

« Anglais de l'entreprise » (S8) EPL8HU01

Job hunting and professional writing



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|--|-------|-----------------------|------|------------|--------|
| Anglais | | 8HU01 | | Semestre 8 | |
| BUSINESS ENGLISH and TOEIC | | | | | |
| Responsable : | | Isabelle BEN CHAABANE | | ECTS : 4 | |
| <p>Compétences A l'issue de cette unité d'enseignement les élèves ingénieurs seront capables :</p> <ul style="list-style-type: none"> • D'utiliser l'anglais dans le monde de l'entreprise • D'atteindre le niveau B2+ au TOEIC | | | | | |
| <p>Processus pédagogique (programme)</p> <p>1. ANGLAIS DE L'ENTREPRISE : 35h</p> <ul style="list-style-type: none"> • Activités diverses mettant en jeu l'utilisation du vocabulaire et les savoir-faire nécessaires à la vie de l'entreprise (accent mis sur la compréhension orale, la lecture et l'acquisition du vocabulaire car TOEIC en ligne de mire). • Recherche d'emploi (rédaction de C.V., d'une lettre de candidature et simulation d'entretien d'embauche. Lettres et e-mails professionnels). • Le monde de l'entreprise. Organigrammes, description de postes. Portraits de chefs d'entreprise (styles de management, cultures d'entreprise). • Réunions, telephoning • "Projet": lecture d'un livre en anglais sur le monde économique (création d'un glossaire) <p>2. TOEIC : 10h</p> <ul style="list-style-type: none"> • Révision des bases grammaticales, du vocabulaire de l'entreprise, entraînement aux exercices type TOEIC. (Conseils et ressources sur Célène « Page Info TOEIC » et LCD/S8/autour du TOEIC) | | | | | |
| <p>Modalités d'évaluation Contrôle continu : Travaux écrits (C.V., lettres, résumés et scripting de vidéos, résumés d'articles et de vidéos, questionnaire de compréhension sur le livre, etc...). Oral (entretien d'embauche, présentation d'une entreprise, mémorisation/récitation d'extraits de vidéos, etc...)</p> | | | | | |
| Horaires | | | | | |
| CM | CM/TD | TD | TP | PEA | Projet |
| | | | 45 h | | |
| Total heures / élève : | | 45h | | | |
| Part de l'UE réalisable en anglais : | | 100% | | | |

JOB HUNTING AND PROFESSIONAL WRITING

Objectives: to know how to write a CV, an application letter and to prepare for a job interview

D.I.Y. CV and application letter workshop

- Tips and models to help you :

<http://Englishonline.free.fr> (CV + letter)


<http://www.emse.fr/~bsimon/CV/nouvel%20atelier%20CV.htm>

<http://www.extension.harvard.edu/hub/blog/extension-blog/how-write-great-resume-cover-letter>

http://www.extension.harvard.edu/sites/default/files/ext_carc_res.pdf

http://ocw.mit.edu/high-school/humanities-and-social-sciences/leadership-training-institute/lecture-notes/MITHFH_resume_tips.pdf

www.career.vt.edu (Virginia Tech's web site : check out the sections devoted to CVs, letters, e-mails and job interviews.

 Watch all the "career spots" mini videos on home page, choose one, learn by heart and perform)

PLUS as warm-up exercises: google "Get that job - bbc" for on-line vocabulary exercises on job hunting

WARM-UP EXERCISE

Lexical reservoir :

Human resources manager/placement/trainee/to recruit/company/to carry out/an interview/to apply for/to apply with/staff/job/a resume/a letter of application/

1. Fill the gaps:

The students have to.....three.....in the course of their studies, but it is their responsibility to.....placements..... the companies of their choice. In order to do so, they first have to write a..... and a short.....

Then, they might be asked to come over to anthough it is rarely the case with future.....

Usually, the person who is in charge of.....new is the.....depending on the size of the ... and the importance of the.....offered.

2. Find synonyms for the following words:

- Ad
- CV
- Cover letter
- Candidate
- To carry out (a placement)
- Placement
- staff
- job
- to be in charge of
- a company
- a production site
- to produce

3. Give as many words as possible that belong to the same family:

- **To train:**
- **An intern:**
- **An interview:**
- **To apply:**

Letter writing

-Take a look at models and pay attention to the lay-out/format of the letters (discuss details, differences between the format of letters in French and in English)

- the body of the letter: use models as well and in particular in [www.career.vt.edu /job search/cover](http://www.career.vt.edu/job_search/cover) and other letters/cover letter: types and samples (see "sample cover letter format guidelines" to help you structure your letter)

Some exercises:

Using polite expressions for correspondance

- We would appreciate...
- We hope this will not happen again...
- Encl.
- Please accept our apologies.
- Thank you for...
- We are enclosing...
- We look forward to...
- We regret to inform you that...
- Should you wish further information...
- We were sorry to...
- We have pleasure in letting you know that...
- Yours sincerely,
- We would also like to have your comments...
- We will be glad to...
- Would you be so kind as to acknowledge receipt...

Complete the following letter with the polite expressions listed above

IPP Europe Inc.

ADF Chemicals

PO Box 465

34 ZD 67

Sheffield

January 6th, 2012

Dear Mr Matthews,

.....your letter dated
15th December.hear that the
goods you received were damaged.

.....in the
future.that these articles
are no longer available. Thank you however for your payment against invoice n°
386.

.....we are sending similar models
in replacement.a photocopy of the
waybill.to send you the
instruction manuals if you need them.

.....we are ready to
provide a technician to explain the first operations and routine maintenance.
.....of this new
shipment as soon as you get it.about
the reasons why the first lot of goods was damaged.

.....a prompt reply.

.....reading you.

Yours.....

John Steward

Sales Manager

: photocopy of the waybill

Format & most recurrent uses of letters

Enquiry or request

Dear Sir,

I would be pleased to receive some literature regarding the different software packages designed for stock control. I would be grateful if you could send me this information in English and in French by return of mail. Would you please supply full details/full particulars of the new high density disquettes your firm has just launched on the market ?

Would you be so kind as to send us a demo disquette on receipt of this letter.

Yours truly,

Reply & provide what was expected (enclose)

Dear Madam,

Further to your letter dated 25th April, I am sending you a sample of our new product.

With reference to your enquiry concerning our new H.D. disquettes, please find enclosed a demo disquette that you can try out on your P.C.

Thank you for your fax of 6th March. As requested, I am enclosing a booklet containing all the necessary information. I am sending our latest price list under separate cover.

Yours truly,

Inform

Dear Sir or Madam,

We are pleased/glad to inform you that we have in stock all the items you require.

We have pleasure in letting you know that the replacement components have just been dispatched by express registered mail. As you know, you should receive them within the next two days. This letter is to confirm that our new prices come into effect as of 1st May. We would like to draw your attention on the fact that we shall require a week to complete this order.

We acknowledge receipt of your order and of your payment.

Yours truly,

Complain

Dear Mr Turner,

I regret to inform you that the electronic components you supplied were damaged. I am afraid I will have to refuse them and send them back.

I was rather disappointed to realise that your quality control is far from efficient. Had I anticipated that problem, I would have contacted another supplier. Should the next batch be damaged as well, we would have to take legal action.

