

Державний вищий навчальний заклад
“Українська академія банківської справи
Національного банку України”
Кафедра іноземних мов

ЯК ЗРОБИТИ КАР’ЄРУ В БІЗНЕСІ: ПЕРШІ КРОКИ

CAREER IN BUSINESS: YOUR FIRST STEPS

Навчально-методичний посібник
з ділової англійської мови

Для студентів 3 курсу
напряму підготовки “Міжнародна економіка” – 6.030503
денної форми навчання

Суми
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Навчально-методичний посібник розроблений відповідно до навчальної програми курсу “Ділова англійська мова за професійним спрямуванням” для спеціальності “Міжнародна економіка”. Запропоновані у посібнику матеріали стануть у нагоді студентам під час підготовки та подання ними пакета документів для працевлаштування в зарубіжних (міжнародних) компаніях. Запропонована система завдань базується на автентичних матеріалах, які знайомлять студентів з основними вимогами європейських роботодавців. Посібник має на меті підвищити рівень соціокультурної та прагматичної компетенцій студентів і розвинути їхні комунікативні вміння англомовного ділового спілкування у контексті ситуації відбору потенційних працівників.

Видання може бути використане як на практичних заняттях з ділової англійської мови, так і для організації самостійної та індивідуальної роботи студентів.

Призначене для студентів 3 курсу спеціальності “Міжнародна економіка” – 6.030503 денної форми навчання.

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INTRODUCTION

The claim to create the European Higher Education Area by 2010 sets challenging tasks for Ukraine that in 2005 joined the Bologna process with the ambition to enhance its educational potential in terms of greater mobility for students, more effective international communication and better access to information. Within this context, it is critical for each student to understand what (s)he personally wants from a job if (s)he plans to find the job and the employer that matches his/her needs. Moving forward in the job search involves becoming closer to companies as well as raising awareness about their recruitment procedures. Careers fairs, company presentations, workshops and skills training sessions set up by many multinationals can all help to bring students closer to the reality of working practices and thus provide an opportunity for them to introduce themselves in person, to produce a positive impression and to find out more of what it is they need to know. In brief, students as perspective applicants should keep in mind the ideas below.

A successful candidate requires the following core skills:

- ability to communicate effectively at all levels;
- ability to apply technical or academic knowledge to practical situations;
- awareness of the commercial implications of their actions;
- self-motivation and self-management;
- team working and team leadership.

The written application impresses employers with

- strong and effective written communication;
- demonstrating commercial awareness/awareness of retail strategic perspective;
- care and attention in filling in applications.

Employers most commonly reject applications for the following reasons:

- lack of impact;
- lack of drive and ambition;
- poorly presented and illegible content;
- leaving key sections of the application form blank;
- applying without correct degree subject.

😊 *Dear learners!* 😊

This handbook has been designed to enable you to develop competencies and strategies (both verbal and non-verbal) necessary to pass all the stages of applying-for-a-job procedure effectively and, as a result, to facilitate your individual mobility and competitiveness in the particular field of international job market.

What this book helps you look at is:

- **YOURSELF:** your educational background, your interests, your talents, your hopes, your choices, your job opportunities;
- **YOUR CAREER:** what jobs are like, how to apply for a job, how to do well and get on in your job, whose advice to listen to and whose to ignore;
- **YOUR PATHWAYS:** connecting your academic coursework to your chosen career, finding a job that suits your interests, helping you look ahead to the challenges you will face.

*The path to your future starts **HERE** ...*

*So, **GOOD LUCK!***

😊 *Yours,*
the authors.

PART 1

MODULE “CAREER IN BUSINESS”: RATIONALE

1.1. AIM OF THE MODULE

The module aims at developing students’ ability to present his personal selfhood clearly and effectively to get the job position and get on in business career.

1.2. OBJECTIVES OF THE MODULE

This module places special emphasis on speaking and writing. It aims at developing learners’ key skills to communicate positively and appropriately in the context of job-seeking, applying-for-a-job and job-interview situations. The module also aims at building students’ confidence in their ability to reflect critically on personal qualities and skills, make themselves clear in presenting personal merits and drawbacks, establish rapport with the interviewer/potential employer and produce positive impression on him, behave adequately at a job interview, maintain effective social contacts in the workplace.

Thus, by the end of the module students are expected to have a set of language and study skills, socio-linguistic and pragmatic competencies as well as certain working language knowledge that will enable them to fit into modern international job market.

LANGUAGE SKILLS

By the end of the module students will be able to:

Listening

- understand main ideas and identify relevant information in extended formal and informal talks on job-related topics;
- understand gist and much of relevant detail in authentic job-related radio and TV programmes recorded in standard dialect at normal speed;
- keep up with an animated conversation between native speakers (e.g. job interview), identify speaker’s purpose, attitude, point of view, mood and tone;
- understand announcements and instructions on concrete and abstract job-related topics recorded in standard dialect at normal speed.

Reading

- read authentic texts on job-related topics with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively;

- scan quickly through long and complex authentic texts related to various aspects of job areas from textbooks, periodicals, specialist journals or Web-based resources, locating relevant details;
- obtain information, ideas and opinions from specialized sources related to professional area (e.g. specialized articles, job announcements, CVs, covering letters; in-house regulations);
- identify writer's purpose, attitudes, viewpoints and appreciate the impact of writing in authentic texts related to professional area (e.g. specialized articles, job announcements, CVs, covering letters; in-house regulations);
- grasp readily the essential meaning of authentic professional correspondence (letters, faxes, e-mails, etc.).

Speaking

Spoken production	Spoken interaction
<ul style="list-style-type: none"> • give clear, systematically developed descriptions, with appropriate highlighting of significant points, expanding and supporting ideas with subsidiary points and relevant examples, and rounding off with an appropriate conclusion; • develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail; • construct a chain of reasoned argument; • explain a viewpoint on a topical issue giving the advantages and disadvantages of various options; 	<ul style="list-style-type: none"> • engage in an extended conversation on a wide range of job-related topics fluently, accurately, effectively and spontaneously, marking clearly the relationships between ideas and adopting a level of formality appropriate to the circumstances; • highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments; • express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly; • keep up with and participate actively in routine and non-routine discussions,

<ul style="list-style-type: none"> • deliver announcements on job-related topics clearly, fluently and spontaneously, which causes no strain or inconvenience to the listener; • depart spontaneously from a prepared text and take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the listener; • use basic cohesive devices to link parts of the talk into clear coherent discourse 	<ul style="list-style-type: none"> contributing, outlining an issue or a problem clearly, speculating about causes or consequences, accounting for and sustaining his/her opinion, evaluating (comparing and contrasting) alternative proposals, weighting advantages and disadvantages of different approaches, making and responding to hypotheses; • help along the progress of the work by inviting others to join in and say what they think, giving brief comments on the views of others; • cope linguistically to negotiate a solution to a dispute; • carry out an effective, fluent interview, as either interviewer or interviewee, taking initiative if necessary, departing spontaneously from prepared questions, following up and probing interesting replies
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Writing

- express personal views effectively in writing, and relate to those of others;
- express him/herself with clarity and precision in writing job advertisements, CVs and covering letters, using language flexibly and effectively, highlighting personal significance of events and experiences, commenting on personal views;
- write notes (e.g. notes on job interview) conveying information of immediate relevance to job-seeking process, focusing on the points (s)he feels are important;
- use basic cohesive devices to link ideas into clear, coherent written discourse.

GENERAL COMPETENCIES

By the end of the module students are expected to demonstrate the degree of their:

- “Existential” competence;
- Ability to learn.

1. “Existential” competence – selfhood factors connected with their individual personalities, characterized by the attitudes, motivations, values, beliefs, cognitive styles and personality types which contribute to their personal identity. These include:

- **attitudes:**
 - openness towards, and interest in, new experiences, other persons, ideas, peoples, societies and cultures;
 - willingness to correlate one’s own cultural viewpoint and cultural value system;
 - willingness and ability to distance oneself from conventional attitudes to cultural difference;
- **motivations:**
 - intrinsic/extrinsic;
 - instrumental/integrative;
 - communicative drive, the human need to communicate;
- **values**, e.g. ethical and moral;
- **beliefs**, e.g. religious, ideological, philosophical;
- **cognitive styles**, e.g.:
 - convergent/divergent;
 - holistic/analytic/synthetic;
- **personality factors**, e.g.:
 - loquacity/taciturnity;
 - enterprise/timidity;
 - optimism/pessimism;
 - introversion/extroversion;
 - proactivity/reactivity;
 - intropunitive / extrapunitive / impunitive personality (guilt);
 - (freedom from) fear or embarrassment;
 - rigidity/flexibility;
 - open-mindedness/closed-mindedness;
 - spontaneity/self-monitoring;
 - intelligence;
 - meticulousness/carelessness;
 - memorizing ability;

- industry/laziness;
- (lack of) ambition;
- (lack of) self-awareness;
- (lack of) self-reliance;
- (lack of) self-confidence;
- (lack of) self-esteem.

2. **Ability to learn** – the ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter where necessary. This includes:

- **language and communication awareness:**
 - sensitivity to language and language use, involving knowledge and understanding of the principles according to which languages are organized and used;
 - ability to assimilate new experiences into an ordered framework and welcome as an enrichment;
- **study skills** – ability to make effective use of the learning opportunities created by teaching situations, e.g. the ability to:
 - maintain attention to the presented information;
 - grasp the intention of the task set;
 - cooperate effectively in pair and group work;
 - make rapid and frequent active use of the language learnt;
 - use available materials for independent learning;
 - organize and use materials for self-directed learning;
 - learn effectively (both linguistically and socioculturally) from direct observation of and participation in communication events by the cultivation of perceptual, analytical and heuristic skills;
 - reflect on one's own strengths and weaknesses (as a learner);
 - identify one's own needs and goals;
 - organize one's own strategies and procedures to pursue these goals, in accordance with one's own characteristics and resources;
- **heuristic skills** – the learner's ability to:
 - come to terms with new experience (new language, new people, new ways of behaving, etc.) and bring other competencies to bear (e.g. by observing, grasping the significance of what is observed, analyzing, inferring, memorizing, etc.) in the specific learning situations;
 - find, understand and if necessary convey new information, particularly in using target language reference sources;
 - use new technologies (e.g. by searching for information in databases, hypertexts, etc.).

