adjective	Adverb	Pronoun	Preposition
~~Job~~ Match Saturday	Find pass	~~has~~ must do	Beautiful sick	badly easily carefully	I you	On At in

Ex.:	Paul HAS just started a new JOB.
1	You´ll _____ the books _____ the table.
2	_____ bought some _____ flowers and gave them to my wife.
3	She played _____ and lost the tennis _____.
4	_____ haven´t seen your grandfather for a long time. You _____ visit him at the weekend.
5	Don´t worry! You´ll _____ the exam _____.
6	Listen _____! The money is _____ the box.
7	I´m playing golf on _____. _____ you want to play with me?
8	I feel _____. What did we eat _____ the restaurant?

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APÊNDICE B

VOCABULARY – FALSE COGNATES

1	**ACTUALLY: na verdade, realmente** (atualmente = nowadays)	23	**LECTURE: conferência, palestra** (leitura = reading)
2	**ATTEND: assistir, freqüentar** (atender = to answer)	24	**LIBRARY: biblioteca** (livraria = book shop, book store)
3	**AVAILABLE: disponível** (avaliado = evaluated)	25	**LUNCH: almoço** (lanche = snack)
4	**AVOCADO: abacate** (advogado = lawyer, conselor)	26	**MAGAZINE: revista** (magazine = departmente store)
5	**COLLAR: colarinho, coleira** Colar = necklace, glue)	27	**MAYOR: prefeito** (maior = larger, bigger)
6	**COLLEGE: faculdade** (colégio = school, high school)	28	**NOTICE: perceber** (notícia = news)
7	**COMMODITY: produto, mercadoria** (Comodidade = comfort)	29	**PARENTS: pais** (parentes = relatives)
8	**CONTEST: concurso, competição** (contestar = to protest, to complain)	30	**PETROL: gasolina** (petróleo = oil)
9	**CONVICT: condenado** Convicto = sure, confident)	31	**PORTER: carregador de malas** (porteiro = doorkeeper, door-man)
10	**DATA: dados, informações** (data = date)	32	**PREJUDICE: preconceito** (prejuízo = loss, damage)
11	**EDITOR: redator** (editor = Publisher)	33	**PRESENTLY: logo, em breve** (presentemente = nowadays)
12	**ENROLL: matricular-se** Enrolar = to roll up, to twist, to curl)	34	**PRETEND: fingir** (pretender = to intend)
13	**ESTATE: propriedade, patrimônio** Estado = state)	35	**PREVENT: evitar, impedir** (prevenir = to warn)
14	**EVENTUALLY: finalmente** (eventualmente = probably)	36	**PUSH: empurrar** (puxar = to pull)
15	**EXIT: saída** Êxito = success)	37	**REALIZE: perceber** (realizar = to do, to accomplish)
16	**EXPERT: especialista, perito** (esperto = smart)	38	**RECORD: gravar** (recordar = to remember, to recall)
17	**ESQUISITE: exótico** (esquisito = odd, strange)	39	**RESUME: retomar, voltar a** (resumir = to sum up)
18	**FABRIC: tecido** (fábrica = plant, factory)	40	**RETIRE: aposentar-se** (retirar = to take out)
19	**GRATUITY: gorjeta** (gratuito = free, free of charge)	41	**SENSIBLE: sensato** (sensível = sensitive)
20	**GUARDIAN: tutor** (guarda = policeman, cop)	42	**SUCCEED: ter sucesso** (suceder = to happen)
21	**INTEND: pretender** (entender = to understand)	43	**SUPPORT: sustentar, apoiar** (suportar = to bear, to stand)
22	**LARGE: grande** (largo = wide)	44	**SYMPATHETIC: solidário** (simpático = nice)