Yours sincerely,

Apologise

Dear Mrs White,

We were very sorry indeed to hear from your letter of 2nd May that you received the merchandise so late. We sincerely apologise for the delay in delivering the goods and the inconvenience caused. I regret to say that this was caused by a disruption in our work procedure, due to a series of strikes in the dispatch department.

Please accept our apologies. I can assure you that this is not likely to happen again.

Yours sincerely,

Thank

Dear Ms Black,

I thank you for your telex informing us about the shipment of chemicals that we have just received. We greatly appreciate your promptness in dealing with this order.

Thank you again for dealing with this matter so promptly.

(We) thank you in anticipation for organising our visit to your plant next July.

Yours sincerely,

End

Dear Sir or Madam,

We would appreciate a prompt reply.

Should you wish further information, please do not hesitate to get in touch with us.

If you require further assistance, please contact the office.

We will keep you informed.

We look forward to doing further business with you.

We are looking forward to hearing from you shortly.

We are looking forward to reading you soon.

Yours faithfully,

Enclosures : *

*

*

- Translation of
Model Sentences
into English

1. Monsieur, j'ai l'honneur de vous faire savoir que nous avons bien reçu votre commande de machines-outils.
2. Nous avons le regret de vous informer que nous sommes en rupture de stock et que les composants demandés ne sont plus fabriqués.
3. Je vous serais obligé(e) de bien vouloir répondre par retour du courrier ou par télécopie à réception de cette lettre.
4. Auriez-vous l'obligeance de nous envoyer une photocopie de la facture ?
5. Veuillez trouver ci-joint la documentation présentant de nombreux systèmes de contrôle.
6. Pièces jointes : tarifs au 1.1.1992, et quelques échantillons.
7. Nous nous verrions dans l'obligation de cesser toutes transactions avec vous et d'entamer des poursuites pour obtenir une compensation.
8. Si vous souhaitez de plus amples détails concernant notre procédé de recyclage de l'aluminium, n'hésitez pas à prendre contact avec nous.
9. Si vous nous aviez informé plus tôt, nous vous aurions aidé plus efficacement.
10. Nous vous remercions à l'avance de bien vouloir traiter cette affaire dans les meilleurs délais.
11. Veuillez agréer, Madame, Monsieur, mes salutations distinguées.

E-mails

1. A video

Janette Rutterford on e-mail (p 16)

<http://www.open.edu/openlearn/body-mind/janette-rutterford-on-email>

(listen and discuss)

2. Type "How to write E-mail" into Google (do the exercises)

3. In www.businessenglishonline.net /business English skills/resources/E-mail English worksheets : do #16 then choose a situation and write an e-mail

Boost your job hunting vocabulary and reading skills

For classwork or self-study

- Job Advertising and Recruiting
- Applying and Interviewing
- Hiring and Training
- Salaries and Benefits
- Job Advertising
- Job Recruitment
- Selecting International Managers
- Recruiting Internationally
- Global Careers



Lesson 11

Job Advertising and Recruiting

Words to learn

abundant
accomplishment
bring together
candidate
come up with
commensurate
match
profile
qualifications
recruit
submit
time-consuming

1. **abundant** adj., plentiful, in large quantities; n., a large number
 - a. The computer analyst was glad to have chosen a field in which jobs were abundant.
 - b. The recruiter was surprised at the abundance of qualified applicants.
2. **accomplishment** n., an achievement, a success
 - a. The success of the company was based on its early accomplishments.
 - b. In honor of her accomplishments, the manager was promoted.
3. **bring together** v., to join, to gather
 - a. Every year, the firm brings together its top lawyers and its newest recruits for a training session.
 - b. Our goal this year is to bring together the most creative group we can find.
4. **candidate** n., one being considered for a position, office, or award
 - a. The recruiter will interview all candidates for the position.
 - b. The president of our company is a candidate for the Outstanding Business Award.
5. **come up with** v., to plan, to invent, to think of
 - a. In order for that small business to succeed, it needs to come up with a new strategy.
 - b. How was the new employee able to come up with that cost-cutting idea after only one week on the job?
6. **commensurate** adj., in proportion to, corresponding, equal to
 - a. Generally the first year's salary is commensurate with experience and education level.
 - b. As mentioned in your packets, the number of new recruits will be commensurate with the number of vacancies at the company.
7. **match** n., a fit, a similarity
 - a. It is difficult to make a decision when both candidates seem to be a perfect match.
 - b. Finding a good match is never easy.
8. **profile** n., a group of characteristics or traits
 - a. The recruiter told him that, unfortunately, he did not fit the job profile.
 - b. As jobs change, so does the company's profile for the job candidate.
9. **qualifications** n., requirements, qualities, or abilities needed for something
 - a. The job seeker had done extensive volunteer work and, therefore, was able to add this experience to his list of qualifications.
 - b. The applicant had so many qualifications, the company created a new position for her.
10. **recruit** v., to attract people to join an organization or a cause
 - a. The company's policy is to recruit new employees once a year.
 - b. When the consulting firm recruited her, they offered to pay her relocation expenses.
11. **submit** v., to present for consideration
 - a. Submit your résumé to the human resources department.
 - b. The applicant submitted all her paperwork in a professional and timely manner.
12. **time-consuming** adj., taking up a lot of time, lengthy
 - a. Even though it was time-consuming, all of the participants felt that the open house was very worthwhile.
 - b. Five interviews later, Ms. Lopez had the job, but it was the most time-consuming process she had ever gone through.

Short Conversations

Read the following conversations and see how the new words are used.

[M] Have you **come up with** any ideas for finishing your job search?

[W] It has been very **time-consuming** and draining, but I think it's coming to an end.

[M] Does that mean that you've found a job that's the perfect **match**?

[M] I've been looking at our company **profile**, and I don't know how we can get people interested in working here.

[W] Let's **bring together** some people and see if they can stand us.

[M] That's one way to see if there's a good **match**.

[W] As a **candidate**, maybe I'm asking for too much, but I do have a preference in job location.

[M] Tell me about your preferences and I'll see what I can do. I'll **submit** your request to the human resources department, but I can't guarantee anything.

[W] I would like to be on the West Coast and have a starting salary that is **commensurate** with my five years of work experience.

[W] The job **recruiter** said that we should send in résumés highlighting our **accomplishments**.

[M] Then the company can see if we **match** with their list of **qualifications**.

[W] I'm confident that even if I don't **match**, marketing jobs are **abundant** and I'll find something soon.

Word Families

| | | |
|-----------|----------------|--|
| verb | qualify | In order to qualify, you must have two years of work experience. |
| noun | qualifications | The manager made a list of qualifications for the vacant job position. |
| adjective | qualified | He found himself overqualified for the entry-level position. |

| | | |
|------|-------------|--|
| verb | recruit | Large accounting firms recruit on college campuses every spring. |
| noun | recruitment | The company's recruitment resulted in ten highly qualified new employees. |
| noun | recruiter | As a recruiter, he traveled around the country speaking to recent college graduates. |

| | | |
|-----------|----------------|---|
| verb | accomplish | You can accomplish anything if you put your mind to it. |
| noun | accomplishment | The company is proud of our team's accomplishments. |
| adjective | accomplished | The accomplished artist had his paintings in all the major galleries. |

| | | |
|------|------------|---|
| verb | submit | Anyone who is interested in the position should submit a résumé and writing samples. |
| noun | submission | I'm very sorry, the submission date was last week. We can't take any more applications. |
| noun | submittal | The submittal of his resignation prompted his colleagues to apply for his job. |

Choose the word that best completes the sentence.