SOCIO-LINGUISTIC AND PRAGMATIC COMPETENCE

By the end of the module students will be able to:

- understand how corporate values, beliefs and core patterns of behaviour in professional environment differ from culture to culture as well as bring the culture of origin and the foreign culture into relation with each other;
- apply intercultural insights, display cultural sensitivity and the ability to identify and use a variety of strategies for contact with those from other cultures in the context of various job-related situations;
- overcome stereotyped relationships, behave and react appropriately while having a job interview – recognize and use appropriate gestures and body language, maintain eye contact, observe appropriate personal space, etc.

LANGUAGE KNOWLEDGE

By the end of the module students will have a working knowledge of:

- grammatical structures needed to express their job-related functions and concepts flexibly;
- rules of English syntax to enable them to arrange their ideas appropriately;
- language forms, including a good range of relevant vocabulary, appropriate to design job advertisements, fill in application forms, compile CVs, write covering letters, go through job interviewing procedures.

1.3. MODULE CONTENT

Module content is treated in terms of specific job-related *topic areas*, which are further specified through *functions* students will have to perform at different stages of getting on in their business career, and *language exponents* necessary to perform these functions. **Module content** is presented in Fig. 1.3. below.

1.4. MODULE INTERNAL FRAMEWORK

Total No. of hours	No. of credits	No. of contact hours (class work)	No. of hours allotted for individual work	No. of hours allotted for private study
180	5	84	34	62

Figure 1.3. *Module Content*

Topic Areas	Functions	Recommended Language Exponents
<p>1. Personal identity</p>	<ul style="list-style-type: none"> • reflecting on one's own strengths / weaknesses; • analyzing and making comments on leadership styles / management skills 	<p style="text-align: center;">Personality adjectives</p> <p><i>Positive:</i> adventurous, ambitious, careful, cheerful, committed, communicative, competitive, considerate, co-operative, creative, decisive, easy-going, hard-working, helpful, imaginative, independent, innovative, inventive, kind, liberal, likeable, natural, neat, outgoing, polite, practical, realistic, reasonable, relaxed, reliable, sensible, sensitive, sociable, sympathetic, tidy, tolerant, unselfish.</p> <p><i>Negative:</i> boring, careless, childish, cold, disorganized, excitable, impatient, individualistic, insensitive, intolerant, moody, nasty, reckless, penny-pinching, selfish, suspicious, unreliable, vain.</p> <p><i>Neutral:</i> chatty, competitive, conservative, conventional, emotional, idealistic, proud, reserved, romantic, serious, sentimental, shy, timid</p>
<p>2. Nature of work</p>	<ul style="list-style-type: none"> • considering pros and cons of modern ways of working; 	<p style="text-align: center;">Lexis used to describe ways of working</p> <p>a nine-to-five job, (regular/flexible) working hours, to clock in (on) / to clock out (off), full-time vs part-time job, permanent vs temporary job / work, flex(i)time, to work shifts (day / night shift), to commute to work (a commuter), to work from home, teleworking/telecommuting, to work overtime</p>

Figure 1.3 continuation

Topic Areas	Functions	Recommended Language Exponents
	<ul style="list-style-type: none"> • reflecting on what the job makes you feel 	<p style="text-align: center;">Lexis used to describe nature of job / work</p> <p>My work involves ...</p> <ul style="list-style-type: none"> • + noun: human contacts, long hours, team work; • + – ing: solving problems, traveling a lot, dealing with customers. <p>If the work is interesting and gives you positive feelings it is: <i>satisfying, stimulating, fascinating, exciting, rewarding, challenging, flexible.</i></p> <p>If the work is not interesting it is: <i>dull, boring, uninteresting, unstimulating, tedious.</i></p> <p>If the work involves doing the same things again and again it is: <i>repetitive, routine.</i></p> <p>If the work is difficult and makes you tired it is: <i>tiring, tough, hard, demanding, challenging, frustrating, stressful, exhausting.</i></p> <p>If the work makes you think you are making a lot of money it is: <i>well-paid, lucrative</i></p>
<p>3. Professional identity</p>	<ul style="list-style-type: none"> • describing job responsibilities 	<p style="text-align: center;">Lexis used to describe job responsibilities</p> <p>I <i>work for</i> the company called Manders. (= They employ me).</p> <p>I <i>have been with</i> Manders for 5 years. (= I'm part of their team).</p> <p>I <i>work in</i> Manders / the Personnel department. (= Manders is my workplace).</p> <p>I <i>am in</i> computers</p>

Figure 1.3 continuation

Topic Areas	Functions	Recommended Language Exponents
		<p><i>I specialize in</i> advising on management reporting systems. <i>I am working on</i> a new payroll system at the moment. <i>I am very interested in</i> payment systems. <i>I depend on</i> my contacts in other countries <i>for</i> ideas on new systems. <i>We deal with</i> most users' problems on the phone. <i>We have two teams calling</i> possible clients to fix meetings with the reps. <i>My job is to make sure</i> that the company has good image, <i>I am in charge of / responsible for / accountable for</i> day-to-day running of the company. <i>I have general responsibility for</i> the whole company. <i>I look after / take care of</i> the company's money. <i>I am the company's people manager.</i> <i>I handle</i> one or two major accounts myself. <i>I monitor</i> the general situation in the market place. <i>We carry out</i> market surveys regularly. <i>I am involved in</i> the takeover project at the moment</p>
	<ul style="list-style-type: none"> describing where you (would like to) fit into the company structure 	<p style="text-align: center;">Lexis used to describe company hierarchy</p> <p><i>I head / run</i> the Marketing department. <i>I report directly to</i> the Managing Director. <i>There are / I have</i> about 30 people <i>under</i> me. Regional sales reps <i>are accountable to</i> the Marketing Director. Chief accountant <i>is assisted / supported by</i> 3 accountants</p>

Figure 1.3 continuation

Topic Areas	Functions	Recommended Language Exponents
<p>4. Career ladder</p>	<ul style="list-style-type: none"> • analyzing prospects at different stages of getting on in one's business career; • reflecting critically on mistakes made in the workplace and chances of promotion (taken and missed) 	<p style="text-align: center;">Lexis used to describe</p> <ul style="list-style-type: none"> • <i>applying-for-a job procedures:</i> to search / look for a job, to look for new appointment, to fill in application form, to compile CV, to write covering letter, to apply for a job, to be shortlisted, to be invited for the job interview, to be selected, to be / make a successful candidate, to be employed / hired / taken on; • <i>staff movements:</i> to resign from the job, to be fired / sacked / dismissed, to be made redundant, to transfer to another department, to have prospects of promotion, to be promoted / demoted, to be appointed, to step down, to retire, to take an early retirement, to take a sick / maternity leave, to be unemployed; • <i>remuneration:</i> base salary, (cash) bonuses, car allowance, reimbursement of travel / accommodation expenses, stock option, commission structure, company's pension scheme, retainer; • <i>benefits:</i> to get relocation allowance / redundancy allowance / unemployment benefit / pension, to be on a dole
<p>5. Job search</p>	<ul style="list-style-type: none"> • reading job advertisements to analyze critically whether one fits the employer's requirements 	<ul style="list-style-type: none"> • for examples of job advertisements see PART 2

Figure 1.3 continuation

Topic Areas	Functions	Recommended Language Exponents
<p>6. Application procedure</p>	<ul style="list-style-type: none"> • compiling the CV • completing the application form; • writing the covering letter; • performing effectively at the job interview 	<ul style="list-style-type: none"> • for examples of CVs, application forms and covering letters see PART 2 <p style="text-align: center;">Traditional job interview questions</p> <ul style="list-style-type: none"> • How would you describe yourself? • Why did you leave your last job? • What are your long-term and short-term goals and objectives? • What specific goals rather than those related to your occupation, have you established for yourself for the next ten years? • What do you see yourself doing five (ten) years from now on? • What do you really want to do in life? • What are your long range career goals? • What are the most important rewards you expect in your career? • What do you expect to be earning in five years? • Why did you choose this career? • Can you explain this gap in your employment history? • How well do you work with people? Do you prefer working alone or in teams? • How would you evaluate your ability to deal with conflict? • Have you ever had difficulty with a supervisor? How did you resolve the conflict?

Figure 1.3 continuation

Topic Areas	Functions	Recommended Language Exponents
		<ul style="list-style-type: none"> • What’s more important for you – the work itself or how much you’re paid for doing it? • What do you consider to be your greatest strengths and weaknesses? • How would a good friend describe you? • Describe the best job you’ve ever had. • Describe the best supervisor you’ve ever had. • What would your last boss say about your performance? • What motivates you to go the extra mile on a project or job? • Why should I hire you? • What makes you qualified for this position? • What qualifications do you have that make you successful in this career? • How do you determine or evaluate success? • What do you think it takes to be successful in a company like ours? • In what way do you think you can make a contribution to our company? • Do you have any hobbies? What do you do in your spare time? • Have you ever been fired or forced to resign?

