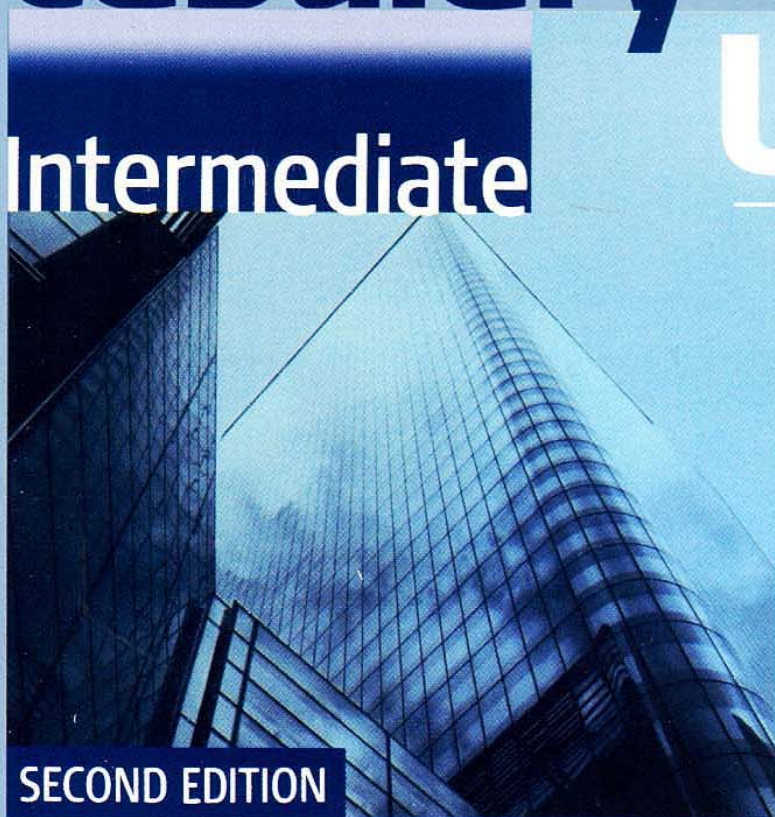


CAMBRIDGE

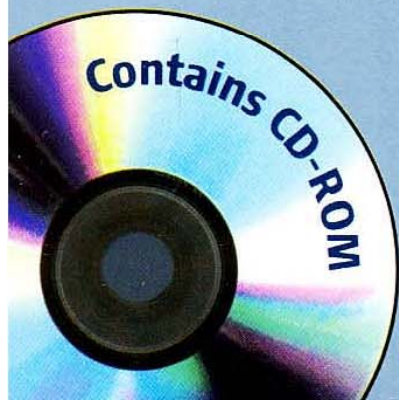
# Business Vocabulary **in Use**

## Intermediate



SECOND EDITION

Bill Mascull



[www.ZabanBook.com](http://www.ZabanBook.com)

زبان بوک

# Business Vocabulary in Use Intermediate

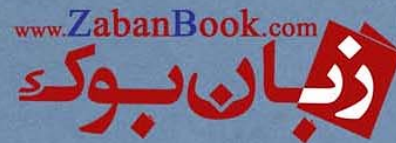
SECOND EDITION

Bill Mascull

*Business Vocabulary in Use Intermediate* is for students and professionals looking to improve their knowledge and use of business vocabulary. It is for Intermediate level learners of English (levels B1 to B2 of the CEF).

This second edition comes with a brand new CD-ROM complete with:

- interactive practice exercises and games
- audio of each word or phrase
- tests for each unit of the book
- a phonemic chart for pronunciation support.



Bringing you right up-to-date with the language you need for business today, this second edition reflects recent developments in technology, global relations and financial practice. As well as covering a wide range of topics, from Finance to Culture at Work, it also develops skills in key areas including Presentations, Meetings and Negotiations.

*Business Vocabulary in Use Intermediate* explains words and expressions used in a variety of work-based situations and provides practice in using the language. This includes 'Over to you' activities so you can apply the language you learn to your own work or study.

With vocabulary drawn from the Cambridge Business English Corpus – a collection of English compiled from real sources including business magazines, professional journals and educational books – you can be sure that the language you're learning is up-to-date, relevant and natural.

*Business Vocabulary in Use Intermediate* is particularly useful for self-study and includes a comprehensive answer key.

*Also available:* **Business Vocabulary in Use Intermediate Second Edition (without CD-ROM)**

## CAMBRIDGE INTERNATIONAL CORPUS

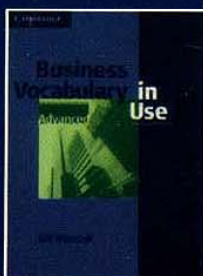
The Cambridge International Corpus (CIC) is a collection of over 1 billion words of real spoken and written English. The texts are stored in a database that can be searched to see how English is used. The CIC also includes the Cambridge Learner Corpus, a unique collection of over 65,000 exam papers from Cambridge ESOL. It shows real mistakes students make and highlights the parts of English which cause problems for students.