1. Your résumé shows you have _____ a great deal in your last position.
 (A) accomplish
 (B) accomplishment
 (C) accomplished
 (D) accomplishing
2. After _____ all his materials, he had no option but to sit back and wait for some response.
 (A) submitting
 (B) submitted
 (C) submission
 (D) submit
3. The company hired a professional _____ to fill the vacant positions.
 (A) recruited
 (B) recruiting
 (C) recruitment
 (D) recruiter
4. The applicants who _____ will be flown to the corporate office and interviewed there.
 (A) qualification
 (B) qualify
 (C) qualifying
 (D) qualifies

Short Talks

Read the following passage and write the appropriate form of the new words in the blanks below.

| | | | |
|-----------------|----------------|----------------|----------------|
| abundant | candidates | match | recruit |
| accomplishments | coming up with | profile | submit |
| bring together | commensurate | qualifications | time-consuming |

Recruiting employees is a (5.) _____ and costly process. Therefore, employers want to (6.) _____ the right person with the right job the first time around. There are many ways to (7.) _____ good employees: advertising in newspapers and professional journals, recruiting on college campuses or at conferences, or getting referrals from headhunters.

Recruiting is a time for a company to brag about its (8.) _____ and excite people about its future. Each company is trying to (9.) _____ the best and the brightest, but they are not alone. Their competition is trying to do the same thing. When jobs are (10.) _____ and there is low unemployment, employers may face higher demands from job seekers. Conversely, when the economy is slowing down and jobs are few, employers are in a better position for attracting the best (11.) _____.

Employers look for certain characteristics and (12.) _____ in their employees. (13.) _____ a very specific (14.) _____ that fits the company culture and the specific job requirements is a difficult job. Employers want to see a well-rounded candidate and someone who has related work experience. They are willing to offer a salary that is (15.) _____ with that experience. Employers will make hiring and salary determinations based on the information candidates (16.) _____ throughout the application and interview process.

Choose the underlined word or phrase that should be rewritten and rewrite it.

17. When jobs are abundant, recruit are more flexible and often try to match job seekers with minimal qualifications with any job.
 A B C D
18. Employers recruit candidates whose academic accomplishments are commensurate with the nature and demands of a job.
 A B C D
19. The human resources manager came up with such a specific profile for the entry-level job that it was impossible to find quality candidates.
 A B C D
20. If we could bring together the skills of these two candidates, we would have a perfect matching and this time-consuming process would come to an end.
 A B C D

Lesson 12

Applying and Interviewing

Words to learn

| | |
|--------------|------------|
| ability | 能力, 才能 |
| apply | 應徵 |
| background | 背景 |
| be ready for | 對...有適當準備 |
| call in | 要求, 下令 |
| confidence | 信心 |
| constantly | 不斷地, 時常地 |
| expert | 專家 |
| follow up | 跟進 |
| hesitate | 猶豫 |
| present | 呈現, 簡述, 提交 |
| weakness | 弱點 |

1. **ability** n., a skill, a competence
 - a. The designer's ability was obvious when she showed the interviewer her portfolio.
 - b. The ability to work with others is a key requirement.
2. **apply** v., to look for; to submit an application
 - a. The college graduate applied for three jobs and received three offers.
 - b. Everyone who is interested should apply in person at any branch office.
3. **background** n., a person's experience, education, and family history
 - a. Your background in the publishing industry is a definite asset for this job.
 - b. The employer did a complete background check before offering him the job.
4. **be ready for** v., to be prepared
 - a. The applicant had done all of her research and felt that she was ready for the interview with the director of the program.
 - b. The employer wasn't ready for the applicant's questions.
5. **call in** v., to request
 - a. The young woman was so excited when she was called in for an interview that she told everyone she knew.
 - b. The human resources manager called in all the qualified applicants for a second interview.
6. **confidence** n., a belief in one's abilities, self-esteem
 - a. Good applicants show confidence during an interview.
 - b. He had too much confidence and thought that the job was his.
7. **constantly** adj., on a continual basis, happening all the time
 - a. The company is constantly looking for highly trained employees.
 - b. When my friend was looking for a job, he constantly checked his messages to see if anyone had called for an interview.
8. **expert** n., a specialist
 - a. The department head is an expert in financing and is known around the world.
 - b. The candidate demonstrated at the interview that he was an expert in marketing.
9. **follow up** v., to take additional steps, to continue; n., the continuation of a previous action
 - a. Always follow up an interview with a thank-you note.
 - b. As a follow up, the candidate sent the company a list of references and published works.
10. **hesitate** v., to pause; to be reluctant
 - a. Don't hesitate to call if you have any questions concerning the job.
 - b. We shouldn't hesitate to offer the job to the best-qualified applicant; otherwise she may not be available.
11. **present** v., to introduce; to show; to offer for consideration
 - a. The human resources director presents each candidate's résumé to the department supervisor for review.
 - b. The candidate presented her qualifications so well that the employer offered her a job on the spot.
12. **weakness** n., a fault; a quality lacking strength
 - a. Interviewers often ask applicants about their strengths and weaknesses to get a sense of their characters.
 - b. The candidate's only weakness seems to be her lack of experience in fund-raising.

Short Conversations

Read the following conversations and see how the new words are used.

- [M] Do you remember the first time you **applied** for a job?
 [W] I remember, I had absolutely no **confidence** in myself.
 [M] And look where you are now: an **expert** in the field of computer networks.
- [M] The two top candidates have very different **backgrounds**.
 [W] Yes, but they both demonstrate a great **ability** to get the job done.
 [M] Let's see how well they **present** themselves in front of the group of directors.
- [M] I blew the interview—I **hesitated** after every question. I'm sure they saw a **weakness** my **inability** to respond quickly.
 [W] You should still **follow up** in a couple of days and ask them if they have made a decision.
 [M] No, I think I have to **be ready** for a rejection.
- [M] My job is to **constantly** look for qualified candidates.
 [W] Do you do a **background** check?
 [M] My assistants do that and then all the qualified candidates **call in** for an interview.

Word Families

| | | |
|------|-------------|---|
| verb | apply | Your chances are better if you apply for a job in the spring. |
| noun | applicant | The manager selected him from all the applicants. |
| noun | application | The department can't process your application until all documents have been received. |

| | | |
|-----------|--------------|---|
| verb | present | I'd like to present my résumé for your consideration. |
| noun | presentation | The applicant's presentation made a favorable impression. |
| adjective | presentable | The applicant was well dressed and presentable. |

| | | |
|-----------|-----------|--|
| noun | expert | Don't portray yourself as an expert if you aren't. |
| noun | expertise | The worker gained expertise over the years and was promoted to a higher position. |
| adjective | expert | As an expert negotiator, she should have no problems getting what the company wants. |

| | | |
|-----------|-------------|---|
| noun | confidence | It's refreshing to see a manager with so much confidence in her employees. |
| adjective | confident | Don't be too confident until you actually have an offer. |
| adverb | confidently | The applicant confidently walked into the interview, sat down, and began to talk about himself. |

Choose the word that best completes the sentence.