Figure 1.3 continuation

Topic Areas	Functions	Recommended Language Exponents
		<ul style="list-style-type: none"> • What qualities should a successful manager possess? • Do you consider yourself a leader? • What are the attributes of a good leader? • Describe the workload in your current (most recent) job. • What is more important: creativity or efficiency? Why? • What's the most recent book you've read? • Describe the relationship that should exist between the supervisor and those reporting to him. • What two or three accomplishments have given you the most satisfaction? Why? • Describe the most rewarding experience of your career thus far; • If you were hiring a job-seeker for this position, what qualities would you look for? • Do you have plans for continued study? An advanced degree? • In what kind of work environment are you most comfortable? • How do you work under pressure? • Are you good at delegating tasks? • What's one of the hardest decisions you've ever had to make? • How well do you adapt to new situations?

Figure 1.3 continuation

Topic Areas	Functions	Recommended Language Exponents
		<ul style="list-style-type: none"> • Why did you decide to seek a position in this company? • What can you tell us about our company? • What interests you about our products? • What do you know about our competitors? • What two or three things are most important to you in your job? • Are you seeking employment in a company of a certain size? Why? • What are your expectations regarding promotions and salary increases? • What criteria are you using to evaluate the company for which you hope to work? • Do you have a geographic preference? Why? • Are you willing to relocate? • Are you willing to travel for the job? • Why do you think you might like to live in the community in which our company is located? • What major problem have you encountered? How did you deal with it? • What have you learned from your mistakes? • What have you accomplished that shows your initiative and willingness to work?

1.4.1. CLASSWORK FRAMEWORK

Topic Areas	Recommended Materials (see REFERENCES)	No. of Hours
1. Personal identity: <ul style="list-style-type: none"> • business qualities; • personal strengths; • personal weaknesses; • self-management skills 	IC(PI): U. 15 IC(I): U. 5 ML: U. 12 BEPW: U. 60 TYBE(E): T. 20-22 + TYBE(I): T 55 + Teacher designed materials	16
2. Leadership styles: <ul style="list-style-type: none"> • management qualities & skills; • manager vs leader; • tips on effective management styles 	IC(PI): U.11 (p. 51) IC(UI): U. 15 (pp. 81-83) ML: U. 12 BEPW: U. 34, 35 + Teacher designed materials	16
3. Nature of work: <ul style="list-style-type: none"> • modern work patterns; • job qualities 	IC(PI): U.2 (pp. 10-11); U. 19 BB: U. 12 (12.1) + Teacher designed materials	8
4. Career Ladder: <ul style="list-style-type: none"> • modern working patterns; • staff movements; • getting on in one's business career 	IC(PI): U. 11 (pp. 52-53); U. 14 (pp. 62-63) ML: U. 8 BEPW: U. 40, 41, 61 BB: U. 11 (11.3) TYBE(E): T. 52 + Teacher designed materials	10
5. Job search process: reading "between the lines" of job advertisements	ML: U. 12 (p. 103) BB: U. 11 (11.1) + Teacher designed materials	4
6. Application Procedure: <ul style="list-style-type: none"> • compiling a CV; • filling in an application form; • writing a covering letter; • preparing for and passing a job interview 	IC(PI): U. 14 (pp. 64-65) ML: U. 8 (Case Study) BB: U. 11 (11.1+11.2) BEPW: U. 30, 31, 52 DBC: U. 21-22 + Teacher designed materials	20
7. Relationships at work: <ul style="list-style-type: none"> • what adds up to job satisfaction; • problem solving at workplace 	IC(PI): U.10; U. 14 (p. 66) ML: U. 8 (p. 70); U. 12 (Case Study) BEPW: U. 23, 25, 26, 49, 50, 63, 65 BB: U. 12 (12.2) + Teacher designed materials	10
Total No. of Hours		84

1.4.2. PRIVATE STUDY FRAMEWORK

Topic Areas	Recommended Materials	No. of Hours
1. Dealing with customers' complaints	BB: U. 9 (9.3) ML: U. 10 (pp. 89-91) IC(U): U.5 BEPW: U. 20, 21 BYBV: T. 22, 23 TYBE(E): T 11	22
2. Work environment & job responsibilities	Гнаповська (2004): T. 1-3, 4(A), 6, 7 BVIU: U. 2 TYBE(E): T 4, 9, 10, 53 TYBE(I): T. 1, 2	4
3. Business functions	TYBE(E): T. 44-45 <i>Personnel</i> : TYBE(E): T. 47 + TYBE (I): T. 18, 50,51 + BYBV: T. 57 <i>Pay</i> : TYBE(E): T. 51 + TYBE (I): T. 4 <i>Finance & Accounting</i> : TYBE(E): T. 49 + TYBE(I): T. 19, 22 + BYBV: T. 40 <i>Investing</i> : BYBV: T. 36 <i>Insurance</i> : BYBV: T. 48 <i>Marketing, PR & Advertising</i> : TYBE(E): T. 46 + TYBE(I): T. 17 + BYBV: T. 30, 32, 59 <i>Production and R&D</i> : TYBE(I): T. 16, 21 + BYBV: T. 43 <i>Sales & International Trade</i> : BYBV: T. 31, 53 <i>Law</i> : TYBE(I): T. 20 + BYBV: T. 63 <i>Management</i> : TYBE(I): T. 50-54 + BYBV: T. 67	30
4. Applying for a job and getting on in one's business career	Гнаповська (2004): T. 5, 8, 11 Ходцева (2006) TYBE (E): T. 40 TYBE (I): T. 5	6
Total No. of Hours		62

1.4.3. INDIVIDUAL STUDY FRAMEWORK

Students' individual work during the term aims at involving them in doing *project work* on the issues related to modern job market trends. Project development internal framework is represented in Fig. 1.4.3. below.

**Figure 1.4.3. Project development internal framework
(Total No. of hours – 34)**

Stages of project development	Procedures	Language skills developed	Mode of interaction	Teacher's functions	No. of hours
Stimulus: initial discussion of the idea	Brainstorming. Forming teams. Working out and negotiating rules of group work. Defining characteristics and stages of the project. Making students aware of project stages and evaluation criteria	<i>Listening:</i> for detail. <i>Writing:</i> note-taking. <i>Speaking:</i> enquiring and discussing, arguing. Possible reference to prior <i>reading</i>	Teacher↔class, pairs, groups	Resource, consultant, facilitator	2
Definition of the project objectives	Brainstorming. Presenting and evaluating ideas. Distributing responsibilities within the team	<i>Speaking:</i> discussion, negotiation, summarizing <i>Listening:</i> for gist, for detail, for attitudes. <i>Writing:</i> note-taking, writing minutes	Pairs, groups	Facilitator, co-planner, devil's advocate	2
Creating general outline	Mapping out project stages. Reporting to class. Discussing initial outline. Re-designing group's work plan	<i>Speaking:</i> accounting for and sustaining views, providing relevant explanations and arguments, suggesting ideas, summarizing. <i>Writing:</i> re-drafting outline	Individual, groups	Facilitator, monitor	4

Figure 1.4.3 continuation

Stages of project development	Procedures	Language skills developed	Mode of interaction	Teacher's functions	No. of hours
Practice of language skills	Determining language needed for the initial stage of the project. Functions: e.g. introductions, suggestions, asking for information	All skills, particularly <i>writing</i> in form of note-taking	Individual, pairs, groups	Resource, consultant	2
Doing basic research around the topic	Collecting data. Processing and analyzing data. Recording information gathered	<i>Reading</i> : skimming, scanning. <i>Speaking</i> : information seeking, enquiring. <i>Listening</i> : global, for detail. <i>Writing</i> : forms, note-taking, describing, classifying	Individual, pairs, groups	Resource, consultant	8
Collating information	Reading notes. Explaining visual materials. Making group reports. Discussing presentations. Giving feedback	<i>Reading</i> : skimming, scanning. <i>Speaking</i> : reporting, discussing, developing the point, responding to questions and comments. <i>Listening</i> : for main ideas, inferring links between positions. <i>Writing</i> : recording, note-making	Individual, groups	Facilitator, trouble-shooter, observer, sound-board	4

Figure 1.4.3 continuation

Stages of project development	Procedures	Language skills developed	Mode of interaction	Teacher's functions	No. of hours
Organization of materials	Shaping ideas and processed information into project form. Writing proposal. Reading for cross-reference and verification. Discussing proposal document	<i>Writing</i> : writing proposal document along the framework. <i>Speaking</i> : discussing, answering counter-argument, expressing judgement. <i>Reading</i> : understanding text organization, extracting main ideas. <i>Listening</i> : for main ideas	Individual, groups	Consultant, observer, facilitator, evaluator	6
Doing project	Generating final project. Compiling report along guidelines. Revising and editing report	<i>Speaking</i> : discussing, interpreting data, supplying arguments, drawing conclusions, suggesting amendments. <i>Writing</i> : report writing, re-drafting. <i>Reading</i> : proof-reading	Individual, groups	Supporter, consultant, monitor	4

Figure 1.4.3 continuation

Stages of project development	Procedures	Language skills developed	Mode of interaction	Teacher's functions	No. of hours
Project presentation	Presenting project to class. Discussing process and result	<i>Speaking</i> : making presentation, discussing. <i>Listening</i> : for gist, for detail, for text organization	Individual, groups	Facilitator, observer, evaluator	1
Project assessment and evaluation	Commenting on process. Assessing product. Evaluating project as a whole. Providing effective feedback. Peer evaluation	<i>Listening</i> : for detail. <i>Speaking</i> : commenting, evaluating. <i>Writing</i> : filling in questionnaires / evaluation forms	Individual, class	Evaluator, feedback provider	1

1.5. ASSESSMENT

Formative / end-of-module assessment provides the opportunity for immediate evidence of students' learning progress in the module. It is conducted in the form of a combined type test which includes *written* test as well as *oral* test of spoken production and interaction.