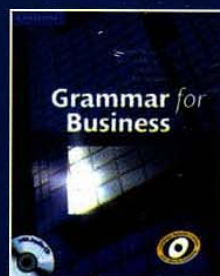
[www.cambridge.org/corpus](http://www.cambridge.org/corpus)

REAL ENGLISH GUARANTEE

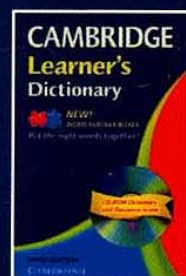
in  
Use



ISBN: 978 0 521 74940 4



ISBN: 978 0 521 72720 4



ISBN: 978 0 521 68202 2



CAMBRIDGE  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)

ISBN 978-0-521-74862-9



9 780521 748629 >

www.ZabanBook.com

زبان بوک

THIS MATERIAL IS COPYRIGHTED AND ALL AUTHOR'S RIGHTS ARE RESERVED

# Business Vocabulary **in Use**

Intermediate

Hundreds of additional interactive exercises to accompany the book

**Version 1.0**

© Cambridge University Press 2011  
ISBN 978 0 521 74862 9  
Made in the EU

COMPACT disc

Use of this disc is subject to the terms and conditions printed in the book.

Software by Softwire Ltd  
for Windows® XP, Vista, 7 and Mac OS X 10.4, 10.5 and 10.6

For support and updates, go to:  
[www.cambridge.org/elt/multimedia/help](http://www.cambridge.org/elt/multimedia/help)

Bill Mascull with George Bethell  
**CD-ROM for Windows and Mac**

**CAMBRIDGE**  
UNIVERSITY PRESS  
[www.cambridge.org](http://www.cambridge.org)

**Business  
Vocabulary in  
Use**

**Intermediate**

**Bill Mascull**



**CAMBRIDGE  
UNIVERSITY PRESS**

# Contents

<b>INTRODUCTION</b>	<b>8</b>		
<b>JOBS, PEOPLE AND ORGANIZATIONS</b>			
<b>1 Work and jobs</b>	<b>10</b>		
A What do you do?			
B Word combinations with 'work'			
C Types of job and types of work			
<b>2 Ways of working</b>	<b>12</b>		
A Old and new ways			
B Nice work if you can get it			
C Nature of work			
<b>3 Recruitment and selection</b>	<b>14</b>		
A Recruitment			
B Applying for a job			
C Selection procedures			
<b>4 Skills and qualifications</b>	<b>16</b>		
A Education and training			
B Skilled and unskilled			
C The right person			
<b>5 Pay and benefits</b>	<b>18</b>		
A Wages, salary and benefits			
B Compensation 1			
C Compensation 2			
<b>6 People and workplaces</b>	<b>20</b>		
A Employees and management			
B Management and administration			
C Labour			
D Personnel and HRM			
<b>7 The career ladder</b>	<b>22</b>		
A A job for life			
B A job for now			
C In-house staff or freelancers?			
D Getting the sack			
<b>8 Problems at work</b>	<b>24</b>		
A Discrimination			
B Bullying and harassment			
C Health and safety			
		<b>9 Managers, executives and directors</b>	<b>26</b>
		A Managers and executives: UK	
		B Managers and executives: US	
		<b>10 Businesspeople and business leaders</b>	<b>28</b>
		A Businesspeople and entrepreneurs	
		B Leaders and leadership	
		C Magnates, moguls and tycoons	
		<b>11 Organizations 1</b>	<b>30</b>
		A Business and businesses	
		B Commerce	
		C Enterprise	
		D Word combinations with 'enterprise'	
		<b>12 Organizations 2</b>	<b>32</b>
		A Self-employed people and partnerships	
		B Limited liability	
		C Mutuals	
		D Non-profit organizations	
		<b>PRODUCTION</b>	
		<b>13 Manufacturing and services</b>	<b>34</b>
		A Manufacturing and services	
		B Countries and their industries	
		<b>14 The development process</b>	<b>36</b>
		A Market research	
		B Development and launch	
		<b>15 Innovation and invention</b>	<b>38</b>
		A Invention and innovation	
		B Research and technology	
		C Patents and intellectual property	
		<b>16 Products and services</b>	<b>40</b>
		A Products	
		B Mass production	
		C Capacity and output	

**17 Materials and suppliers 42**

- A Inputs
- B Suppliers and outsourcing
- C Just-in-time

**18 Business philosophies 44**

- A Mass customization
- B Wikinomics
- C The long tail
- D Benchmarking

**MARKETING**

**19 Buyers, sellers and the market 46**

- A Customers and clients
- B Buyers, sellers and vendors
- C The market

**20 Markets and competitors 48**

- A Companies and markets
- B More word combinations with 'market'
- C Competitors and competition

**21 Marketing and market orientation 50**

- A Marketing
- B The four Ps
- C The market orientation

**22 Products and brands 52**

- A Word combinations with 'product'
- B Goods
- C Brands and branding

**23 Price 54**

- A Pricing
- B Word combinations with 'price'
- C Upmarket and downmarket
- D Mass markets and niches

**24 Place 56**

- A Distribution: wholesalers, retailers and customers
- B Shops
- C Direct marketing

**25 Promotion 58**

- A Advertising
- B The sales force
- C Promotional activities

**26 E-commerce 60**

- A B2C, B2B and B2G
- B Web 2.0
- C Amazon and eBay
- D Word combinations with 'online'

