

新 剑桥商务英语 (中级)  
词汇用法

Business Vocabulary  
**in Use**

Intermediate

*Bill Mascull*

Cambridge  
Professional  
English

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## 新剑桥商务英语词汇用法 (中级)

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# Contents

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

- 15** Innovation and invention 38  
A Innovation and invention  
B Research and technology  
C Patents and intellectual property

- 16** Making things 40  
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 Total quality management  
B Continuous improvement  
C Benchmarking  
D Business process re-engineering

## MARKETING

- 19** Buyers, sellers and the market 46  
A Customers and clients  
B Buyers and sellers  
C The market  
D Word combinations with 'marker'

- 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 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** The Internet and e-commerce 60  
A The Internet  
B Clicks-and-mortar  
C B2B, B2C and B2G

## MONEY

- 27** Sales and costs 62  
A Sales 1  
B Sales 2  
C Costs  
D 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

**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 and surpluses  
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 New ways of 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 times

**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** Ethics 90  
A Code of ethics  
B Ethical standards  
C Ethical investment

## 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 Distance and familiarity

**46** Business across cultures 2 100

- A Names
- B Business cards
- C Dress

**47** Business across cultures 3 102

- A Entertainment and hospitality
- B Time
- C Cross-cultural communication

## TELEPHONE, FAX AND EMAIL

**48** Telephoning 1: phones and numbers 104

- A Telephones and beyond
- B Phone, call and ring
- C Numbers
- D Doing things over the phone

**49** Telephoning 2: getting through 106

- A Phoning scenario
- B Asking to speak to someone 1
- C Voicemail

**50** Telephoning 3: messages 108

- A Asking to speak to someone 2
- B Giving and taking messages
- C Spelling names
- D Taking messages: checking information

**51** Telephoning 4: arrangements 110

- A Making arrangements
- B Closing the conversation
- C Changing arrangements

**52** Faxes 112

- A Sending faxes
- B Fax layout
- C Receiving faxes

**53** Emails 114

- A Email
- B Email expressions
- C Email abbreviations

## BUSINESS SKILLS

**54** Meetings 1: types of meeting 116

- A Word combinations with 'meeting'
- B Types of meeting
- C How was the meeting?

**55** Meetings 2: the role of the chairperson 118

- A Before the meeting
- B During the meeting
- C Follow-up

**56** Meetings 3: points of view 120

- A Opening the meeting
- B Inviting people to speak
- C Making your point

<b>57</b>	<b>Meetings 4: agreement and disagreement</b>	<b>122</b>	<b>64</b>	<b>Negotiations 3: furthering negotiations</b>	<b>136</b>
	A Discussion without argument?			A Win-win	
	B Agreeing			B Probing	
	C Disagreeing			C Proposal and counter-proposal	
	D Trade-offs			D Trade-offs	
<b>58</b>	<b>Meetings 5: discussion techniques</b>	<b>124</b>	<b>65</b>	<b>Negotiations 4: difficulties</b>	<b>138</b>
	A Hedging			A Confrontation	
	B Checking understanding, interrupting, referring back			B Confrontational negotiating tactics	
	C Agreement, consensus or compromise?			C Dealing with problems	
	D Concluding		<b>66</b>	<b>Negotiations 5: reaching agreement</b>	<b>140</b>
<b>59</b>	<b>Presentations 1: preparation and introduction</b>	<b>126</b>		A Deadlock and mediators	
	A Types of presentation			B Agreements and contracts	
	B Dos and don'ts: preparation			C Checking the deal	
	C Key phrases: introduction				
<b>60</b>	<b>Presentations 2: main part</b>	<b>128</b>		<b>Answer key</b>	<b>142</b>
	A Dos and don'ts: timing			<b>Index</b>	<b>160</b>
	B Dos and don'ts: voice				
	C Rapport with the audience				
	D Key phrases: main part				
<b>61</b>	<b>Presentations 3: closing and questions</b>	<b>130</b>			
	A Dos and don'ts: body language				
	B Visual aids				
	C Key phrases: closing and dealing with questions				
<b>62</b>	<b>Negotiations 1: situations and negotiators</b>	<b>132</b>			
	A Types of negotiation				
	B Word combinations with 'negotiations'				
	C Bargaining				
<b>63</b>	<b>Negotiations 2: preparing</b>	<b>134</b>			
	A Preparing to negotiate				
	B Negotiating scenario				
	C Negotiating styles				



# Introduction

## Who is this book for?

*Business Vocabulary in Use* is designed to help intermediate and upper-intermediate learners of business English 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.

Apart from improving your business vocabulary, the book also helps you to develop the language needed for important business communication skills.

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

## How is the book organised?

The book has 66 two-page units.

The first 47 of these units are **thematic** and look at the vocabulary of business areas such as people, organisations, production, marketing, finance and business-related economics.

The other 19 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 them 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 section (see below), are designed for writing and/or discussion about yourself and your own organisation.