Written test comprises 3 *papers*:

- Listening;
- Reading (including Reading into Writing);
- Language Use.

Time allotted for written test administration is 90 minutes.

Task types employed are as follows:

- Multiple choice;
- Multiple matching;
- Banked gap filling;
- True/False;
- Error detection / correction;
- Open-ended questions.

Keys are provided to check tasks from Listening, Reading and Language Use papers.

Writing Rating Scale is provided to check Writing Paper [1: 20-22].

Oral test aims to assess students' skills to perform at job interview successfully, both as an interviewer and the interviewee, and give feedback on smb's interview. (For *Speaking Assessment Scale* see [1: 23-24]).

Sample tasks for written and oral tests are provided later in this handbook (see PART 3).

PART 2

PERSONNEL APPOINTMENTS: BASIC CORRESPONDENCE


2.1. ADVERTISEMENTS

Advertisements (ads) for employment appear in the media including radio and television. However, newspapers and magazines as well as internet are usually the main source for vacancies. Most 'ads' use abbreviated forms to announce conditions of employment, especially in the 'small ad' section for appointments, e.g.

***“Wntd sec. full-time fr smll mnfg. Co. Gd slry.
5-day week, hrs 9-5 usl. bnfts.”***

(Wanted, secretary for full-time employment for small manufacturing company. Good salary, five days a week, hours of work 09.00 to 17.00, and the usual benefits in terms of conditions and holidays)

Other abbreviations that might appear include *clk* (clerk), *accnts* (accounts), *mngr* (manager), *asst* (assistant), *vacs* (vacations). Terms like *m* (male), *f* (female), are no longer permitted by law.

 ***Below there are extracts from job advertisements (1-12). Read them and decide which job is being referred to in each case. Choose the job from the following list. Mind that each job is referred to once only.***

accountant	clerk	personnel officer
advertising executive	computer operator	R&D Manager
assembly person	draughtsperson	receptionist
chauffeur	motor mechanic	salesperson

1

You will be in charge of a team of highly creative individuals delivering new quality products and enhancing our existing range.

2

With particular responsibilities for recruitment and selection. Communication skills and a pragmatic approach to problem solving essential.

3

With mechanical design experience to work as a member of a team producing designs and drawings for production. Experience of our product range is not essential.

4

Duties include filing, mailing, relief reception and other general office work.

5

Needed for night shift. Clean modern factory. Varied work. Good eyesight essential.

6

Successful candidate will be articulate and presentable. Remuneration includes retainer and car allowance plus commission structure.

7

Reporting directly to Managing Director. You will take over financial control for all aspects of daily operation.

8

Sober habits, clean driving license, able to be on call 7 days per week at times. Uniform supplied.

9

Must be experienced in the repair and maintenance of heavy duty vehicles. References must be provided from previous employers.

10


You are the first person our clients will meet so you need to be friendly, stylish and efficient.

11

Some experience in the software is essential but training will be given to the successful applicant.

12

You will be an essential member of an agency responsible for some of the country's top accounts. You will be responsible for the administration of local and national promotions.

 *Below you will see some extracts from job advertisements. Fill in each blank with a word or phrase from the following list. Use each item once only.*

attractive
ability
clear
contact
experience

initiative
outgoing
preference
required
skills

suit
team
willing
busy office
hard work

kitchen staff
pension scheme
potential customers
successful candidate
thorough training

Our new 200-seat restaurant is opening in May and we are looking for waiters, waitresses and (1) If you are a friendly and (2) ... person who is not afraid of (3) ..., we have the job and hours to (4).... you. For more information, (5) ... Helen on 443621.

Typist/Receptionist (6) ... for a (7) Typing and shorthand between 80 and 120 wpm. We will give (8) ... to applicants who have experience of using word processors and computers.

TELEPHONE SALES EXECUTIVE

We want a positive person who is (9) ... to work hard and can use their own (10) You must be lively and have a good sense of humour and a (11) ... speaking voice. You will receive (12) ... to enable you to inform (13) ... of the benefits of advertising with us.

ACCOUNTS CLERK

The (14) ... will have had (15) ... of book-keeping and banking procedures. The position calls for VDU and secretarial (16) ... plus the (17) ... to work as part of a (18) An (19) ... salary is offered as well as a company (20)



Read the job advertisements below. Identify which advertisement (A, B, C or D) the following statements (1-5) refer to.

1. This advertisement emphasizes the importance of the position in the company's planned development.
2. This advertisement seems to issue a challenge.
3. This advertisement mentions the possibility of promotion.
4. This advertisement promises a special benefit to the successful applicant.
5. This advertisement adopts an informal, almost chatty style.

A

The dynamic and pioneering company, a member of a well-established group, continues to expand significantly its market share, both through emphasis on technical excellence and a professional business approach. This new appointment is the corner-stone in the company's future diversification programme.

B

If you've got an eye for detail, coupled with secretarial skills, then Bejam the freezer people have just the job for you at their busy, lively offices in Stanmore. You'll be responsible for checking that the prices and spelling are correct on our display material, liaising with the display company and store managers. This involves a lot of telephone work and keeping to deadlines, so you must be capable of working efficiently under pressure.

C

The company is successful independent operator with turnover now exceeding \$30m. It provides a range of services from a number of locations in the UK and on the Continent. Reporting to the General Manager, responsibility is to manage the finance and accounting functions. Developing controls and advising on financial policy and planning will be major tasks. Success in the role should lead to a Board appointment.

D

Mayfair-based public company is looking for the best sales people in Britain. You must be money motivated, aggressive, hardworking and above all, a good sales person. We sell ad space. If you can as well, you can move to any of our offices all expenses paid.

2.2. APPLYING FOR A POSITION

Generally, the terms *vacancy*, *post*, *position*, or *opening* are used instead of the word *job* in applications.

2.2.1. Replying to an advertisement (Opening)

If replying to an advertisement, as with most correspondence, it is better to simply state what you are doing, and remember to give a date or reference:

- *I would like to apply for the position of Programmer advertised in this month's edition of Computer Technics;*
- *I am writing to you concerning your advertisement on May 12 in The Guardian, for a bilingual secretary to work in your export department;*
- *I am answering your advertisement for the post of Bank Trainee which appeared in yesterday's Times;*
- *I am replying to the advertisement of 18 June for a Sales Manager which you placed in The Export Journal.*

If applying for a position which has not been advertised, you can open like this:

- *I am writing to ask if you might have a vacancy in the (your) general office (sales / export / accounts department) for a(n) clerical assistant (salesperson / export manager / accounts clerk).*

If someone associated with the company suggested you write to them, you can open thus:

- *I was recommended by ... who is currently working in (who has had a long association with) your firm (who is one of your suppliers / customers), to write to you / contact you concerning a possible post in your ... / the ... department.*

2.2.2. Application form requests

If your enquiry is only for an application form, you can give some brief details about yourself, then ask for the form. It is worth remembering, at this point, that your letters, in these cases, are not for the positions themselves, but are for interviews.

These examples can also be used for unsolicited applications, i.e. when applying for a post that has not been advertised.

- *I am 23 years old, was educated at (secondary school) which I left in (date) having taken (leaving certificate). I graduated from (college / university) in (date) with a (diploma / degree) in (subject and class, mentioning any special topics that would be relevant to the position);*
- *At present I am employed by (name of firm) where I deal with / am employed as (title) / am employed in (department) / concerned with (description of work), and I have been there for (number of years), since (date).*

There is no need to give any more information at this stage, so the letter can be closed:

- *Please can you send me an application form and any other relevant details?*
- *Would it be possible for you to send me an application form and further details?*
- *I would be grateful if you could send me an application form, and if in the meantime you need any further details about me, I would be happy to supply them.*

2.2.3. Application form

Many employers require applications to be made on their own application forms (EAF). Sometimes they may ask for a standard application form (SAF), available from careers services, to be completed. While completing the form, read through the form and make sure you understand the instructions and what each section is asking. Your answers need to include evidence from all aspects of your life – academic, vacation work, societies and sport – providing specific examples to strengthen your case.

2.2.4. Curriculum vitae

Some companies do not send application forms, but prefer applicants to supply a curriculum vitae (c.v. / CV) which is your personal and working history. The CV is a personal marketing tool presenting your qualifications,

skills and attributes to the employer in a way that demonstrates your suitability for the job. Not only should it show what your historical record has been, it should also show your potential in relation to a particular role and act as a guide as to where your aspirations lie for future. There is the only clear objective behind your compiling the CV – *to get an interview in order to get the job*. Your CV must be:

- *accurate, interesting and up-to-date* to show the best of yours;
- *presentable* so that it makes the best impression possible and gets noticed by the right people;
- *relevant-targeted* to the needs of each particular position;
- *easy to read, concise and well presented*, i.e. it should have clearly separated sections with appropriate headings.

There are various formats for CVs that you can choose from, but the most commonly used one nowadays is the *conventional style CV* which combines chronologically ordered information with an emphasis on skills and aspirations. An alternative way of giving information in a CV is the *skills-based* format allowing you to demonstrate a close match between your experience and an employer's requirements.

2.2.5. Covering letter

There should be a covering letter with application forms and CV, either explaining points that might not be clear, or giving further information to emphasize your suitability for the post. Mind you show consistency between the case you make for yourself in the letter and on the CV. The covering letter is meant to play up the positive impression of the application and the application to reflect the positive claims made in the letter.

Remember to quote any reference numbers or job titles that have to be mentioned, and if an application form has been sent, thank the company.