1. As the interview continued, the applicant's _____ began to decline.
 (A) confidently (C) confidence
 (B) confident (D) confidential
2. So many well-qualified people _____ for the position that we won't be able to make a decision for several weeks.
 (A) apply (C) applicant
 (B) application (D) applied
3. During an interview, it is important to _____ your weaknesses in a way that shows you are working to improve them.
 (A) presentation (C) presentable
 (B) present (D) presenting
4. The applicant's unique _____ enabled her to have almost any job that she wanted.
 (A) expertise (C) expertly
 (B) experts (D) expert

Short Talks

Read the following passage and write the appropriate form of the new words in the blanks below.

- | | | | |
|---------------|-------------|------------|------------|
| abilities | backgrounds | constantly | hesitant |
| apply | called in | experts | present |
| are ready for | confidence | follow up | weaknesses |

How many times in your life will you search for a new job? The (5.) _____ say probably more times than you think! Some people find the job search time-consuming and hard on their self- (6.) _____. The best job hunters are those who never stop looking and don't dwell on their (7.) _____. They network (8.) _____: at meetings, at social gatherings, and with people they meet on the street. They (9.) _____ periodically with contacts and acquaintances to keep up with new developments.

Good job hunters assess and update their (10.) _____ and their (11.) _____ all the time. Before they even (12.) _____ for a position, they have researched the field and the specific companies they are interested in. They know where they could fit into the company and they tailor their résumés for each position. Therefore, when they are (13.) _____ for an interview, they're prepared. They (14.) _____ anything!

At the interview, these job hunters know that they must (15.) _____ themselves in the best way possible. This is their opportunity to shine. It is also their opportunity to see if this is truly the job that they want. If either party is (16.) _____ at the interview, it may be a sign that it isn't a good fit.

Choose the underlined word or phrase that should be rewritten and rewrite it.

17. The application's hesitation at answering questions about her ability led the employer to believe that she wasn't ready for the position.

18. Even though the applicant is an expertise in the field, he didn't seem to be ready by the interview and wasn't very skilled at presenting his achievements or background.

19. Because the job hunter had evaluated his abilities, he was confidence that he would be called in to present his credentials.

20. My expert advice is, after you have submitted your application, follow up constant to see if there are any openings.

Lesson 13

Hiring and Training

Words to learn

| | |
|--------------|---------|
| conduct | 引導 帶領 |
| generate | 造成 引起 |
| hire | 僱用 |
| keep up with | 跟平 保持同等 |
| look up to | 對某人敬重 |
| mentor | 導師 顧問 |
| on track | 按時 如期 |
| reject | 拒絕 駁回 |
| set up | 建立 創立 |
| success | 成功 成就 |
| training | 訓練 |
| update | 更新 修訂 |

1. **conduct** v., to hold, to take place, to behave; n., one's behavior
 - a. Interviews were conducted over a period of three weeks.
 - b. The trainees' conduct during training was unacceptable; something must be done.
2. **generate** v., to create, to produce
 - a. The new training program generated a lot of interest among employees.
 - b. The job fair at the college campus should generate interest in our company.
3. **hire** v., to employ, to offer a job or position; n., an employee
 - a. She was hired after her third interview.
 - b. The new hire has integrated well with his colleagues.
4. **keep up with** v., to stay equal with
 - a. The workers were told that they must keep up with the changes or they would find themselves without jobs.
 - b. Employees are encouraged to take courses in order to keep up with new developments.
5. **look up to** v., to admire, to think highly of
 - a. Staff members looked up to the director because he had earned their respect over the years.
 - b. There are few people in this world that I look up to as much as I look up to you.
6. **mentor** n., a person who guides and instructs, a resource
 - a. The mentor helped her make some decisions about combining career and family.
 - b. One problem with many programs is that the mentors don't feel invested in the progress of the employees with whom they are working.
7. **on track** adj., on schedule; focused
 - a. If we stay on track, the meeting should be finished at 9:30.
 - b. You have a lot of work; if you can't stay on track, let me know immediately.
8. **reject** v., to turn down; to say no, to not accept
 - a. Even though Mr. Lukin rejected their offer, they remained in contact.
 - b. Ms. Gauchet rejected the offer because they could not offer her the salary that she requested.
9. **set up** v., to establish, to arrange; adj., established, arranged
 - a. Set up a time and place for the meeting and then inform everyone who is involved.
 - b. Check with your supervisor to make sure that your office is all set up before you begin work.
10. **success** n., an accomplishment; reaching a goal
 - a. The director's success came after years of hiring the right people at the right time.
 - b. When the manager won an award, he attributed his success to his colleagues.
11. **training** n., the preparation or education for a specific job
 - a. The new hire received such good training that, within a week, she was as productive as the other workers.
 - b. The training is designed to prepare all workers, new and old, for the changes that the company will face.
12. **update** v., to make current; n., the latest information
 - a. The personnel officer updated the employees on the latest personnel changes.
 - b. Our latest update shows that business is down 15 percent.

Short Conversations

Read the following conversations and see how the new words are used.

- [M] How has the week of **training** gone so far?
 [W] We have a large group, but we've been able to **stay on track** and get a lot accomplished.
 [M] Everyone is commenting on the amount of excitement that your program has **generated**.

 [M] Finally, all the new employees have been **hired**.
 [W] It was difficult to **keep up with** their demands.
 [M] They asked for a lot, but I'm confident that they will be very **successful** and be an asset to the company.

 [M] I've been asked to be a **mentor** to a new **hire** for the first time. Do you have any advice?
 [W] It's an important responsibility. Make sure you **set up** some guidelines for you and the employee.
 [M] O.K. I don't want to disappoint him. I know he **looks up** to me.

 [M] Have you **updated** Ms. Lappat's files yet?
 [W] I'm doing that now. I have to make a note about her **conduct** yesterday.
 [M] It was disappointing and, of course, we'll have to **reject** her request for a raise.

Word Families

| | | |
|--------|--------|--|
| verb | hire | The personnel director needed to hire 15 people within a week. |
| noun | hire | The new hire quickly gained a reputation for excellent work. |
| gerund | hiring | The hiring took the company much longer than expected. |

| | | |
|--------|-----------|---|
| verb | reject | The candidate rejected the offer the first time, but the second time she accepted it. |
| noun | rejection | Rejections are difficult, but you can learn something from them. |
| gerund | rejecting | Rejecting a job offer before you have it is not a smart thing to do. |

| | | |
|-----------|------------|--|
| verb | succeed | In order to succeed in this business, you must be persistent. |
| noun | success | Don't let success go to your head! |
| adjective | successful | The trainers were very successful with this last group of new hires. |

| | | |
|------|---------|--|
| verb | train | Even though you were trained on a Macintosh, you'll have to learn how to use a PC. |
| noun | trainer | The trainer stayed after the meeting to answer any questions. |
| noun | trainee | Each new employee spends six weeks as a trainee. |

Choose the word that best completes the sentence.

1. Unfortunately, not all candidates can be offered a job; some have to be _____.
 (A) rejected (C) rejection
 (B) rejecting (D) reject
2. The _____ of the program depends on the active participation of everyone.
 (A) successfully (C) successful
 (B) succeed (D) success
3. After he was _____, he continued to take classes to upgrade his skills.
 (A) hiring (C) hired
 (B) hires (D) hire
4. In all my years of _____, I have never seen such a motivated group of new hires.
 (A) trainee (C) trains
 (B) training (D) trainer

Short Talks

Read the following passage and write the appropriate form of the new words in the blanks below.