**MONEY**

**27 Sales and costs 62**

- A Sales
- B Costs
- C Margins and mark-ups

**28 Profitability and unprofitability 64**

- A Profitable and unprofitable products
- B Budgets and expenditure
- C Economies of scale and the learning curve

**29 Getting paid 66**

- A Shipping and billing
- B Trade credit
- C Accounts

**30 Assets, liabilities and the balance sheet 68**

- A Assets
- B Depreciation
- C Liabilities
- D Balance sheet

**31 The bottom line 70**

- A Accounts
- B Results
- C Financial reporting

**32 Share capital and debt 72**

- A Capital
- B Share capital
- C Loan capital
- D Security
- E Leverage

**33 Success and failure** 74

- A Cash mountains
- B Debt and debt problems
- C Turnarounds and bailouts
- D Bankruptcy

**34 Mergers, takeovers and sell-offs** 76

- A Stakes and joint ventures
- B Mergers and takeovers
- C Conglomerates

## FINANCE AND THE ECONOMY

**35 Personal finance** 78

- A Traditional banking
- B Internet banking
- C Personal investing

**36 Financial centres** 80

- A Financial Centres
- B Stock markets
- C Other financial markets
- D Derivatives

**37 Trading** 82

- A Market indexes
- B Market activity: good times ...
- C ... and bad

**38 Indicators 1** 84

- A Finance and economics
- B Inflation and unemployment
- C Trade
- D Growth and GDP

**39 Indicators 2** 86

- A Going up
- B Going down
- C Peaks and troughs
- D Boom and bust

## DOING THE RIGHT THING

**40 Wrongdoing and corruption** 88

- A Wrongdoing
- B Bribery and corruption
- C Fraud and embezzlement

**41 Business ethics** 90

- A Professional behaviour
- B Social issues
- C Environmental issues

## PERSONAL SKILLS

**42 Time and time management** 92

- A Timeframes and schedules
- B Projects and project management
- C Time tips

**43 Stress and stress management** 94

- A When work is stimulating
- B When stimulation turns to stress
- C Downshifting

**44 Leadership and management styles** 96

- A Leadership
- B Modern management styles
- C Empowerment

## CULTURE

**45 Business across cultures 1** 98

- A Cultures and culture
- B Power and distance

**46 Business across cultures 2** 100

- A Individualism
- B Time
- C Cross-cultural communication

## TELEPHONING, FAX AND EMAIL

- 47** Telephoning 1: phones and numbers 102  
A Telephones and beyond  
B 'Phone', 'call' and 'ring'  
C Numbers  
D Doing things over the phone
- 48** Telephoning 2: trying to get through 104  
A Asking to speak to someone  
B Voicemail 1  
C Voicemail 2
- 49** Telephoning 3: getting through 106  
A Getting through  
B Giving and taking messages  
C Spelling names  
D Taking messages: checking information
- 50** Telephoning 4: arrangements and ending calls 108  
A Phoning again  
B Making arrangements  
C Closing the conversation  
D Changing arrangements
- 51** Business communication 1: staying in touch 110  
A Business cards 1  
B Business cards 2  
C Staying in touch
- 52** Business communication 2: email 112  
A Email  
B Email expressions  
C Beginnings  
D Endings
- 53** Business communication 3: faxes and letters 114  
A Faxes  
B Letters

- 54** Business communication 4: CVs and job applications 116  
A CVs  
B Job applications

## BUSINESS SKILLS

- 55** Meetings 1: Types of meeting 118  
A Word combinations with 'meeting'  
B Types of meeting  
C How was the meeting?
- 56** Meetings 2: the chair 120  
A The role of the chair: before the meeting  
B The role of the chair: running the meeting  
C Follow-up
- 57** Meetings 3: points of view 122  
A Opening the meeting  
B Asking for and expressing opinions
- 58** Meetings 4: agreement and disagreement 124  
A Agreeing  
B Disagreeing
- 59** Meetings 5: discussion techniques 126  
A Checking understanding, interrupting, referring back  
B Avoiding confrontation  
C Agreement, consensus or compromise?  
D Concluding
- 60** Presentations 1: key ideas 128  
A Types of presentation  
B What makes a good presentation?  
C Visual aids
- 61** Presentations 2: key steps 130  
A Key steps: introduction  
B Key steps: main part  
C Key steps: closing



<b>62</b>	<b>Presentations 3: audience interaction</b>	<b>132</b>
	A Closing and dealing with questions	
	B Intercultural aspects	
<b>63</b>	<b>Negotiations 1: situations and negotiators</b>	<b>134</b>
	A Types of negotiation	
	B Word combinations with 'negotiations'	
	C Bargaining	
<b>64</b>	<b>Negotiations 2: preparing</b>	<b>136</b>
	A Preparing to negotiate	
	B Opening the negotiation	
	C Negotiating styles	
<b>65</b>	<b>Negotiations 3: win-win</b>	<b>138</b>
	A Probing	
	B Positive positions	
	C Negative positions	
	D Concessions and trade-offs	
<b>66</b>	<b>Negotiations 4: reaching agreement</b>	<b>140</b>
	A Deadlock and mediators	
	B Agreements and contracts	
	C Checking the deal	
	<b>Answer key</b>	<b>142</b>
	<b>Index</b>	<b>162</b>

# Introduction

## Who is this book for?

*Business Vocabulary in Use Intermediate* is designed to help intermediate and upper-intermediate learners of business English to improve their business vocabulary. It is for people studying English before they start work and for those already working who need English in their job.