2.2.5.1. Opening. Your CV should be mentioned in the second paragraph to a letter answering an advertisement.

- *Thank you for your letter of (date) and the application form for the post of (title). I have now completed the details and I am enclosing the form;*
- *I am enclosing my curriculum vitae for the position of ...;*
- *The enclosed c.v. is for the above post.*

2.2.5.2. Summary of details

- *You will see that I graduated from (college) / left (name of school) in (date) where I got (degree; diploma; certificate). I then began work with (name of firm) as (job title), where I was trained as (title), and was involved with (brief description of duties).*

If you have had more than one job, you could explain why you left each position. This is often left for an interview. But you should never use explanations such as leaving for more money, better fringe benefits, advantages

besides salary, e.g. better pension, health scheme, social facilities, car, or conditions. Whether it is justified or not, employers do not like to feel staff leave companies for these reasons.

You should also not state you were bored with the work you were doing, after all, you accepted the job; and never criticize the firm you worked for, the products or services they offered, or staff you worked with.

Explanations for leaving a company could include the following:

- *I left (name of firm) in (date) as (new employer) offered me a chance to use my (skills or specializes knowledge, e.g. languages, knowledge of computers, etc.) ...;*
- *In 19 – I was offered a chance to join (name of company) where there was an opportunity for me to gain more experience in ...;*
- *I was offered promotion (a chance to advance) by (name of company) in (date) and therefore left (company) as this meant I could (explanation) ...;*
- *I joined (name of company) in (date) as they offered an opportunity for advancement, being a much larger concern.*

2.2.5.3. Explanation of previous experience. Most application forms give limited space to expand on previous duties in a company; what you did, how many people were involved/ what your detailed responsibilities were. Without elaborating too much or boasting, you should stress your responsibilities and authority in the company(ies), projects you undertook, changes you effected, or schemes you introduced:

- *While I was at (name of company) I took responsibility for (title) and this meant I (description); within (period of time) the firm / department was able to (description of improvements) ...;*
- *During my time at (name of firm) I worked on several (description) schemes which were very successful as they meant (description) ...;*
- *At (name of company) my duties included (description). This gave me more experience in (description) which was very valuable when I moved to (name of next company);*
- *(Name of company) encouraged day release at (name of colleague / institute) where I studied (subject) and took a (degree / diploma / certificate) in (date). After two more years of management experience I joined (name of company).*

2.2.5.4. Reasons you are applying. All companies will want to know why you are applying for a particular position. This not only means explaining why you want the job but why you think your particular skills and experience would be valuable to the firm:

- *I am particularly interested in the position you offer as I know my previous experience and academic background would be valuable in this area of (engineering; teaching; accountancy, etc.);*

- *I am sure I would be successful in this post as I have now gained the experience and skills that are required;*
- *As (title of post) I know my background in (area of work) would prove valuable to you, especially as I have been dealing with (explanation) ...;*
- *This position would require someone who has had extensive experience of (area of work) which I gained both academically and commercially at (college and companies).*

2.2.5.5. Close. At the end of the letter, look forward to the interview and offer to supply more information if necessary:

- *I look forward to hearing from you. However, if there is any further information you require in the meantime, please contact me;*
- *Please let me know if there are any other details you need. Meanwhile, I look forward to hearing from you;*
- *I hope to hear from you in due course. Please let me know if you would like further information about me;*
- *I will be able to give you more detailed information at an interview, and look forward to seeing you.*

2.3. SPECIMEN PAPERS

2.3.1. Unsolicited letter

Notice in this letter how the applicant first mentions how he knows of the company, then gives brief details of his age, education, and experience, then refers to his Director who approves of staff spending time abroad. Finally, he tells the bank why he wants to join them for a temporary stay in the UK, and asks for an application form. Of course, he could also include a CV with the letter, but knows the practice of this firm is to send application forms.



Read Marcus Bauer's letter below and answer the following questions:

1. How did Mr Bauer hear about the bank he is applying to?
2. What does he do in the bank where he now works?
3. What are his qualifications?
4. Why does his bank encourage people to go on overseas courses?
5. What does he want the UK bank to send him?
6. Which words in the letter correspond to the following: *suggestion; getting a qualification; various methods of doing things; particular?*

The Manager
Mitchell Hill Plc
Merchant Bank
11-15 Montague Street
London EC1 5DN

Furstenweg 110
D – 3000 Hannover 71

21 June 2009

Dear Mr Curtis,

I am writing to you on the recommendation of David McLean, Assistant Manager in your securities department.

A year ago Mr McLean was on a banking course here with me in Hannover, and he suggested that I should contact your company and mention his name. He told me that you often employ people from other countries on a one-year basis, if they have had banking experience.

I am a 28 year-old employee of the International bank in Hannover, working in the Overseas Securities Department, and have been with this organization for the past two years, since graduating from the University of Munich in 2006 with a degree in Economics.

As well as speaking fluent English, I also have a very good working knowledge of French.

In my present job as Assistant to the Director of the International Securities Department. I deal with a wide range of investments from companies throughout Europe, buying shares and bonds for them on a worldwide basis.

My bank encourages all its staff to spend a year abroad for the experience of working with different systems, and my Director would be willing to give you a reference.

I would like to spend a year or so in the UK to gain experience in securities investment with a British bank, and in exchange, I think my experience and languages would prove useful to your organization.

If you think it would be possible to offer me a position, please send me an application form where I will be able to give you more specific details about myself.

I look forward to hearing from you in due course.

Yours sincerely,

Marcus Bauer

Marcus Bauer

2.3.2. Reply to unsolicited letter

Mitchell Hill Plc

Merchant Bank

11-15 Montague Street London EC1 5 DN

Telephone; 071 625 3311/2/3

Telex: 971135 Fax: 071 625 4019

Cable: MITHIL (London)

Furstenweg 110
D – 3000 Hannover 71

29 June 2009

Dear Mr Bauer,

Thank you for your letter of 21 June 2009, in which you enquired about a one-year traineeship in our Securities Department in the UK.

I have spoken to Mr McLean, who recommended you to contact us, and he remembers you from the course you did together.

We do employ staff from overseas banks, with experience, and could probably find an opening for you in the Securities Department around the end of this year as one of our current overseas trainees is leaving in September.

I am enclosing an application form and booklet giving you details of Mitchell Hill, salary structure, and conditions of employment. Would you please complete the application form and send it to Mrs Helen Griffiths, Personnel Department, at the above address. Meanwhile, could you ask your Director, Mr Strauss, to send me a reference for you, and we would appreciate another reference, possibly from one of your Professors at Munich University.

Once I have received these details we can consider your application.

I look forward to hearing from you.

Your sincerely,

Sheila Burrows

Sheila Burrows (Miss)
pp Davis McLean
Securities Manager

2.3.3. Curriculum vitae (CV)

There are various layouts for a CV and given below are just some of the examples. Some CVs may have a section for supplementary information, where reasons for applying for the position and leaving previous and present employment are included as well as personal qualities and skills which the candidate feels are relevant to the job. In the following example, however, this material is included in the covering letter (see 2.3.4).



Read Carol Brice's CV below and answer the following questions:

1. What was Ms Brice's position at Johnson Bros?
2. Name three of her duties at National Auto.
3. Which words in the CV correspond to the following: *unmarried; stenography; cataloguing and keeping data; acting for; wages?*

Curriculum vitae	
Date of birth:	25 February 19 –
Name:	Carol Brice
Present address:	25, Westbound Road, Borehamwood, Herts, WD6 IDX
Telephone number:	081 953 9914
Marital status:	Single
Education and qualifications:	
1980-1985	Mayfield School, Henley Road, Borehamwood, Herts, WD6 IDX GCE in English Language; French; History; Geography; and Art
1985-1987	Hilltop Further Education College, Kenwood Road, London NW7 3TM Diploma in Business Studies
Work experience:	Johnson Bros, Plc, 51 – 55 Baker Street, London W1A 1AA
Oct '87 – Dec '88	Type of company: Retail Chain Stores Post: Junior Secretary Responsibilities: Secretarial work including typing; shorthand; correspondence; copying reports and minutes from shorthand notes; tabulating data; filing; answering customers' calls; mail distribution; and general office duties.
Jan '89 – present	National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H 4GJ Type of company: Car importers Post: Secretary to Assistant Director Responsibilities: Dealing with all correspondence; taking minutes at meetings and writing up Assistant Director's reports; receiving customers and suppliers; dealing with home and overseas enquiries; making decisions on behalf of A.D. in his absence; and representing the company at various business functions.

Other information: While working I have attended various evening courses for Italian and French, and have also been on a special Information Technology course at The City College. My interests include tennis, badminton, swimming, and reading.

References: MR B. Norman, Assistant Director, National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H 4GJ.

Mrs T.R. Bradley, Senior Lecturer, Business Studies Dept., Hilltop Further Education College, Kenwood Road, London NQ7 3TM.

Current salary: £14,000 per annum

2.3.4. Covering letter for CV

In this example, notice the applicant immediately explains what the letter is about. She then goes on to expand on her present duties and emphasizes these and any other information that she feels is relevant to the advertised position, ignoring the duties in her previous employment which have no relevance to this particular post. Most importantly, she explains why she is applying for this particular vacancy and the qualities she can offer the company. Note that if she offered her current employers as referees, she could mention that she would prefer the company she is applying to not to approach her employers until after an interview.



Read Carol Brice's covering letter below and answer the following questions:

1. What position is Ms Brice applying for?
2. What does the abbreviation P.A. mean?
3. How did she learn about IT?
4. What reason does she give for wanting to join ICS? Which words in the letter correspond to the following: *ask for; everyday duties; continued with; materials used with a computer, e.g. discs; managing; real.*

Your Ref: KH 305/9

Mrs J. Hastings
Personnel Officer
International Computer Services PLC
City Road
London EC3 4HJ

25 Westbound Road
Borehamwood
Herts
WD6 1DX

18 June 2009

Dear Mrs Hastings,

I would like to apply for the position advertised in *The Guardian* on 16 June for a Personal Assistant to the Sales Director.