- | | | | |
|-----------|--------------|----------|--------------|
| conducted | keep up with | on track | successfully |
| generate | look up to | rejected | training |
| hires | mentor | set up | update |

After the ads have been placed, and the interviews have been (5.) _____, decisions have to be made. Who should the company bring onboard? Job offers are extended and they are either accepted or (6.) _____. For those who accept the offer, the job search has been completed (7.) _____. But for both the employer and the new hire, the job has just begun.

Companies want new employees to (8.) _____ new business and new ideas as soon as possible. Before they can do that, the new (9.) _____ need some (10.) _____. All companies have unique expectations and methods of operating. Company trainers conduct workshops and seminars for both experienced and new workers. All employees must prepare for the future and continuously (11.) _____ themselves in their field. Nowadays, workers are expected to (12.) _____ the latest trends and information. Otherwise, they fall behind.

Many companies (13.) _____ a mentoring program for new employees. The (14.) _____ is usually an experienced manager or employee and should be someone whom the new employee can (15.) _____. Mentors often review goals and objectives with their mentorees and help them to stay (16.) _____.

Choose the underlined word or phrase that should be rewritten and rewrite it.

17. The training session will be conduct by someone the participants can look up to and who will generate interest.
 A B C D
18. The new hired felt rejected when his mentor didn't respond to his request for training.
 A B C D
19. In order to stay on track and to keep up with the latest changes, he asked his newly hired secretary to send him updating on the hour.
 A B C D
20. They set up the program so that the employees could conduct research and generate materials and feel very succeeded when they were finished.
 A B C D

Lesson 14

Salaries and Benefits

Words to learn

| | |
|-------------|------------|
| basis | 基礎, 根據 |
| be aware of | 知道的, 察覺的 |
| benefits | 利益, 好處 |
| compensate | 補償, 賠償 |
| delicate | 靈敏的, 易碎的 |
| eligible | 有資格當選的 |
| flexible | 易彎曲的, 有彈性的 |
| negotiate | 談判, 協商, 洽談 |
| raise | 增加, 提高 |
| retire | 退休 |
| vested | 退定的 |
| wage | 薪水, 報酬 |

1. **basis** n., the main reason for something; a base or foundation
 - a. The manager didn't have any basis for firing the employee.
 - b. On the basis of my ten years of loyalty to this company, I feel that I deserve three weeks vacation.
2. **be aware of** v., to be conscious of; to be knowledgeable about
 - a. The new staff member wasn't aware of the company's position on working a second job.
 - b. Are you aware of the new employee's past work history?
3. **benefits** n., the advantages provided to an employee in addition to salary; v., to take advantage of
 - a. Although the analyst earned a better salary at his new job, his benefits were better at his previous job.
 - b. We all benefit from the company's policy of semiannual reviews.
4. **compensate** v., to pay; to make up for
 - a. The company compensates employees for overtime by paying more for those extra hours worked.
 - b. The company will compensate employees for any travel expenses.
5. **delicate** adj., sensitive; adv., with sensitivity
 - a. Contract negotiations are very delicate and should be conducted by senior management.
 - b. The manager delicately asked about the health of his client.
6. **eligible** adj., able to participate in something; qualified
 - a. Some employees may be eligible for the tuition reimbursement plan.
 - b. I don't understand why I'm not eligible if I have been with the company for over a year.
7. **flexible** adj., not rigid, able to change easily
 - a. Sometimes the manager is too flexible and his workers take advantage of him.
 - b. Younger workers tend to be more flexible with their work schedules.
8. **negotiate** v., to talk for the purpose of reaching an agreement, especially on prices or contracts
 - a. You must know what you want and what you can accept when you negotiate a salary.
 - b. The associate looked forward to the day that she would be able to negotiate her own contracts.
9. **raise** n., an increase in salary
 - a. The supervisor expected a substantial raise and was disappointed with the 2 percent increase she received.
 - b. With his raise, Mr. Drvoshanov was able to afford to buy a new car.
10. **retire** v., to stop working; to withdraw from a business or profession
 - a. She retired at the age of 64 but continued to be very active with volunteer work.
 - b. Many people would like to win the lottery and retire.
11. **vested** adj., absolute, authorized
 - a. The day that Ms. Weng become fully vested in the retirement plan, she gave her two weeks' notice.
 - b. The company has a vested interest in the happiness of its employees.
12. **wage** n., the money paid for work done, usually hourly
 - a. Hourly wages have increased by 20 percent over the last two years.
 - b. The intern spends more than half of her wages on rent.

Short Conversations

Read the following conversations and see how the new words are used.

- [M] I don't quite understand when I will be **eligible** for vacation.
 [W] The supervisor is pretty **flexible** about that. You should talk to her.
 [M] I thought it was a very strict policy. I **wasn't aware of that flexibility!**
- [M] We can't seem to make ends meet with my hourly **wage**.
 [W] **Maybe** you should ask for a **raise**.
 [M] But, I don't want to ask for too much **compensation**; the company just offered me health coverage.
- [M] After two years, am I partially **vested** in the 401(k) plan?
 [W] I believe so, but you should speak with the **benefits** manager in the Human Resources Department.
 [M] It's hard to imagine that I'll **retire** five years from now.
- [M] How was your workshop on salary **negotiation**?
 [W] It became very **delicate** because my boss and I didn't agree.
 [M] On the **basis** of that experience, you should attend workshops by yourself in the future.

Word Families

| | | |
|-----------|--------------|---|
| verb | compensate | The company compensates its full-time employees well. |
| noun | compensation | Compensation will be based on your work performance over the past six months. |
| adjective | compensatory | Compensatory time is given in lieu of overtime pay. |

| | | |
|-----------|------------|---|
| verb | benefit | In order to benefit from the plan, you must fill out the paperwork and submit it to the personnel office. |
| noun | benefits | The new employee's benefits went into effect three months after his start date. |
| adjective | beneficial | The service that the insurance has provided has been very beneficial. |

| | | |
|------|-------------|---|
| verb | negotiate | The employee prepared a list of her accomplishments to share with her supervisor so that she could negotiate a higher salary. |
| noun | negotiation | The director was very pleased that the negotiations brought about the end of the strike. |
| noun | negotiator | I should take lessons from Mr. Tarsa; he is such a skilled negotiator. |

| | | |
|-----------|------------|---|
| verb | retire | Many people don't know what to do with all their time when they retire from work. |
| noun | retirement | The administrator added more money to the fund for her retirement. |
| adjective | retired | The retired worker came back to the office from time to time to see his friends. |



Choose the word that best completes the sentence.

1. What is the company's policy on _____ for part-time workers?
 (A) benefited (C) benefits
 (B) beneficial (D) benefit
2. When the _____ continued into the evening, we decided to break for dinner.
 (A) negotiator (C) negotiate
 (B) negotiations (D) negotiated
3. No one is sure what will happen to the company when the president finally _____.
 (A) retires (C) retired
 (B) retirement (D) retiree
4. The tired employee hoped that she would be _____ for all the long hours she kept and week-ends she worked.
 (A) compensation (C) compensated
 (B) compensates (D) compensate

Short Talks

Read the following passage and write the appropriate form of the new words in the blanks below.

| | | | |
|-------------|-------------|-------------|------------|
| basis | compensated | flexibility | retirement |
| be aware of | delicate | negotiated | vested |
| benefits | eligible | raise | wage |

An important part of the job search often comes after an offer has been made. Papers should not be signed until you have successfully (5.) _____ your salary and (6.) _____. You want to make sure you will be adequately (7.) _____ for your skills, work, and time. This is a (8.) _____ and difficult area. You should (9.) _____ what the salary ranges are at the company and in the field.