There is also an **index**. This lists all the new words and phrases introduced in the book and gives the unit numbers where they 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.

As well as explanations of vocabulary, there is information about typical word combinations and the grammar associated with particular vocabulary, for example the verbs that are typically used with particular nouns.

There are notes on mistakes to avoid, for example:

- You can't say that someone is 'a responsible'.

There are also 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. Sometimes the exercises concentrate on using the words or expressions presented on the left-hand page in context. Other exercises practise the grammatical forms of items from the left-hand page. Some units contain diagrams to complete, or crosswords.

## 'Over to you' sections

An important feature of *Business Vocabulary in Use* 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 those who are not. 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 this 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 group summarising the discussion and its outcome for the class. The teacher can then get students to look again at the 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.

## How to use the book for self-study

Find the topic you are looking for by referring to 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 key. If you have made some mistakes, go back and look at the explanations and 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 students' particular needs and interests, for example areas they have covered in course books, 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 others are not.

We hope you enjoy using this book.

# 1 Work and jobs

## A What do you do?

To find out what someone's job is you say 'What do you do?' Here, 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** co-ordination between design and production: I **work with** managers at our manufacturing plants.'



Note:

**in charge of** } + noun  
**responsible for** } + verb + -ing

responsibility + infinitive or -ing

One of my responsibilities is to make sure ...

One of my responsibilities is making sure ...



You can't say ~~I'm a responsible.~~

## 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.

Here are some phrases with 'work':

- Hi, I'm Frank. 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 nine.
- I'm usually **at work** till six.
- Luckily, I don't get ill very much so I'm not often **off work**.

The economy is growing fast and more people are **in work** than ever before. The percentage of people **out of work** has fallen to its lowest level for 30 years.



You don't say, for example, ~~I'm at the work~~ or ~~I'm going to the work~~.

## C Types of job and types of work

A **full-time job** is 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 Pierre is talking about his work. Correct what he says.

I work for a French supermarket company. (1) I work *about* the development of new supermarkets. (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 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 nine. She finishes work quite late, at about eight. '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) ..... work.



1.3 Write about each person using words from C opposite, and the words in brackets. The first one has been done for you.

- 1 I'm Alicia. I work in a public library in the afternoons from two until six. (I/job)  
I have a part-time job.
- 2 My husband works in an office from 9 am to 5.30 pm. (he/job)
- 3 Our daughter works in a bank from eight till five every day. (she/work)
- 4 I'm David and I work in a café from 8 pm until midnight. (I/work)
- 5 My wife works in local government and she can have this job for as long as she wants it. (she/job)
- 6 Our son is working on a farm for four weeks. (he/job)
- 7 Our daughter is working in an office for three weeks. (she/work)

Over to you



If you work ...

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?

If you don't work ...

What sort of job would you like to do?

What routine would you like to have?

# 2 Ways of working

A

## Old and new ways

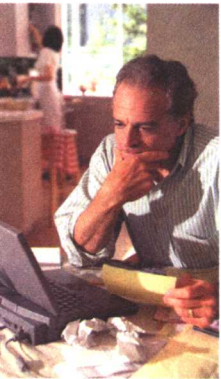
I'm an **office worker** in an insurance company. It's a **nine-to-five** job with regular **working hours**. The work isn't very interesting, but I like to be able to go home at a reasonable time.

We all have to **clock in** and **clock out** every day. In this company, even the managers have to, which is unusual!

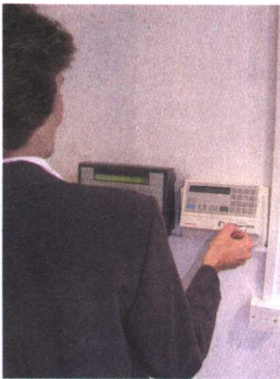
Note: You also say **clock on** and **clock off**.

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 before eleven, and finish as early as three, as long as we do enough hours each month. It's ideal for me as I have two young children.

BrE: flexitime  
AmE: flexitime



teleworking



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.

I'm a commercial artist in an advertising agency. I work in a big city, but I prefer living in the country, so I **commute** to work every day, like thousands of other **commuters**. **Working from home** using a computer and the Internet is becoming more and more popular, and the agency is introducing this: it's called **teleworking** or **telecommuting**. 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.

C

## Nature of work

My work involves ...

+ noun

human contact

long hours

team work

+ -ing

solving problems

travelling a lot

dealing with customers

- 2.1** Which person (1–5) is most likely to do each of the five things (a–e)?
- 1 A software designer in an Internet company. Has to be in the office.
  - 2 An office worker in a large, traditional manufacturing company.
  - 3 A manager in a department store in a large city. Lives in the country.
  - 4 A construction worker on a building site where work goes on 24 hours a day.
  - 5 A technical writer for a city computer company. Lives in the country.
- a work in shifts
  - b work under a flexitime system
  - c telecommute
  - d commute to work
  - e clock on and off at the same time every day

- 2.2** Look at the words and expressions in B and C opposite.  
Five people talk about their jobs. Match the jobs (1–5) to the people (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 ..... (tire), but I enjoy ..... (deal) with customers, except when they become violent. Luckily this doesn't happen often.
- b 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.
- c Of course, it involves getting up quite early in the morning. But I like ..... (be) out in the open air. And I get a lot of exercise!
- d You've got to think in a very logical way. The work can be mentally ..... (tire), but it's very satisfying to write a program that works.
- e I love my job. It's very ..... (stimulate) and not at all ..... (repeat): no two days are the same. It's good to see the children learn and develop.