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APÊNDICE C

USEFUL VOCABULARY

Correspondence

1	**address**	*n.* the place to which a letter is to be sent
2	**Best regards**	friendly close to a letter - **Kind regards**, **Best wishes**
3	**Dear**	first word of most SALUTATIONS, formal or not [eg: Dear Sir, Dear Mr Won, Dear Jo]
4	**Dear Madam**	formal SALUTATION to an unnamed woman
5	**Dear Sir**	formal SALUTATION to an unnamed man
6	**Dear Sirs**[UK]	SALUTATION when writing to a firm and not to any particular individual in the firm
7	**dictate**	*v.* to say or read aloud words to be written down - **dictation** *n.*
8	**enc.**	*abbr.* enclosure; enclosed [indicating something that is included with a letter]
9	**Gentlemen**[US]	SALUTATION when writing to a firm and not to any particular individual in the firm
10	**letterhead**	*n.* a sheet of letter paper printed with a person or firm's (name and) address
11	**Mr Ms Mrs Miss**	*abbr.* of title for man, woman (married or not), married woman, unmarried woman
12	**p.s.**	*abbr.* postscript [used to indicate a note added at the very end of a letter]
13	**per pro**	*abbr.* through the agency of; p.p. [eg: A per pro B (where B is signing for A)]
14	**registered mail**	*n.* a secure postal service for important or valuable letters or packages
15	**salutation**	*n.* opening or first line of a letter, usually commencing with 'Dear...'
16	**shorthand**	*n.* a system of speed writing, esp. when taking dictation
17	**sign**	*v.* to write one's name at the end of a document - **signature** *n.*
18	**Yours faithfully**[UK]	polite close to a letter not naming the recipient as in Dear Sir; Yours truly[US]
19	**Yours sincerely**[UK]	polite close to a letter naming the recipient as in Dear Mr Smith; Yours truly[US]
20	**Yours truly**[US]	polite close to a letter; Sincerely yours[US]

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CV/resume

1	**background**	*n.* the whole of one's education, training and experience
2	**bi-lingual**	*adj.* able to use two languages with equal ease - *see* FLUENT
3	**career**	*n.* the course of one's (professional) life
4	**challenge**	*n.* a difficult or demanding task that needs special effort - **challenging *adj*.**
5	**cover letter**	*n.* a letter that is sent with one's CV; letter of application
6	**date of birth**	*n.* the day on which one was born, usually as day/month/year [eg: 05/11/76]
7	**education**	*n.* training and instruction at school, university etc - **to educate *v*.**
8	**experience**	*n.* jobs held, including dates, posts etc; work history - **professional experience *n*.**
9	**fluent**	*adj.* able to speak and write a foreign language easily - *see* BI-LINGUAL
10	**graphology**	*n.* study of handwriting as a guide to the character of the writer - graphologist *n*.
11	**interest**	*n.* an activity outside work in which one is interested or concerned; hobby
12	**job objective**	*n.* the kind of work or challenge that one is looking for
13	**miscellaneous**	*adj.* various; mixed [eg: nationality, languages spoken, marital status]
14	**nationality**	*n.* the status of belonging to a particular country [eg: Japanese nationality]
15	**native language**	*n.* the language one first learned to speak; mother tongue
16	**qualifications**	*n.* the education and experience that make one suitable for a particular job
17	**reference**	*n.* a written statement by another person about one's character and ability
18	**skill**	*n.* an ability, expertness or aptitude in a particular activity [eg: language skill]
19	**training**	*n.* the process of learning a particular SKILL [eg: sales training]
20	**work history**	*n.* jobs held, inc. dates, posts etc; EXPERIENCE

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Employment

1	**bonus**	*n.* additional pay given to employee as incentive or reward
2	**curriculum vitae**[UK]	*n.* short account of one's education, career etc; CV[UK]; résumé[US]; resume[US]
3	**dismiss**	*v.* to remove or discharge from employment; to sack [colloq.]; to fire[US]
4	**employer**	*n.* person or firm who employs people - **employee** *n.* person employed
5	**fire**[US]	*v.* [colloq.] to dismiss
6	**interview**	*v.* an oral examination of an applicant for a job - *also v.*
7	**make redundant**[UK]	*v.* [**made, made**] to dismiss because of not being needed - **redundancy**[UK] *n.*
8	**maternity leave**	*n.* period of absence from work (for a woman) when having a baby
9	**notice**	*n.* advance warning of intention to resign - **to give or tender one's notice *v.***
10	**perk**	*abbr.* perquisite; something additional to regular salary [eg: free meals; a car]
11	**personnel**	*n.* the people who work for a firm
12	**personnel officer**	*n.* manager responsible for recruitment, training and welfare of personnel
13	**promotion**	*n.* advancement in rank or position - **to promote *v.***
14	**prospects**	*n.* opportunity for success, promotion etc
15	**recruit**	*n.* to look for and employ personnel - **recruitment** *n.*
16	**resign**	*v.* to give up a job - **letter of resignation** *n.*
17	**retire**	*v.* to leave employment, esp. because of age - **retirement** *n.*
18	**salary**	*n.* a fixed, regular payment, usually monthly, made by employer to employee
19	**staff**	*n.* the people who work for a firm or a particular department; employees
20	**take on**	*v.* [**took, taken**] to employ; to hire