Some workers are not on a salary; rather they work for an hourly (10.) _____. In some cases, workers who earn an hourly wage have more (11.) _____ with the hours they work. The trade-off is that the worker may not receive any benefits. For those workers on a salary, the base salary that is negotiated is critical, because most subsequent pay raises come in small incremental amounts. Most companies have a review process either on an annual or semiannual (12.) _____. As a result of the review, an employee may receive a (13.) _____.

Each employee has a unique situation. Health insurance coverage and (14.) _____ plans may be essential to some employees, whereas they are not important to others. Many companies will offer benefits in such a way that it is to the employee's advantage to stay with the company for a longer period of time. Employees may not be (15.) _____ to sign up for a retirement plan until they have been with the company for one year and employees are not fully (16.) _____ in these plans until they have five years of service under their belts. Some bonus plans are paid out over a period of years. Vacation time increases after more years of service.

Choose the underlined word or phrase that should be rewritten and rewrite it.

17. He was not aware of the changes to the benefits plan, which placed a limit on the contributions he could make to his retirement account; they had previously been very flexibility.
 A B C D
18. The employees waited until they were fully vest and then delicately made their boss aware of their plans for retirement.
 A B C D
19. Salary negotiation is a delicately matter, but necessary if you want to be compensated well and get the raises you deserve.
 A B C D
20. Only employees who are paid on the basis of an hourly wage are eligibility for the raise.
 A B C D

Job advertising

Exercise 1:

Match the words and expressions in the first box with one of the dictionary definitions in the second box.

| | | | | | |
|---------------------------|----------------------|---------------------------|-----------------------------------|-----------------|----------------|
| (1) advance | (2) application | (3) basic salary | (4) benefits | (5) candidate | (6) colleagues |
| (7) commencing | (8) commission | (9) cover letter | (10) drive (<i>noun</i>) | (11) experience | |
| (12) incentive | (13) increment | (14) interview | (15) leading (<i>adjective</i>) | (16) motivate | |
| (17) post (<i>noun</i>) | (18) qualified | (19) relocation allowance | (20) responsibilities | | |
| (21) résumé | (22) rewards package | (23) team | (24) vacancy | | |

- A. To have the right qualifications.
- B. Money which is given to a sales person for selling a certain amount of goods (usually expressed as a percentage of the value of goods sold).
- C. To encourage somebody to do something.
- D. Something which encourages you to work harder.
- E. The different things you need to do as part of your job.
- F. A letter that you send with a résumé, document, etc., which gives basic information about why you are sending it.
- G. (In a job) To reach a higher position with more money and more responsibility.
- H. The collection of different things that you receive in return for doing your job.
- I. The people you work with in a company.
- J. A job.
- K. A detailed list of your qualifications, work experience, etc.
- L. The knowledge and skills that you get by doing a particular job.
- M. A job which is not filled by somebody.
- N. The things that you get for doing your job in addition to money.
- O. The minimum amount of money you receive for doing a job.
- P. A group of people who work together in one company or department.
- Q. The questioning of a person who is applying for a job.
- R. Money which is sometimes paid to somebody when they leave one place to go and work in another place.
- S. A formal request (usually written) for a job.
- T. A more formal word for *beginning* or *starting*.
- U. The most successful or most important.
- V. A regular pay rise, often based on how well an employee performs at work.
- W. An energetic way of working.
- X. A person who applies for a job.

Exercise 2:

Look at this conversation and complete the gaps with words or expressions from Exercise 1. Try to do this *without* looking back at Exercise 1.

Bob: What are you reading?

Terry: The jobs pages in the paper.

Bob: Oh really? Anything interesting?

Terry: Well, there's something here I like the sound of. Modus International, a (1) _____ supplier of auto parts, has a (2) _____ for the (3) _____ of Sales Manager in their Seattle office.

-
- Bob: That sounds like your kind of job. When does it begin?
- Terry: Let me see. Er, (4) _____ April 1st, it says here. That's in three weeks' time.
- Bob: You'd better get your (5) _____ in, if you're interested. What else does it say about the job?
- Terry: It says that the successful (6) _____ should be suitably (7) _____ and should have had extensive (8) _____ in sales management.
- Bob: That sounds perfect. You've got a University degree in Business Management, and you've been working in sales for more than five years.
- Terry: I guess so. It also says that he or she should be able to work as part of a (9) _____, and should have (10) _____ and the ability to (11) _____ and inspire his or her (12) _____.
- Bob: Well, that's great! You've always got on with the people you work with, and everyone is always saying how you're able to encourage people to work harder.
- Terry: That's true. It also says that the (13) _____ include liaising with colleagues around the country, training new staff and presenting a full report to the board of directors twice a year.
- Bob: It all sounds quite good. What's the company offering in return?
- Terry: The (14) _____ they're offering looks very attractive. It includes a (15) _____ of \$35000 per annum...
- Bob: What does that mean?
- Terry: Well, that's the minimum amount of money that you can earn during the year. In addition to that, they're offering 10% (16) _____ on all sales made.
- Bob: Well, that's a good (17) _____. The more you work, the more you sell. And the more you sell, the more money you'll make!
- Terry: Exactly. There's also a guaranteed annual (18) _____ of \$2500, and a (19) _____ of \$4000.
- Bob: What's that for?
- Terry: To pay me for moving to the area, finding an apartment, and so on. Oh, and there are other (20) _____, such as a company car, free medical and dental insurance and free meals in the cafeteria. It also says that there is room to (21) _____, so I might end up with an even better job within the company.
- Bob: So what should you do if you're interested in applying for the job?
- Terry: It says I should send my (22) _____, together with a (23) _____, to their head office in Los Angeles. If the company is interested, they'll contact me to arrange an (24) _____ at one of their offices nearer home.
- Bob: Go for it! I can come and visit you. I've always wanted to see the Pacific Ocean!

Also see *Contracts* on pages 12 and 13, *Earnings, rewards and benefits* on pages 16 and 17, and *Job recruitment* on pages 25 and 26.

Job recruitment

Look at the pairs of words and expressions in **bold** in this article, and decide which one is best in each situation. In several cases, *both* words are correct.

Part 1

When a company has a (1) **vacancy / vacant** for a job, and it needs to (2) **hire / recruit** a new member of (3) **crew / staff**, it usually (4) **publicizes / advertises** the (5) **post / position**. It does this (6) **internally / internationally** (for example, in the company magazine or on a company notice board, so that the job is only open to people already working for the company), or (7) **extensively / externally** in the 'situations vacant' section of a newspaper. It might also use a recruitment (8) **agency / agenda**, which helps people to find (9) **job / work**.

A job advertisement has to give an accurate (10) **describing / description** of the job and what the company needs and expects from the (11) **applicant / application** (the person who is (12) **applying / appalling** for the job). These (13) **requirements / requisitions** might include (14) **qualifications / qualities** (academic, vocational or professional), (15) **experience / experiences** in similar lines of work, and personal (16) **qualifications / qualities** (for example, it might say that you need to be (17) **practicing / practical**, (18) **professional / professorial** and have a sense of humor).