In addition to improving your business vocabulary, the book helps you to develop the language needed for important business communication skills.

You can use the book on your own for self-study, with a teacher in the classroom, one-to-one or in groups.

## How is the book organized?

The book has 66 two-page units. The first 46 of these are **thematic** and look at the vocabulary of business areas such as people, organizations, production, marketing and finance.

The other 20 units focus on the language of **skills** you need in business, such as those for presentations, meetings, telephoning and negotiations.

The left-hand page of each unit explains new words and expressions, and the right-hand page allows you to check and develop your understanding of the words and expressions, and how they are used through a series of exercises.

There is **cross-referencing** between units to show connections between the same word or similar words used in different contexts.

There is an **Answer key** at the back of the book. Most of the exercises have questions with only one correct answer. But some of the exercises, including the **Over to you** activities at the end of each unit (see below), are designed for writing and/or discussion about yourself and your own organization or one that you know.

There is also an **Index**. This lists all the new words and phrases which are introduced in the book and gives the unit numbers where the words and phrases appear. The Index also tells you how the words and expressions are pronounced.

## The left-hand page

This page introduces new vocabulary and expressions for each thematic or skills area. The presentation is divided into a number of sections indicated by letters: A, B, C, etc, with simple, clear titles.



In this second edition of *Business Vocabulary in Use Intermediate*, explicit reference is made to the business material in the **Cambridge International Corpus (CIC)** – business pages of newspapers, business textbooks, and business meetings and discussions. The texts are stored in a database, which is searchable in various ways to reveal the patterns of business usage. The database has been exploited to identify typical word combinations found in the data, and there are notes about their relative frequency.

As well as explanations of vocabulary, there is information about typical word combinations and grammar associated with particular vocabulary, for example operative verbs – the verbs that are typically used with particular nouns. Again, the CIC has been a prime source of information about these.

There are notes about differences between British and American English.

- BrE: CV; AmE: résumé or resume

### The right-hand page

The exercises on the right-hand page give practice in using the new vocabulary and expressions presented on the left-hand page. Some units contain diagrams to complete, or crosswords.

### 'Over to you' sections

An important feature of *Business Vocabulary in Use Intermediate* is the **Over to you** section at the end of each unit. There are sometimes alternative **Over to you** sections for learners who are in work and for those who are studying pre-work. The **Over to you** sections give you the chance to put into practice the words and expressions in the unit in relation to your own professional situation, studies or opinions.

Self-study learners can do the section as a written activity.

In the classroom, the **Over to you** sections can be used as the basis for discussion with the whole class, or in small groups with a spokesperson for each summarizing the discussion and its outcome for the class. The teacher can then get students to look again at exercises relating to points that have caused difficulty. Students can follow up by using the **Over to you** section as a written activity, for example as homework.

The Answer key contains sample answers for the **Over to you** questions.

### How to use the book for self-study

Find the topic you are looking for by using the Contents page or the Index. Read through the explanations on the left-hand page of the unit. Do the exercises on the right-hand page. Check your answers in the Answer key. If you have made some mistakes, go back and look at the explanations and the exercise again. Note down important words and expressions in your notebook.

### How to use the book in the classroom

Teachers can choose units that relate to their students' particular needs and interests, for example areas they have covered in coursebooks, or that have come up in other activities. Alternatively, lessons can contain a regular vocabulary slot, where students look systematically at the vocabulary of particular thematic or skills areas.

Students can work on the units in pairs, with the teacher going round the class assisting and advising. Teachers should get students to think about the logical process of the exercises, pointing out why one answer is possible and the others are not (where this is the case).

### CD-ROM

The second edition of *Business Vocabulary in Use Intermediate* is available in two versions. You can either use the book on its own or with the CD-ROM, a major innovation. This includes an audio file for every key word and expression in the book, with its pronunciation and an example sentence. In addition, there are two extra exercises for each unit of the book, fourteen summary tests so you can check your progress, and even some vocabulary games.

We hope you enjoy using *Business Vocabulary in Use Intermediate*.

## 1

# Work and jobs

## A What do you do?

To find out what someone's job is, you ask 'What do you do?'

Kerstin talks about her job:

'I work for a large European car maker. I work on car design. In fact, I run the design department and I manage a team of designers: 20 people work under me. It's very interesting. One of my main responsibilities is to make sure that new model designs are finished on time. I'm also in charge of design budgets.

'I deal with a lot of different people in the company. I'm responsible for coordination between design and production: I work with managers at our manufacturing plants.'

Note

in charge of + *noun*  
 responsible for + *verb* + -ing  
 responsibility + *infinitive* / -ing  
 One of my responsibilities is to make sure that ...  
 One of my responsibilities is making sure that ...  
 You don't say: 'I'm a responsible.'

www.ZabanBook.com

زبان بوک

## B Word combinations with 'work'

If you work or have work, you have a job. But you don't say that someone has 'a work'. Work is also the place where you do your job. You don't say for example, 'at the work' or 'to the work'.

Here are some phrases with 'work'.