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APÊNDICE D

IRREGULAR VERBS - VERBOS IRREGULARES

One of the more frustrating things about learning English is learning the irregular verbs by heart (by memory). As you know regular verbs end in -ed or d, however irregular verbs just need to be learnt. To help you with this task here is a list of the most important irregular verbs.

infinitive	past	participle	translation
to be	was/were	been	ser, estar
to beat	beat	beaten	bater, derrotar, pulsar
to become	became	become	tornar-se
to begin	began	begun	começar, principiar
to bind	bound	bound	ligar, encadernar, contratar
to bleed	bled	bled	sangrar
to bring	brought	brought	trazer
to build	built	built	construir
to buy	bought	bought	comprar
to catch	caught	caught	agarrar, apanhar
to choose	chose	chosen	escolher
to come	came	come	vir, chegar, acontecer
to cost	cost	cost	custar
to deal	dealt	dealt	negociar, distribuir, tratar
to do	did	done	fazer, executar, efetuar
to draw	drew	drawn	desenhar, puxar, arrastar
to drink	drank	drunk	beber, embriagar-se
to drive	drove	driven	guiar, impelir
to eat	ate	eaten	comer
to fall	fell	fallen	cair
to feed	fed	fed	alimentar (se), suprir
to feel	felt	felt	sentir
to find	found	found	achar, encontrar
to forbid	forbade	forbidden	proibir
to forget	forgot	forgotten	esquecer (se)
to forgive	forgave	forgiven	perdoar
to get	got	got/gotten	ganhar, obter, conseguir, adquirir
to give	gave	given	dar, conceder
to go	went	gone	ir

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to grow	grew	grown	crescer, cultivar
to have	had	had	ter, possuir
to hear	heard	heard	ouvir
to hurt	hurt	hurt	ferir
to keep	kept	kept	guardar, manter, ficar, continuar
to know	knew	known	saber, conhecer
to lead	led	led	conduzir, guiar, comandar
to learn	learnt, learned	learnt, learned	aprender
to leave	left	left	deixar, sair, abandonar
to lend	lent	lent	emprestar
to let	let	let	deixar, permitir
to make	made	made	fazer, produzir, fabricar
to mean	meant	meant	significar, querer dizer, pretender
to meet	met	met	encontrar (se)
to pay	paid	paid	pagar
to put	put	put	por, colocar
to read	read	read	ler
to say	said	said	dizer
to see	saw	seen	ver
to seek	sought	sought	procurar, buscar
to sell	sold	sold	vender
to send	sent	sent	enviar, remeter, expedir
to set	set	set	por, fixar, arrumar
to sit	sat	sat	sentar
to sleep	slept	slept	dormir
to speak	spoke	spoken	falar
to spend	spent	spent	passar, gastar, consumir
to spread	spread	spread	difundir, divulgar, espalhar
to spring	sprang	sprung	brotar, nascer, saltar, jorrar
to stand	stood	stood	ficar de pé, suster, aguentar
to take	took	taken	tomar, pegar
to teach	taught	taught	ensinar
to tell	told	told	dizer, contar
to think	thought	thought	pensar, achar
to understand	understood	understood	entender, compreender
to write	wrote	written	escrever

from http://www.ead.unicamp.br

APÊNDICE E

EXTRA TEXT

There is a Scientific Explanation for the Growth of Administrations

The heaviest element known to science was recently discovered. The element, tentatively named ADMINISTRATIUM, has no protons or electrons and thus has an atomic number of 0.

However, it does have 1 Neutron, 128 Assistant Neutrons, 75 Vice-Neutrons and 111 Assistant Vice Neutrons. This gives it an atomic weight of 315. These 315 particles are held together in a nucleus by a force that involves the continuous exchange of meson-like particles called Morons.

Since it has no electrons, Administratium is inert. However, it can be detected chemically as it impedes every other reaction with which it comes into contact. According to the discoverers, a minute amount of Administratium caused one reaction to take over four days to complete, when it would normally occur in less than one second.

Administratium has a normal life of approximately 3 years, at which time it does not decay, but instead, undergoes a reorganization in which Assistant Neutrons, Vice-Neutrons and Assistant Vice-Neutrons exchange places. Some studies have shown that the atomic weight actually increases after each reorganization.

Research at other laboratories indicates that Administratium occurs naturally in the atmosphere. It tends to concentrate at certain points such as government, large companies, healthcare facilities and universities; and will often be found in the newest, best maintained buildings.

Scientists point out that Administratium is known to be toxic at any level of concentration and can easily destroy any productive reactions where it is allowed to accumulate.

http://www.tik.ee.ethz.ch/~lubich/jokes/admin.html