As you will see from my c.v., much of the work I do in my present position is that of a P.A. I deal not only with the routine work of a secretary, but also represent the Assistant Director at small meetings and functions, and am delegated to take a number of policy decisions in his absence.

Your advertisement asked for a knowledge of languages. I have kept up my French, and learnt Italian for the past two years at evening classes, and have regularly visited Belgium and Italy with the Assistant Director, acting as an interpreter and translator for him.

I am also familiar with the latest developments in Information Technology, having just completed a one-month course at The City College, in addition to previous day release courses I attended when I was with Johnson Bros.

I am particularly interested in the situation you are offering, as I would like to become more involved with It organization. I am quite familiar with many of the software products that ICS manufacture for office technology.

As well as my secretarial skills and experience of running a busy office, I am used to working with technicians and other specialized personnel in the field of computers. I have a genuine interest in computer development and the people involved in the profession.

Please let me know if there is any further information you require.

I look forward to hearing from you.

Yours sincerely,

Carol Brice

Carol Brice (Ms)

Encl. c.v.

SAMPLE CONVENTIONAL STYLE CV

SABINA MAYAT E-mail: sabinam@webmail.com

Term Address:

483 Mile Post Lane
London E4 6DZ
Tel: 020 8862 3580
Mobile: 07957 2148

Home Address:

63 Smithsonian Street Stockport SK3 2DJ
Tel: 0161 963 4420

**CAREER
OBJECTIVE**

I am interested in obtaining a place on a management training programme offered by a top-flight retail organization where my leadership and communication skills will be maximized and where I can anticipate making progress in the type of fast-moving environment that I thrive in

**EDUCATION
1992-2002**

Glebe College, University of London

BA Modern & Contemporary History. Due to be awarded June 2002
Expected result: 2:1

**2001-2002 Final
year Main Courses**

“World War II Campaigns and Leaders”,
“Italian Cities since 1950s”

**2000-2001
2nd year Main
Courses**

“The Rise of Fascism in the 1930s”. “France – Political Parties in the 5th Republic”. Overall result: 2:1

**1999-2000 1st year
Main Courses**

“Ireland and Britain since 1920”. “The Role of the Left in 20th Century European Politics”. Overall result: 2:1

**Major Project
(2nd year)**

Independent project: “Churchill and Attlee – the 1945 election campaign” for which I:

- coordinated research across several libraries and the Public Record Office
- developed project management skills and interviewed leading academic experts
- carried out quantitative and qualitative analysis of complex statistical information – voting patterns etc.

**1992-1999
June 1999
June 1997**

Stockport High School

A-levels: History (B), Mathematics (B), Geography (D)
GCSEs: 8 subjects, grades A-C including Mathematics (A), French (A)

**WORK EXPERI-
ENCE
October 2000 –
Present Position**

Glebe College Students' Union, The Market Place

Team member (shop) 8 hours per week
Work under pressure to a high level of accuracy, while maintaining good customer relations

Summer 2000

Direct Northern, Manchester

Underwriting Assistant

- Strengthened spoken and written communication skills for business
- Dealt efficiently with the public and improved IT skills

Summer 1999

Tesco, Stockport

Sales Assistant / Accounts Assistant

- Handled large sums of money
- Adapted to different roles at short notice

ADDITIONAL SKILLS

Computing

Word processing and spreadsheets used ongoing in course-work and during work experience. Holder of ECDL (European Computer Driving Licence)

Languages

Have maintained French since GCSE through annual grape-picking visit there and I have attended Spanish classes since last year

Driving Licence

Full clean UK licence

INTERESTS & ACHIEVEMENT

Music

History Society

- Piano: Grade 7; enthusiastic member of several informal groups
- Successful time management to combine music with study and part-time employment
- Elected Membership Officer (1999)
- Contributed to 20 % rise in membership over previous year
- Jointly managed a budget of £1 200 and negotiated sponsorship from the local newspaper

Referees

Dr Jane Macintyre,
Lecturer in Modern History (Tutor)
Glebe College,
283 Mile Post Lane,
London E4 6SZ
Tel: 020 8332 9816
Fax: 020 8332 9900
Email: i.j.macintosh@gcl.ac.uk

Ms Barbara Smithson,
Assistant Personnel Manager
Tesco Stores Plc,
4 Arden Walk,
Stockport SK1 1PT
Tel: 0161 910 9500
Fax: 0161 910 9555

**SAMPLE COVERING LETTER
(TO ACCOMPANY SABINA MAYAT'S CV ABOVE)**

Mr Alan Worlock
Graduate Recruitment Manager
Treemans 12-18 Dairy Street
London E04R 7YS

483 Mile Post Lane
London E4 6DZ

6 November 2002

Dear Mr Worlock

I am writing to apply for your Graduate Tax Training Scheme advertised in Prospects Directory 2002 and enclose my CV for your consideration.

I first became interested in tax work through a seminar on Careers in Finance at my college last year. I felt that tax work would be an ideal way to combine my skills and interests in business, problem solving and working with people, and this interest was confirmed following a day's work shadowing with a tax consultant.

Although I am a Humanities student, I am highly numerate and computer-literate, as demonstrated by my A-level result in Mathematics, my wide range of It skills and the fact that all my recent work experience has involved cash handling and/or figure work. As a temporary administrative assistant at Direct Northern I needed to pick up a large amount of business and technical information in a short time in order to work as an effective member of the team and to provide clients with the quality of information and service which they expected. Studying History has helped me to develop a range of skills, in particular those of analyzing and interpreting complex information and presenting arguments and conclusions in written and oral form.

Treemants attracts me because of the variety of your training scheme and the quality of training and support available, as shown by your Investors in People award. Although at this stage my main long-term interest is in corporate taxation, following my experience with Direct Northern, a thorough grounding in different aspects of the complex area of taxation can only be beneficial.

While I do not have the 22 UCAS points normally required by your firm, my result in Geography, where I had also been predicted to obtain a B, was affected by my involvement in a minor road accident the day before the exam, in which I suffered a broken wrist and mild concussion. Although I was determined to sit the exam, my revision and concentration had been affected and the D grade was a great disappointment to me. However, Glebe college, which had made me a conditional offer of BBC, was still happy to accept me onto my chosen course and I have achieved consistently good academic results since.

I hope that, on consideration of my CV, you will be persuaded of my potential to perform well on this training scheme and to make a real contribution as a member of your firm. I can be available for interview at any time and look forward to hearing from you.

Your sincerely

Sabina Mayat

Sabina Mayat

SAMPLE SKILLS BASED CV

EMMA BURTON

Email: emb@arts.nbham.ac.uk

25, Vicarage Close Rotherdam
South Yorkshire
Tel: 01709 333333
(Home Address)

23, Pershore Road
Edgebaston, Birmingham
Tel: 0121 444 4444
(Term address)

CAREER OBJECTIVE

I am keen to begin my career in international marketing or Market research. Having excellent verbal and written communication skills and the ability to relate to a wide range of people I am capable of achieving personal objectives as demonstrated by successful completion of my degree and my commitment to leisure pursuits – where I have displayed ambition and goal orientated performance.

SKILLS PROFILE

Good communication skills gained from giving presentations at seminars, issuing clear and concise instructions to suppliers, chairing meetings and dealing with customers tactfully and diplomatically.

Advising and instructing customers at Aquasports and counselling teenagers at summer camps.

Working on team projects during my course has involved different roles, which has developed negotiation and persuasion skills.

TEAM WORK

Successful course work was dependent upon participation in and motivation of syndicated project groups.

Experience of working within a team-based culture involved planning, organization, co-ordination and commitment.

PROBLEM SOLVING

Development of strong analytic and diagnostic skills as part of degree course.

Running the office at Aquasports Ltd taught me to find solutions to customer problems in a calm and efficient manner.

LANGUAGES

Fluent German developed through one year's study at T.U., Berlin

COMPUTING

Good working knowledge of several word processing packages including Microsoft Word, Excel spreadsheets and the Internet

EDUCATION AND QUALIFICATIONS

1998-2001

University of North Birmingham

(1999-2000 Socrates Programme)

1993-1998

Allinton Comprehensive

WORK EXPERIENCE

1999-2001

Aquasports Ltd, Rotterdam

July-Sept 1998 Camp America

BA (Hons) Combined Arts in English and German (2.2 expected)

3 A-Levels-English (B), History (C), German (C). 8 GCSEs.

Shop assistant and acting shop manager during summer vacation.

Camp counselor to 11-19 year-olds during summer vacation.

REFEREES

Dr. Jane Smith, Lecturer in English, University of North Birmingham

Ms. Anne Jones, General Manager, Aquasports Ltd, Rotterdam

2.3.5. Invitation for an interview

International Computer Services plc

City Road
London EC3 4HU

Telephone: (071) 625 4443 (10 lines)

Fax: (071) 625 3012/3108

Telex: 295386

Your ref:

Our ref: KH 305/59

Date: 29th June 2009

Ms Carol Brice
25 Westbound Road
Borehamwood
Herts
WD6 1DX

Dear Ms Brice,

Thank you for your application of June 18 for the post of Personal Assistant to Ms Frances Newman, our Sales Director.

Ms Newman has asked me to write to you inviting you for an interview at 15.00, on Thursday 12 July 2009.

Please come to the reception on the ground floor at the above address and ask for me, and I will meet you.

Please bring with you any certificates, diplomas, or references that you have. Meanwhile, would you phone me on Ext. 217 to confirm that you will be able to attend the interview.

I look forward to hearing from you.