The economy is growing fast and more people are in work – have a job – than ever before. The percentage of people out of work – without a job – has fallen to its lowest level for 30 years.

Frank talks about his job:

'I work in a bank in New York City. I leave for work at 7.30 every morning. I go to work by train and subway. I get to / arrive at work at about 9. I'm usually at work till 6. Luckily, I don't get ill very much so I'm not often off work – away from work due to illness.'



## C Types of job and types of work

A full-time job is one for the whole of the normal working week; a part-time job is for less time than that. You say that someone works full-time or part-time.

A permanent job does not finish after a fixed period; a temporary job finishes after a fixed period.

You talk about temporary work and permanent work.

**1.1** Look at A opposite. Pierre is talking about his work. Correct the expressions in italics.

'I work for a large French supermarket company. It is an international company and (1) I work *about* the development of new supermarkets abroad. (2) In fact, I *running* the development department and (3) I *am manage for* a team looking at the possibilities in different countries. It's very interesting. (4) One of my *main* is to make sure that new supermarkets open on time. (5) I'm also *charged with* financial reporting. (6) I deal *at* a lot of different organizations in my work. (7) I'm *responsible of* planning projects from start to finish. (8) I work closely *near* our foreign partners, and so I travel a lot.'

**1.2** Complete each gap in the text with one of the prepositions from B opposite.

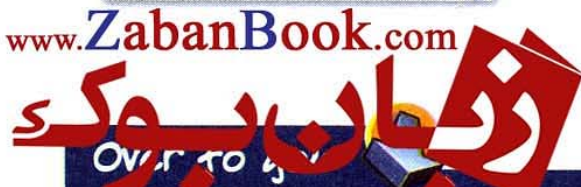
Rebecca lives in London and works in public relations. She leaves home for work at 7.30 am. She drives (1) ..... work. The traffic is often bad and she worries about getting (2) ..... work late, but she usually arrives (3) ..... work at around 9. She finishes work quite late, at about 8. 'Luckily, I'm never ill,' she says. 'I could never take the time (4) ..... work.'

She loves what she does and is glad to be (5) ..... work. Some of her friends are not so lucky: they are (6) ..... of work.



**1.3** What is being advertised in each of these job advertisements (1–6)? Use an expression from C opposite, including the words in brackets. The first one has been done for you.

- |   |   |   |
|---|---|---|
| 1 | Librarian required for public library afternoons 2 till 6. (job)  | a part-time job   |
| 2 | Personal assistant needed for busy office, 9 am to 5.30 pm (work) | 4   |
| 3 | Experienced barman wanted, 8 pm until midnight. (work)            | 5   |
|   |   | Teacher needed for summer course, 1 to 31 August (job)                  |
|   |   | 6   |
|   |   | Salesman required for showroom – good prospects for right person (work) |
|   |   | Lawyer wanted for law firm – long hours, 4 weeks holiday per year (job) |



**If you work, answer these questions.**

- What do you do? What are you in charge of? What are your responsibilities?
- What time do you leave for work? How long does it take you to get to work? What time do you arrive at work? Do you take a lot of time off work?
- Why do some people prefer to work part-time or to have temporary jobs?

**If you don't work, answer these questions.**

- What sort of job would you like to do?
- What sort of routine would you like to have?

# 2 Ways of working

## A Old and new ways

'I'm an office worker in an insurance company. It's a **nine-to-five** job with regular **working hours**. The work isn't very interesting, but I like to be able to go home at a reasonable time.

'We all have to **clock on** and **clock off** every day. In this company, even the managers have to – which is unusual!'

**Note** You can also say clock in and clock out.

**Note** BrE: flexitime  
AmE: flextime

'I'm in computer programming. There's a system of **flexitime** in my company, which means we can work when we want, within certain limits. We can start at any time till 11, and finish as early as 3 – as long as we do enough hours each month. It's ideal for me as I have two young children.'



Clocking in

'I work in a car plant. I work in **shifts**. I may be on the **day shift** one week and the **night shift** the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating. When the company is selling lots of cars, they ask us to work **overtime** – to work more hours than usual for more money.'

'I'm a commercial artist in an advertising agency. I work in London but prefer living outside the city, so I **commute** to work every day, like thousands of other **commuters**. Using a computer and the Internet, **working from home** is becoming more and more popular, and the agency is introducing this: it's called **teleworking** or **telecommuting**, especially by journalists. But I like going into the office and working with other people around me.'

## B Nice work if you can get it

All these words are used in front of job and work.

- **satisfying, stimulating, fascinating, exciting** – the work is interesting and gives you positive feelings
- **dull, boring, uninteresting, unstimulating** – the work is not interesting
- **repetitive, routine** – the work involves doing the same things again and again
- **tiring, tough, hard, demanding** – the work is difficult and makes you tired

www.ZabanBook.com



## C Nature of work

My work involves  
I like / dislike / prefer / enjoy

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>+ <i>noun</i></li> <li>human contact</li> <li>long hours</li> <li>teamwork</li> </ul> | <ul style="list-style-type: none"> <li>+ <i>-ing</i></li> <li>working with figures</li> <li>dealing with customers</li> <li>solving problems</li> </ul> |
|--|---|