### Over to you

If you work ...

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?

If you don't work ...

What sort of working hours would you like to have if you worked?

Would you like to work from home?

# 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 American English, a **hire**. The company **employs** or **hires** them; 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 called on to **headhunt** people for very important jobs, persuading them to leave the organizations they already work for. This process is called **headhunting**.

## B Applying for a job

Fred is a van driver, but he was fed up with 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 saw a job in the **appointments** pages of one of the national papers. He made an application, sending in his **CV (curriculum vitae** – the ‘story’ of his working life) and a **covering letter** explaining why he wanted the job and why he was the right person for it.

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

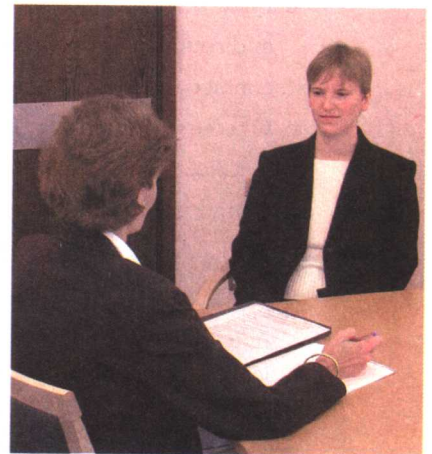
## C Selection procedures

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. We look at the **backgrounds of applicants**: their **experience** of different jobs and their educational **qualifications**. We don’t ask for handwritten **letters of application** as people usually apply by email; **handwriting analysis** belongs to the 19th century.

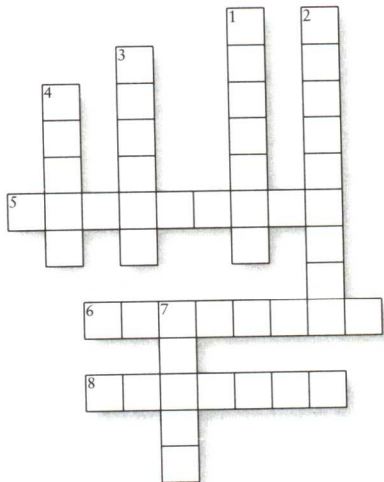
We invite the most interesting **candidates** to a **group discussion**. Then we have individual **interviews** with each candidate. We also ask the candidates to do written **psychometric tests** to assess their intelligence and personality.

After this, we **shortlist** three or four candidates. We check their **references** by writing to their **referees**: previous employers or teachers 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. If they **accept** it, we **hire** them. We only **appoint** someone if we find the right person.’



A job interview

**3.1** Complete the crossword. Use appropriate forms 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 process has lasted three months, but we're going to ..... someone next week. (7)

**Down**

- 1 and 2 I hope she ..... because if she ..... the job, we'll have to start looking again. (7,5,4)
- 3 That last applicant was very strong, but I understand he's had two other ..... already. (6)
- 4 They've finally ..... a new receptionist. (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 (10) had chosen six people to interview, done tests on their personality and intelligence and they had then given someone the job.

**Over to you**



If you work ...

How did you get your job? Was it advertised? Were you interviewed for it? Was the selection process very long?

If you don't work ...

Have you applied for any jobs? Were you interviewed? How did it go? What's the usual process for getting your first job in your country?



# 4 Skills and qualifications

## A Education and training



Graduates

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

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

Nils: I disagree. **Education** should teach people how to think, not prepare them for a particular job. One of last year's recruits had **graduated from** Oxford in philosophy and she's doing very well!

Margareta: Philosophy's an interesting subject, but for our company, it's more useful if you **train as** a scientist and **qualify as** a biologist or chemist – **training** for a specific job is better.

Nils: 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 have put a lot of money into **management development** and **management training** because they are very important. You need to have some management experience for that. It's not the sort of thing you can learn when you're 20!

## B Skilled and unskilled

A **skill** is the ability to do something well, especially because you have learned how to do it 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 ...

- + noun
- customer care
- electronics
- computer software
- + -ing
- communicating
- using PCs
- working with large groups

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:

- **self-starters, proactive, self-motivated, or self-driven:** good at working on their own.
- **methodical, systematic and organized:** can work in a planned, orderly way.
- **computer-literate:** good with computers.
- **numerate:** good with numbers.
- **motivated:** very keen to do well in their job.
- **talented:** naturally very good at what they do.
- **team players:** people who work well with other people.