Yours sincerely,

Anne Levin

Anne Levin (Mrs)
pp Frances Newman
Sales Director

2.4. MAKING A DECISION

2.4.1. Turning down an applicant

There are various reasons why a company may not offer a candidate a job, and these include lack of qualifications, competence, i.e. they do not think the applicant has the ability or experience to handle the post, or there are too many applicants of similar qualifications and ability, so the company makes a choice based on nothing more than the personality of the interviewee at the time of selection.

Therefore, how you present yourself at an interview is as important as how you present yourself in your application. It is worth nothing that it is rare for a candidate to be told why he or she has been refused:

- *Thank you for attending our selection board on (date), but we regret to tell you that you were not successful in your application. We hope you will be able to secure a position in the near future;*
- *We regret to tell you that we are not able to offer you the post of (title) which you applied for on (date). We hope you will soon find the position you are looking for;*
- *We are sorry to say that we are unable to offer you the position of (title) for which you were interviewed on (date), and hope you will be more successful in the future;*
- *We have decided not to accept any applicants who were interviewed for the post of (title), and are readvertising the vacancy.*

2.4.2. Offering a position

Letters to successful applicants can vary in length and detail depending the type of post, whether the company has a standard printed contract, or if the position is so specialized that they need to give details of the terms of employment (see examples below).

2.4.3. Openings

- *We are pleased to inform you that you were successful in your interview for (title) which you attended on (date);*
- *Thank you for seeing us on (date). We are prepared to offer you the position of (title) which you applied for;*
- *I am pleased to tell you that we are offering you the post of (title) which we discussed at your interview on (date);*
- *The selection board have approved of your appointment as (title);*
- *The bank has agreed to accept you for the post of trainee subject to the usual references.*

2.4.4. Details

- *As we discussed in your interview, your duties will include Working hours are from 09.00 to 17.00, Monday to Friday, and overtime will be paid at time-and-a-half rates. You are entitled to all Bank Holidays, plus three weeks' vacation after one year's service. There is a Staff Contributory Pension Scheme, which you will be eligible to join after your first year of employment. Two weeks' notice of termination of employment is required by both you and the company;*
- *Enclosed with this letter you will find full details of your conditions and terms of employment. Please read these carefully and if you have any questions, contact me as soon as possible;*
- *Would you please check the following which was agreed at your interview:*
 - Title: Maintenance Engineer
 - Commence: 8.30. Monday 9th March 2009
 - Duties: Servicing all company products
 - Hours: 8.30 a.m. to 6.00 p.m.
 - Days: Monday to Friday
 - Holidays: Three weeks annual leave, time at discretion Supervisor, plus all Public Holidays
 - Sick leave: Ten days per annum
 - Annual Pay: £12,000
 - Overtime: Time-and-a-half. Double time for Public Holidays.
 - Pension: Noncontributory Pension Scheme at 7 % of annual pay.
 - Benefits: Subsidized staff canteen. Social Club. Full use of company vehicle.
 - Notice: One month's notice either side;
- *Your traineeship will commence on Monday, 14 November and terminate on Friday, 11 October 2009. Although this is a temporary position, you will be subject to all the terms and conditions of a full-time bank employee in the Securities Department, for details of this, see Mitchell Hill Employee's Guide, where pages 15 to 18 mostly concern you.*

2.4.5. Close

Generally, a company will welcome the new employee, possibly inviting questions about the terms and conditions of employment (if anything is not clear), and ask for written confirmation of acceptance. In the UK, the law demands that firms offer contracts of employment, and these are often sent with letters offering a job, asking the applicant to sign one copy and return it with their confirmation.

- *I look forward to seeing you in my office at 09.00 a.m. on Monday 10 January 2009. If there are any questions concerning the enclosed conditions, please contact me immediately. Otherwise, return the enclosed Contract of Employment, signed, with your letter of acceptance;*

- *Your Contract of Employment is attached to this letter. Please will you sign one copy and return it to the Personnel Officer, Mr T. Wright, with a note confirming you have accepted the position. I will see you at 08.00 on Monday 9th March, when I can welcome you to the organization and give you details of your duties;*
- *Please meet me at my office in the bank at 08.31 on Monday 14 November, so I can introduce you to the other members of staff, and Mr Jenson, who you will be working with. If there is anything in the handbook you do not understand about your conditions of employment, please let me know as soon as possible.*

2.5. ACCEPTING A POSITION

Letters confirming that you accept a position can be brief, as long as they mention the relevant points;

- *Thank you for your letter of 23 December 2009, offering me the position of (title). I look forward to seeing you at 09.00, on Monday 10 January, and enclose one signed copy of the Contract of Employment;*
- *I am returning a signed copy of my Contract of Employment which you sent me with your letter of 15 February. I confirm that I will be able to commence with you on Monday 9 March at 08.00, and look forward to seeing you then;*
- *Thank you for offering me the temporary position of trainee in your bank, starting on Monday 14 November. I have read the handbook and relevant details concerning the position, and accept the conditions. I look forward to meeting you and Mr Jenson at 09.30, when I begin with you.*

2.6. SPECIMEN LETTERS

2.6.1. Letter offering position



Read the letter Carol Brice has got from the company she applied to and answer the following questions:

1. Which job has Ms Brice been selected for?
2. Why does she need to come to the office early?
3. Where will she find information about her conditions of employment?
4. When does this firm offer pay rises?
5. What must she do when she confirms she will take the job?
6. Does the firm offer anything else besides a salary?
7. Which words in the letter correspond to the following: *become familiar; to work when needed; increases; benefits besides salary; money taken off purchases by employees; questions?*

International Computing Services plc

City Road
London EC3 4HU

Telephone: (071) 625 4443 (10 lines)
Fax: (071) 625 3012/3108
Telex: 295386

Your ref: Our ref: KH 305/59

Date: 29th June 2009

Ms Carol Brice
25 Westbound Road
Borehamwood
Herts
WD6 1DX

Dear Ms Brice,

I am writing on behalf of Ms Frances Newman to tell you that you were successful in your interview on 12 July for the post of Personal Assistant.

Your duties will commence at 09.00 on 10 October 2009, but we would appreciate it if you could arrive at 08.30, so that we can introduce you to the staff, and acquaint you with office procedures.

Full details of your terms of employment are on pp 9-14 of our employees' handbook, ICS 661, but, as we discussed at the interview, your hours will be subject to requirement, and no overtime will be paid. This is compensated for by an annual bonus paid to administrative staff, based on annual profits.

Your starting salary will be £16,000, with annual increments of 9 per cent in the first three years, and subject to negotiation thereafter. During this period you will be allowed three weeks' vacation a year, and four weeks after three years, rising to a maximum of six weeks. In addition to the listed we provide fringe benefits, which include a Non-Contributory Pension Scheme at 8 % of your gross salary, free medical insurance, staff discounts on our products, etc.

Please look at the relevant sections of the handbook carefully, and if you have any queries, contact me.

I look forward to welcoming you to the company, meanwhile, would you sign one of the two copies of the Contract of Employment enclosed and return it to Mrs J. Hastings, Personnel Officer, at the above address, with your confirmation accepting the post.

Yours sincerely,

Anne Levin

Anne Levin (Mrs)
pp Frances Newman
Sales Director

2.6.2. Letter confirming acceptance

Your Ref: KH 305/9

Mrs J. Hastings
Personnel Officer
International Computer Services PLC
City Road
London EC3 4HJ

25 Westbound Road
Borehamwood
Herts
WD6 1DX

28 July 2009

Dear Mrs Hastings,

Please thank Mrs Levin for her letter of 25 July in which she offered me the post of PA to Frances Newman, your Sales Director.

Please inform her that I am very pleased to have been offered the position, and confirm that I will begin at 08.30 on Monday 10 October 2009.

I accept all the terms in Mrs Levin's letter and conditions in the employees' handbook, ICS 661, and I am enclosing a signed copy of my Contract of Employment.

I look forward to starting on the above-mentioned date.

Yours sincerely,

Carol Brice

Carol Brice
Encl. Contract of Employment

2.7. POINTS TO REMEMBER

- The word *job* should not be used either in advertisements or applications. The terms *vacancy*, *post*, *position*, or *opening* are more appropriate;
- If requesting an application form, keep the letter brief, but provide essential details about yourself. When returning the form, you should include a covering letter, expanding on details that might not be clear, or pointing out areas of your responsibility or your achievements. But keep this as brief as possible, as most application forms or your own CV should have a section where this information can appear;
- When writing to a prospective employer, remember to explain why you left your previous post, but do not complain about the salary or conditions. Concentrate rather on the positive aspects of the post you are applying for, such as the greater potential for promotion, or your particular suitability for the type of work offered. Explain what you can offer your new employer in terms of experience or expertise, and why you particularly want the post.

2.8. WORDS TO REMEMBER

- advertisement (ad) / small ad;
 - personnel/staff;
 - employer/employee;
 - vacancy/post/position/opening;
 - appointment/job;
 - application/applicant/candidate;
 - recommendation/reference/referee;
 - temporary / permanent post;
 - interview/interviewer/interviewee;
 - duties;
 - minutes;
 - shorthand;
 - filing;
 - office technology / information
-
- salary;
 - annual / per annum / yearly;
 - fringe benefits;
 - non-contributory pension scheme;
 - time-and-a-half;
 - leave / holiday(s) / vacation;
 - bank holiday(s) / public holiday(s);
 - sick leave
-
- (weeks') notice / termination of employment
-
- junior secretary / trainee;
 - director;
 - personnel officer;
 - personal assistant (pa);
 - application form;
 - unsolicited letter;
 - confirming letter (for job);
 - contract of employment;
 - covering letter;
 - curriculum vitae (CV)

PART 3

SAMPLE TASKS FOR WRITTEN END-OF-“CAREER IN BUSINESS” MODULE ACHIEVEMENT TEST

PAPER I. LISTENING

PART 1. You are going to listen to five people talking about temporary jobs they did when they were students. Decide what happened to each of them. Match the options (A-F) with the speakers (1-5). There is one extra option which you do not need to use.