**2.1** Look at the six things (a–f) from A opposite. Which person (1–6) is most likely to do each of the things?

- |   |   |
|---|---|
| a work in shifts                              | 1 A designer in a website design company. Has to be in the office, but can decide when she wants to start and finish work each day. |
| b work under a flexitime system               | 2 A manager in a department store in a large city. Lives in the country.  |
| c telecommute                                 | 3 A construction worker on a building site where work goes on 24 hours a day.   |
| d commute to work                             | 4 A worker in a chocolate factory in the three months before Christmas.   |
| e clock in and out at the same time every day | 5 A technical writer for a computer company. Lives in the country and visits the company offices once a month.                      |
| f work overtime                               | 6 An office worker in a large, traditional manufacturing company.   |

**2.2** Look at the words and expressions in B and C opposite. Five people describe their jobs. Match the jobs (1–5) with the descriptions (a–e) and put the words in brackets into the correct grammatical forms.

1 accountant 2 postwoman 3 flight attendant 4 software developer 5 teacher

- a 'Obviously, my work involves ..... (travel) a lot. It can be quite physically ..... (demand), but I enjoy ..... (deal) with customers, except when they become violent. This doesn't happen often, but it can be very dangerous for us and the other passengers.'
- b 'I love my job. It's very ..... (stimulate) and not at all ..... (repeat): no two days are the same. The children are fine: you see them learn and develop. The parents can be more of a problem.'
- c 'I was good at maths at school and I like ..... (work) with figures. But my job is much less ..... (bore) and routine than people think. The work ..... (involve) a lot of human contact and teamwork, working with other managers.'
- d 'You've got to think in a very logical way. There's a lot of teamwork between the developers. The work can be mentally ..... (tire), but it's very satisfying to write a program that works.'
- e 'Of course, it involves getting up quite early in the morning. But I like ..... (be) out in the open air. And you get a lot of exercise. I walk two or three miles every day.'

### Over to you

If you work, answer these questions.

- Do you have a nine-to-five job? Do you have to clock on and off? Is there a flexitime system in your organization? Are there people who do shiftwork in your company?
- Could you do your job working from home? If so, would you like to?
- What do you like most about your job? What do you like least?

If you don't work, answer these questions.

- What sort of working hours would you like to have when you start working?
- Would you like to work from home?
- What kind of job would you like? Complete this sentence in five ways to talk about yourself.

I'd like a job that involves ...

## 3

## Recruitment and selection

## A

## Recruitment

The process of finding people for particular jobs is **recruitment** or, especially in American English, **hiring**. Someone who has been recruited is a **recruit**, or in AmE, a **hire**. The company **employs** or **hires** them and they **join** the company.

A company may recruit employees directly or use outside **recruiters**, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be used to find people for very important jobs and to persuade them to leave the organizations they already work for. Key people recruited like this are **headhunted** in a process of **headhunting**.

## B

## Applying for a job

Fred is a van driver, but he was fed up with doing long trips. He looked in the **situations vacant** pages of his local newspaper, where a local supermarket was advertising for van drivers for a new delivery service. He **applied** for the job by completing an **application form** and sending it in.

Harry is a building engineer. He'd been working for the same company for ten years, but he wanted a change. He looked at jobs with different engineering companies on a **jobs website** on the Internet (see Unit 26). He **made an application**, sending in his CV (**curriculum vitae** – the story of his life) and a **covering letter** explaining why he wanted the job and why he was the right person for it.



An application form

## Note

Situation, post and position are formal words often used in job advertisements and applications.  
BrE: CV; AmE: résumé' or resume  
BrE: covering letter; AmE: cover letter

www.ZabanBook.com

زبان بوک

## C

## Selection procedures

Dagmar Schmidt is the head of recruitment at a German telecommunications company. She talks about the **selection process**, the methods that the company uses to recruit people.

'We advertise in national newspapers and on the Internet. We look at the **backgrounds** of **applicants** – their **experience** of different jobs and their educational **qualifications**.

'We invite the most interesting **candidates** to a **group discussion**. Then we have individual **interviews** with each candidate. The head of the department is also present. We also give the candidates written **psychometric tests** to assess their intelligence and personality.

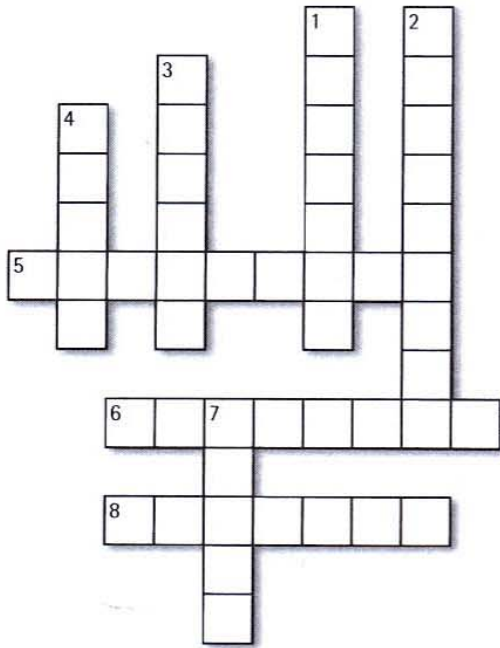
'After this, we **shortlist** three or four candidates. We check their **references** by writing to their **referees** – previous employers, teachers, and so on that candidates have named in their applications. If the references are OK, we ask the candidates to come back for more interviews. Finally we **offer** the job to someone, and if they **turn it down** we have to think again. (Some applicants may get other job offers at the same time as ours.) If they **accept** it, we hire them. We **appoint** someone only if we find the right person.'