Most advertisements specify the (19) **rewards / remuneration** that the company can offer in return for your work (including the basic annual (20) **wage / salary**, any commission you could receive, regular pay (21) **rises / increments**, and so on). Some advertisements will also tell you about other (22) **benefits / beneficial** (including paid annual (23) **leave / vacations**, free medical care, a company car, free meals in the cafeteria, etc.) that you might receive. If the (24) **packet / package** they are offering is very generous and attractive, and is (25) **commensurate / commendable** with the work that is necessary, the company can expect a lot of people to apply for the job.

Part 2

If somebody is interested in the job, they are usually asked to send to send their (1) **resume / résumé** with a (2) **cover / covering** letter. Alternatively, they might be asked to (3) **fill in / fill out** an (4) **application / applicant** form and (5) **submit / send** it to the company. The managers of the company will read these and then make a (6) **short-list / small-list** of the people it wants to (7) **attend / attempt** an interview. At the same time, it will (8) **reject / turn down** those who it feels are (9) **unsuitable / unthinkable**.

During and after the interviews, the managers will consider the different aspects of the (10) **candidates / applicants** to decide whether they have the correct (11) **potency / potential** for the job. These might include physical (12) **apparition / appearance** (are they smart and well-presented?), general (13) **disposition / disposal** (for example, are they friendly and easy to work with?), special (14) **skills / abilities** (for example, are they computer literate, can they drive, or do they speak any other languages?) and (15) **interests / hobbies** (what do they like doing in their free time?). They might also consider their family (16) **backing / background** (are they married, do they have children?) and (17) **medicine / medical** history. The person who most closely (18) **suits / matches** the (19) **profile / criteria** decided by the managers will then be accepted for the job.

Before somebody is (20) **offered / suggested** the job, s/he is asked to provide (21) **referees / references** from people who know him / her (usually a former (22) **employer / employee**, a (23) **colleague / co-worker**, and / or a close friend). Before s/he actually starts working, s/he may go through an (24) **induction / introduction** program to learn more about the company and the job. Sometimes, s/he may be given a (25) **temporary / temporal** contract and obliged to complete a (26) **trial / probationary** period (where his / her employers make sure that s/he is suitable for the job) before being offered something that is more (27) **permanence / permanent** (a fixed-term or open-ended contract, for example). After s/he has been with the company for a while, there will probably be an (28) **appraisal / appreciable**, to assess how s/he is getting on. These may be repeated on a regular basis throughout his / her time with the company.

Also see *Contracts* on pages 12 and 13, *Earnings, rewards and benefits* on pages 16 and 17, and *Job advertising* on pages 23 and 24.

Selecting international managers

Before you read

Discuss these questions.

- 1 What are the different methods a company can use to find new employees? Which are you most familiar with? Which do you think are most effective?
- 2 What are the most common selection methods used by companies and organisations in your country, (e.g. interviews, intelligence tests)? Do you think selection methods vary from country to country?

Reading tasks

A Understanding main points

Mark these statements T (true) or F (false) according to the information in the text on the opposite page. Find the part of the text that gives the correct information.

- 1 Many international organisations have decentralised selection. T
- 2 They look for different personal qualities in different cultures.
- 3 The 'SWAN' criteria have international validity.
- 4 The definition of some qualities can lead to cultural misunderstandings.
- 5 Mobility and language capability are clearly understood across cultures.

B Understanding details

The text states that different cultures look for different qualities when selecting personnel. Match the cultures with the qualities or attributes according to the text.

- 1 Anglo-Saxon (UK, USA, Australia etc.) *c, f*
 - 2 Germanic
 - 3 Latin
 - 4 Far Eastern
- a) being able to fit in with the organisation
 - b) having the relevant kind of education for the job
 - c) having the right intellectual or technical capabilities
 - d) having good interpersonal skills
 - e) having attended the 'top' universities in the country
 - f) being able to carry out relevant tasks and jobs

C Word search

Find at least five methods for testing or assessing a candidate's suitability for a job (e.g. *assessment centres*) which are mentioned in the text.

Recruitment and Selection

Approaches to selection vary significantly across cultures. There are differences not only in the priorities that are given to technical or interpersonal capabilities, but also in the ways that candidates are tested and interviewed for the desired qualities.

In Anglo-Saxon cultures, what is generally tested is how much the individual can contribute to the tasks of the organisation. In these cultures, assessment centres, intelligence tests and measurements of competencies are the norm. In Germanic cultures, the emphasis is more on the quality of education in a specialist function. The recruitment process in Latin and Far Eastern cultures is very often characterised by ascertaining how well that person 'fits in' with the larger group. This is determined in part by the elitism of higher educational institutions, such as the 'grandes ecoles' in France or the University of Tokyo in Japan, and in part by their interpersonal style and ability to network internally. If there are tests in Latin cultures, they will tend to be more about personality, communication and social skills than about the Anglo-Saxon notion of 'intelligence'.

Though there are few statistical comparisons of selection practices

used across cultures, one recent study provides a useful example of the impact of culture. A survey conducted by Shackleton and Newell compared selection methods between France and the UK. They found that there was a striking contrast in the number of interviews used in the selection process, with France resorting to more than one interview much more frequently. They also found that in the UK there was a much greater tendency to use panel interviews than in France, where one-to-one interviews are the norm. In addition, while almost 74 per cent of companies in the UK use references from previous employers, only 11 per cent of the companies surveyed in France used them. Furthermore, French companies rely much more on personality tests and handwriting analysis than their British counterparts.

Many organisations operating across cultures have tended to decentralise selection in order to allow for local differences in testing and for language differences, while providing a set of personal qualities or characteristics they consider important for candidates.

Hewitt Associates, a US compensation and benefits consulting firm based in the Mid West, has

had difficulties extending its key selection criteria outside the USA. It is known for selecting 'SWANS': people who are Smart, Willing, Able and Nice. These concepts, all perfectly understandable to other Americans, can have very different meanings in other cultures. For example, being able may mean being highly connected with colleagues, being sociable or being able to command respect from a hierarchy of subordinates, whereas the intended meaning is more about being technically competent, polite and relatively formal. Similarly, what is nice in one culture may be considered naïve or immature in another. It all depends on the cultural context.

Some international companies, like Shell, Toyota, and L'Oréal, have identified very specific qualities that they consider strategically important and that support their business requirements. For example, the criteria that Shell has identified as most important in supporting its strategy include mobility and language capability. These are more easily understood across cultures because people are either willing to relocate or not. There is less room for cultural misunderstandings with such qualities.

From *Managing Cultural Differences*, Economist Intelligence Unit

Vocabulary tasks

A Synonyms

- 1 The word 'selection' is combined with a number of other words, all with similar meanings (e.g. *approaches to selection*). Find four other combinations starting with 'selection'.
- 2 The word 'skill' is often used in connection with job performance. It can be defined as 'the ability to do something well, especially because you have learned and practised it'. In the text, several other words are used with a similar meaning. What are they?
- 3 The acronym SWANs (line 77) stands for 'people who are Smart, Willing, Able and Nice'. Depending on the context, these words can have different meanings. Match each word with one of the SWAN words.
a) charming *nice* i) well-dressed
b) helpful j) pleasant
c) clever k) eager
d) friendly l) intelligent
e) sociable m) beautiful
f) competent n) neat
g) enthusiastic o) kind
h) enjoyable p) skilful
- 4 Which words from the list have exactly the same meaning as the SWAN words in the text?