- A The speaker tried out an idea.
- B The speaker told a lie.
- C The speaker was hurt.
- D The speaker was sacked.
- E The speaker did a variety of activities.
- F The speaker was given a warning.

PART 2 (LISTENING INTO WRITING)

Listen to extracts from telephone conversations (1-8). You are going to hear them twice.

- As you listen for the first time, identify the problem
- As you listen for the second time, respond appropriately to each case.

PAPER II. READING

You are going to read the article from the *Financial Times* (the article is attached)

PART 1. Mark statements below (1-10) as being true (T) or false (F), according to the text.

1. Well managed companies think that people can be trained as leaders.
2. Investment in leadership training always bring the desired results.
3. Anne had recently been recruited from outside her organization.
4. Anne did not know many people outside work.
5. Anne was not aware of what was going on in the market.
6. Anne thought that networking was a waste of time.
7. She was good at seeing future requirements.
8. She felt she could not go further in the company.
9. Anne needed to think about more factors when considering the work of her team.
10. She should have left the job of identifying new trends to others.

PART 2 (Q-n 11). What is the key message of the article? Choose the best alternative (A, B or C).

- A Leadership can be taught: it's enough to go on a few courses.
- B Leadership can be taught: companies can train up younger managers, but the managers have to ask themselves a lot of questions.
- C Leadership can be taught: it's more a question of suitability for the job.

TOUGH LESSONS ON LEADERSHIP

By Herminia Ibarra

It has become generally accepted that our organizations need better leadership if they are to survive and prosper in these difficult times. Well-led companies know that leaders are made, not born, and invest in the development of their future managers. But, in spite of the energy devoted to leadership development, the return on investment rarely comes up to the hopes and expectations of participating executives or company sponsors. As ever, the question is “Can leadership be learned?”

Most of us can agree on basic definitions. Simply stated, leaders are people who:

- Establish a new direction or goal for a group;
- Gain the support, cooperation and commitment of those they need to move in that direction;
- Motivate them to overcome obstacles in the way of the company’s goals.

Consider the experience of a manager called Anne. After a steady rise through the functional ranks in logistics and distribution, Anne found herself unable to handle a proposal for a radical reorganization that came from outside her division. Accustomed to planning for annual improvements in her basic business strategy, she failed to notice changing priorities in the wider market.

Although she had built a loyal, high-performing team, she had few networks outside her group to help her anticipate the new demands. Worse, she was assessed by her boss as lacking the broader business picture. Frustrated, Anne thought about leaving.

Let us examine Anne’s situation more closely. No longer able simply to rely on her technical skills, Anne needed to acquire the ability to think creatively and consider a broader range of forces in finding a new strategy for the group. As a leader, she is expected to identify new trends and spot new opportunities in the business environment.

She is also expected to recognize new partners and find new ways of bringing them on board. But, for Anne, working through networks was political activity – in her view, relying on who you know rather than what you know – and she had always rejected ‘time-wasting on politics’. She failed to recognize the importance of building and using networks that cut across managerial levels and divisions.

To be successful at the next level Anne had to change her perspective on what was important and accordingly what she would spend her time doing. Letting go of old ways of thinking can be a terrifying proposition. The leadership transition, therefore, can provoke deep self-questioning: Who am I? Who do I want to become? What do I like to do? Do I have what it takes to learn a different way of operating? Is it me? Is it worth it?

From the *Financial Times*

PART 3 (READING INTO WRITING). Provide YOUR responses to the questions (12-16) below.

- 12 Who do I want to become?
- 13 What do I like to do?
- 14 Do I have what it takes to learn a different way of operating?
- 15 Is it me?
- 16 Is it worth it?

PAPER III. USE OF ENGLISH

PART 1. Read the text below and decide which word (A, B, C or D) best fits each space (1-10).

Without followers, there would be no leaders. The concept of leadership, and the qualities needed for someone to become a leader, can probably be understood by studying the (1) ... between the leader and his or her followers.

Good leaders have (2) ... – the ability to step into someone else’s shoes – because they are good listeners. They are open, always willing to discuss and solve problems.

Team-building is one of the top priorities of effective leaders. They work at (3) ... an environment in which each team member, while contributing to the team effort and to the purpose of the organization, is able to improve on their own (4)

Indeed, they are very good at (5) ... their staff, enabling each of them to become a creative and independent team player. This way, every individual (6) ... the confidence and ability to (7) ... the kind of decisions which will help the company (8) ... its long-term goals.

Good leaders are also inclusive, they like to involve everyone – and they understand the importance of delegating (9) Finally, they have more than just targets: they have a (10) they can see clearly where they would like the company to be in five or ten years’ time, and they are able to communicate this to their employees.

- | | | | | |
|----|-----------------|------------------|---------------|---------------|
| 1 | A contract | B relationship | C report | D friendship |
| 2 | A empathy | B charisma | C passion | D sympathy |
| 3 | A creating | B elaborating | C inventing | D designing |
| 4 | A achievement | B programme | C appraisal | D performance |
| 5 | A strengthening | B persuading | C caring | D empowering |
| 6 | A rebuilds | B gains | C restores | D wins |
| 7 | A do | B arrive | C make | D abide |
| 8 | A work | B score | C achieve | D kick |
| 9 | A energy | B aggressiveness | C informality | D authority |
| 10 | A vision | B sight | C view | D scope |

PART 2. Read the passage below about the human consequences of redundancies. In each line) there is one wrong word. For each line (11-20), underline the wrong word in the text, and write the correct word in the space provided. There is an example (0) at the beginning.

Articles on redundancies <u>frequent</u> focus on numbers, on statistics	(0) frequently
and tend ignoring the psychological impact of job losses.	11
Naturally, reactions on redundancies vary from one individual to another	12
and depend for age and the number of years spent with the company, among	13
other factors. However, most of the victims initially feel disbelief, than anger	14
and depression. Indeed, such a change in there professional circumstances	15
can have a devastatingly effect on their home lives and family relationships.	16
Very often, for example, losing ones job means having to relocate, sometimes	17
far away from relatives and closed friends. In addition, redundancies also	18
have long-lasting effect on those which survive them. Survivors often feel	19
guilty about being luckiest than those who had to go, betrayed by	20
management, and frightened of being next in line.	

PART 3. Complete the sentences (21-30) below with suitable adjectives.

- 21 He was rather ... – not the kind of person who plans what to say or do.
- 22 His style of leadership was quite He was always so competitive and so eager to succeed that many of us often found him ruthless.
- 23 If you want to get to the top, you have to be ..., I mean be prepared to take risks and to try new ways of doing things.
- 24 She doesn't just tell us to do things – she makes us to want to do them. We're lucky to have such a ... team leader.
- 25 She was a ... chairwoman, with a very strong belief in the mission of our organisation and very intense feelings about our achievements.
- 26 We always do what she wants us to because gives us good reasons for doing it. She is very
- 27 What they need is a ... person, someone who can choose the right course of action even in a very difficult situation.
- 28 What we value most in our new CEO is that he treats everyone equally and is not influenced by personal feelings. It is exactly due to his being ... that he has ended up an effective top manager.
- 29-30 Successful candidate should be ... and ... – the one who is good at making and carrying out plans.

PART 4. Rewrite each sentence (31-40) below so that it includes the word(s) in capitals and so that the meaning stays the same.

- 31 If I take the job I'll have to move to Paris. **MEAN**
- 32 "Go on, Jack, you can stand a chance and get the job!" said Sally. **ENCOURAGED**
- 33 I don't think it's worth applying for this job: you are not qualified enough for it. **USE**
- 34 Joe doesn't like it when people treat him like a child. **CAN'T STAND**

- | | | |
|----|---|------------------|
| 35 | I guess we could consider his application favourably. | SUGGEST |
| 36 | Are you still tired? Or would you like to go out for a dinner? | FEEL LIKE |
| 37 | Incidentally, I was standing just round the corner, and I heard every single word he was saying. | HAPPENED |
| 38 | You shouldn't take too much time to come up with the decision, otherwise you can miss your chance to be taken on. | RISK |
| 39 | I'm sorry I didn't apply for the job at once: I would have had more chanced if I had done that earlier. | REGRET |
| 40 | Nobody can force me into doing something that I'm not very much keen on. | MADE |

PART 5. Make one sentence from the sentences (41-45) given below. Begin each new sentence as shown. Make any other necessary changes. Omit any unnecessary relative pronouns.

- 41 Everyone expects the Popular Party candidate to win the election. The candidate has been influenced by her advisers. She has announced that she will cut income tax by 10 %.
Influenced by her advisers,
- 42 I listened to George patiently. Then he started insulting me. At that point, I told him a few home truths. He didn't like it.
I listened to George patiently until he started insulting me,.....
- 43 He rushed out of the room. He was shouting at the top of his voice. This was typical.
Shouting
- 44 Some people wanted travel scholarships. The end of the week was the deadline. By then everyone had applied.
By the end of the week,
- 45 Some people have just moved in next door. They have the same surname as some other people. Those other people have just moved out.
The people who have just moved in next door

PAPER IV. WRITING

You are interested in the position advertised in the job advertisement below. You think you are qualified enough for the post. Write covering letter to support your CV.

MARKETING MANAGER

An expanding young software development company with 950 employees, with its head office in London and with production sites in London, Rotterdam and Paris, is looking for a dynamic, ambitious graduate with experience in direct selling and strategic planning, preferably in a relevant sector.

Telephone 0800 5656 and ask for Freephone Professional for further details and an application form

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