A job interview



**3.1** Complete the crossword with the correct form of words from A, B and C opposite.



**Across**

- 5 I phoned to check on my application, but they said they'd already ..... someone (9)  
 6 This job is so important; I think we need to ..... someone (8)  
 8 The selection procedure has lasted three months, but we're going to ..... someone next week (7)

**Down**

- 1 and 2 I hope she ..... the job, because if she ..... it ....., we'll have to start looking again (7, 5, 4)  
 3 The last applicant was very strong, but I understand he'd had two other job ..... already (6)  
 4 They've finally ..... a new receptionist. She starts work next week (5)  
 7 Computer programmers wanted. Only those with UNIX experience should ..... (5)

**3.2** Now divide the words in 3.1 into two groups.

- 1 what a company personnel department does  
 2 what a person looking for work does.

**3.3** Replace the underlined phrases with correct forms of words and expressions from A, B and C opposite.

Fred had already (1) refused two job offers when he went for (2) a discussion to see if he was suitable for the job. They looked at his driving licence and contacted (3) previous employers. Fred had mentioned in his application. A few days later, the supermarket (4) asked him if he would like the job and Fred (5) said yes.

Harry didn't hear anything for six weeks, so he phoned the company. They told him that they had received a lot of (6) requests for the job. After looking at the (7) life stories of the (8) people asking for the job and looking at (9) what exams they had passed during their education, the company had (10) chosen six people to interview and then given them (11) tests on their personality and intelligence. They had then given someone the job.

**Over to you**



If you work, write about the stages of your recruitment.

If you're a student, write an application for a job that you would like to have.

# 4

## Skills and qualifications

### A Education and training

Two company managers, Kasia Gutowska and Nils Olsen, are talking.

KG: The trouble with **graduates** – people who've just left university – is that their **paper qualifications** are good. They might have **qualifications in** interesting subjects, but they have no **work experience**. They just don't know how business works.

NO: I disagree. Education should teach people how to think, not **train** them for a particular job. One of last year's recruits **graduated from** Oxford University **with a degree in** philosophy and she's doing very well!

KG: Philosophy's an interesting subject, but for our company, it's more useful to do **training in** a practical subject: it's better for us if you **train as** a scientist, and **qualify as** a biologist or a doctor, for example.

NO: Yes, but we don't just need scientists. We also need good managers, which we can achieve through **in-house training** – courses within the company. You know we put a lot of money into **management development**, where managers regularly **go on** specialized **courses in** leadership (see Unit 10), finance (see Unit 38), etc. You need to **acquire experience** – get knowledge through doing things – for that. It's not the sort of thing you can learn when you're 20!

Note

In AmE, you can also say that someone **graduates from** high school – the school that people usually leave when they are 18.

### B Skilled and unskilled

A **skill** is a particular ability to do something well, especially because you have learned and practised it.

Jobs, and the people who do them, can be described as:

- **highly skilled**, e.g. car designer
- **skilled**, e.g. car production manager
- **semi-skilled**, e.g. taxi driver
- **unskilled**, e.g. car cleaner

You can say that someone is:

skilled at or skilled in	+ <i>noun</i> customer care electronics
	+ -ing communicating using Excel

You can also say that someone is:

good with	computers figures people
-----------	--------------------------------

### C The right person

These words are often used in job advertisements. Companies look for people who are:

a **methodical**, **systematic** and **organized** – working in a planned, orderly way

b **computer-literate** – good with computers

c **numerate** – good with numbers

d **motivated** – very keen to do well in their job because they find it interesting

e **talented** – very good at what they do

a **self-starters**; they must be **proactive**, **self-motivated**, or **self-driven** – good at working on their own

f **team players** – people who work well with other people

Note

Self-starter and team player are nouns. The other words in bold are adjectives.

**4.1** Look at A opposite. Complete each sentence with the correct word.

- 1 Ravi graduated ..... Mumbai University ..... a degree ..... philosophy and politics.
- 2 He taught for a while, but didn't like it. He wanted to get a qualification ..... accountancy and decided to train ..... an accountant at evening classes.
- 3 He qualified ..... an accountant and joined a big accountancy firm in its Mumbai office.
- 4 After he had acquired some experience, he went ..... a number of management courses to get training ..... team-building and other skills.



**4.2** Look at B opposite. Are these jobs generally considered to be highly skilled, skilled, semi-skilled or unskilled? Use each expression twice.

- 1 teacher
- 2 brain surgeon
- 3 car worker on a production line
- 4 labourer (someone doing basic work on a building site)
- 5 office cleaner
- 6 airline pilot
- 7 bus driver
- 8 office manager

**4.3** Complete these extracts from job advertisements using words from C opposite.

1 You'll be researching developments on the Internet, so you have to be ..... You must be ....., able to work on your own initiative, and a ..... But as part of a team of researchers, you'll need to be a good ..... too.

2 You'll need to be ....., as you'll be working on financial budgets.

3 As part of our sales team, you'll be working independently, so you have to be self-..... and self-.....

4 We're looking for someone who can work on ten projects at once, without being told what to do. You must be a ..... , ..... and .....

5 We need ..... journalists who are very good at their job and extremely ..... – very keen to find out as much as they can about news stories.

*Over to you*



Write a job description for your job or one you would like to have.

## 5

## Pay and benefits

A

## Wages, salary and benefits

'My name's Luigi and I'm a hotel manager in Venice. I get paid a **salary** every month. In summer, we're very busy, so we do **overtime** – work a lot of extra hours. The pay for this is quite good. Working in a hotel, we also get some nice perks – for example, free meals!'



'I'm Ivan and I work as a waiter in Prague. I like my job even if I don't **earn** very much: I get paid **wages** every week by the restaurant. We get the **minimum wage** – the lowest amount allowed by law. But we also get **tips** – money that customers leave in addition to the bill. Some tourists are very generous!'

'Hi, I'm Catherine, and I'm a saleswoman in luxury goods, based in Paris. I get a **basic salary**, plus **commission** – a percentage on everything I sell. If I sell more than a particular amount in a year, I also get a **bonus**, which is nice. There are some good **fringe benefits** with this job: I get a **company car**, a BMW; there's a **health plan** to pay the costs of medical treatment if I get ill; and the company makes payments for my **pension** – money that I'll get regularly after I stop working. So, with the bonuses, the car, the health plan and the pension, I've got a very nice **benefits package**. And the **working conditions** are good too: I have a nice office and I don't have to travel too much.'

B

## Compensation 1

Catherine mentioned her **pay and conditions**. **Remuneration** and **compensation** are formal words used to talk about pay and conditions, especially those of senior managers. **Remuneration package** and **compensation package** are used especially in the US to talk about all the pay and benefits that employees receive. For a senior executive, this may include **share options** (BrE) or **stock options** (AmE), the right to buy the company's shares (see Unit 36) at low prices. There may be **performance (-related) bonuses** if the manager reaches particular objectives for the company.

C

## Compensation 2

**Compensation** is also used to talk about money and other benefits that someone receives if they are forced to leave the organization, perhaps after a disagreement with other managers in what newspapers call a **boardroom row**. This money is in the form of a **compensation payment** or **severance payment**. If someone also receives benefits with this, the payment and the benefits form a **compensation package** or **severance package**.

In Britain, executives with very high pay and benefits may be referred to as **fat cats**, implying that they do not deserve this level of remuneration.

**5.1** Xavier and Yvonne are talking about Xavier's new job as a photocopier salesman. Sometimes, they don't use the exact names for things that they are talking about. Complete these expressions, using items from A opposite.

- 1 X: I get paid every month, rather than every week.  
Y: I see. You get a \_\_\_\_\_, not wages.
- 2 X: I usually have to work late: I don't get paid for it, but I do get a percentage for every photocopier I sell.  
Y: So you don't get \_\_\_\_\_, but you do get \_\_\_\_\_. That's good.
- 3 X: And the people in production get a \_\_\_\_\_ if they reach their targets.  
Y: Oh right. They get an extra payment if they produce more than a certain amount.
- 4 X: And the extras are great: the company pays for medical treatment if we get ill and the company restaurant is fantastic.  
Y: Wow! The company \_\_\_\_\_ sound very nice.
- 5 X: And they've given me a \_\_\_\_\_ to go and visit clients.  
Y: So you don't have to buy a car then.
- 6 X: What's more, there's a very good scheme where the company pays in money for us to get \_\_\_\_\_ when we don't work any more.  
Y: Yes, it's important to get a good \_\_\_\_\_.
- 7 X: The total \_\_\_\_\_ is brilliant.  
Y: Yes, all those extras are really worth having.


**5.2** Which expressions from B and C opposite could be used to complete each of these newspaper extracts?

1 **KEVIN DAVIS QUITS AS MF GLOBAL CHIEF**  
Shareholder anger boiled over at the company's annual meeting in July, with Greg Newton, one activist, saying Mr Davis 'should be taken out and shot'. MF Global said Mr Davis's \_\_\_\_\_ (2 possibilities) would be worth \$7.5 million.

3 **UNDERACHIEVED? HAVE A \_\_\_\_\_!**  
When things get tough, senior executives should get a pay rise, right? Top executives at Kingfisher, which owns B&Q, and at Vodafone seem to think that directors should be entitled to large amounts of extra pay even when their companies are doing badly.

2 **PUBLIC ANGER AT BANKING EXECUTIVES' PAY**  
Anger at the \_\_\_\_\_ s (2 possibilities) of bank executives is high. Henry Waxman, the California Democrat, this week sent letters to nine of the biggest investment banks asking why they have set aside \$108 billion for salaries and bonuses in a year when they have received \$125 billion in government aid.

4 **NEW THINKING**  
Following the UK government's rescue of the banks, voters will say, 'If you could find the money to clear up the mess left by a few greedy \_\_\_\_\_, then you can find the money to fund this bus service / save this village school / renationalize the railways.'

**Over to you** 

In what order of attractiveness would you put these benefits in relation to your job or one that you would like to have? Give your reasons.

salary	share options	company car	performance-related bonus
commission	pension	health plan	