B Linking

Use an appropriate word or phrase from the box to complete each sentence.

for example though whereas in addition similarly

- 1 The Internet is changing the way that companies work; *for example*, some use their website to advertise job vacancies.
- 2 Some companies use newspaper advertisements in the recruitment process, others prefer to use consultants.
- 3 With the boom in hi-tech industries, well-qualified software specialists are difficult to find; in the automotive industry, there is a shortage of engineering graduates.
- 4 To get good management jobs, an MBA is now often a requirement;, knowledge of two foreign languages including English is increasingly demanded.
- 5 The internet is being used more and more as a recruitment tool, there are few statistics available yet about how successful it is.

C Definitions

Match these terms with their definitions.

- | | |
|---------------------------------------|-----------------------|
| 1 assessment (line 13) | a) finding out |
| 2 the norm (line 16) | b) noticeable |
| 3 ascertaining (line 22) | c) pay and conditions |
| 4 elitism (line 24) | d) evaluation |
| 5 striking (line 44) | e) usual, standard |
| 6 compensation and benefits (line 72) | f) concern for status |

Over to you

- 1 Make a list of qualities or skills that you think an international manager should have. Divide your list into technical skills and interpersonal skills.
- 2 What are the best ways to measure or evaluate technical skills?
- 3 How can you measure interpersonal skills?
- 4 Look at the chart showing selection methods in different countries.

Percentage use of selection methods in six different countries

| Method of selection | UK | France | Germany | Israel | Norway | Netherlands | All |
|----------------------------|----|--------|---------|--------|--------|-------------|-----|
| Interviews | 92 | 97 | 95 | 84 | 93 | 93 | 93 |
| References/recommendations | 74 | 39 | 23 | 30 | — | 49 | 43 |
| Cognitive tests | 11 | 33 | 21 | — | 25 | 21 | 22 |
| Personality tests | 13 | 38 | 6 | — | 16 | — | 18 |
| Graphology | 3 | 52 | — | 2 | 2 | 24 | 13 |
| Work sample | 18 | 16 | 13 | — | 13 | 5 | 13 |
| Assessment centres | 14 | 8 | 10 | 3 | 10 | — | 8 |
| Biodata | 4 | 1 | 8 | 1 | 6 | — | 4 |
| Astrology | — | 6 | — | 1 | — | — | 2 |

Source: Robertson and Makin (1993)

Recruiting internationally

Before you read

Discuss these questions.

- 1 What are the most popular subjects to study at universities and colleges in your country? Why?
- 2 If you wanted to find out about job opportunities or vacancies at a large company or international organisation, how would you do it?

Reading tasks

A Understanding main points

- 1 Which of these statements gives the best summary of the text on the opposite page?
 - a) A global company needs to recruit globally.
 - b) The Internet will revolutionise the way new employees are recruited.
 - c) Engineering is the discipline of the future.
- 2 Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.
 - a) DaimlerChrysler is the largest employer in Baden-Württemberg. *F*
 - b) Daimler Chrysler employs more people in Baden-Württemberg than in other parts of Germany.
 - c) The company plans to increase its investment in research and development.
 - d) DaimlerChrysler's policy is to recruit engineers in Germany whenever possible.
 - e) DaimlerChrysler uses the Internet in its recruitment campaigns.
 - f) BMW is a more attractive company to work for.
 - g) Not enough students study engineering in Germany.
 - h) DaimlerChrysler is planning to set up its own technical university.

B How the text is organised

These phrases summarise the main idea of each paragraph. Match each phrase with the correct paragraph.

- a) the need to recruit engineers globally to meet its business targets
- b) the lack of engineering graduates generally
- c) DaimlerChrysler's position in the state of Baden-Württemberg *paragraph 1*
- d) the need to compete with other companies to attract new recruits
- e) DaimlerChrysler's business targets
- f) use of the Internet for recruitment
- g) DaimlerChrysler's plans to support private universities
- h) another recruitment approach

DAIMLERCHRYSLER: Star is reminder of proud auto heritage by Jeremy Grant

Where have all the engineers gone?

For the past year Daimler has been part of the grouping with American manufacturer Chrysler. The German company's roots go back to the very first days of motoring.

If Germans associate one company with the state of Baden-Württemberg it is the automotive group DaimlerChrysler. The group was formed in 1998 through the merger of Daimler-Benz and Chrysler of the US. But the local association dates back to the late 1890s, when Daimler and Benz began the automotive age by producing the world's first motor cars. DaimlerChrysler is one of the mainstays of the Baden-Württemberg economy, sustaining 242,000 people in employment across Germany - the bulk of them in the state.

To extend its global reach, the company has ambitious plans to grow in the automotive business, and will invest €46bn developing sixty-four new cars and truck models in the next few years. Research and development spending is set to soar to what a spokesman says is 'a market leading position'. This year the company aims for sales of €146bn, compared with previous forecasts of €139.9bn.

One of the most critical issues facing the group as it attempts to achieve those targets is where it will find, in sufficient numbers, people with the right qualifications to make it all happen. Baden-Württemberg and Germany alone will not be able to provide enough recruits. 'DaimlerChrysler needs to hire 4,500 engineers and IT peo-

ple in the next three years,' says Marc Binder of Human Resources. 'That's a big number and it will be impossible to find enough of them in Germany, let alone in one region. You have to hire them from the top schools in the world.'

Traditionally, Daimler-Benz always recruited engineers within Germany. In 1999, however, its recruitment campaign went global. Part of the impetus was that the transatlantic merger had broadened the spectrum of job opportunities. Using the Internet, DaimlerChrysler issued a blanket invitation to college graduates around the world - with emphasis on mechanical engineering, process technology and aerospace engineering - to attend an open day at eleven DaimlerChrysler locations around the world. Of the 800 who attended, about 55 per cent were invited for interview - a far higher proportion than in previous recruitment drives.

A few months later, the group launched a novel campaign to attract recruits for its International Management Associate Program. It advertised in the international press, inviting would-be trainees to call a company hotline during a four-hour period over two days. Some 200 applicants were interviewed.

Competition for talent from other large industrial groups is

bound to increase. Rivals such as BMW, in neighbouring Bavaria, have similar needs. But Mr Binder says: 'We try to convince would-be recruits that we're the most global company and it's more interesting to work at DaimlerChrysler in this exciting period after the merger.' Recruits are also offered opportunities to work in different units of the group.

The recruitment problem has been made worse by a steady decline in the number of students electing to study engineering since the early 1990s - when there were too many newly-qualified engineers entering the market. Large numbers of students chose to study other subjects, leading to today's shortage.

DaimlerChrysler is supporting initiatives to try to ensure a steady flow of engineers and graduates from other technical disciplines. Over the course of the next few years, the group will be supporting the establishment of two private universities in Baden-Württemberg - the Stuttgart Institute of Management and Technology and the International University of Germany in Bruchsal.

FINANCIAL TIMES
World business newspaper.

DAIMLERCHRYSLER



Vocabulary tasks

A Synonyms

- 1 The writer uses three different words to describe an institute of higher education. What are they? Are they exact equivalents?
- 2 Two words are used many times with the meaning of 'to find and employ new people'. What are they?
- 3 The word 'campaign' is used twice in the article (lines 50 and 68). What other phrase is used with a similar meaning to 'campaign'?
- 4 'about 55 per cent of graduates who attended DaimlerChrysler's open day were invited for interview' (line 63).
 - a) What other word is used in the article with a similar meaning to 'about'?
 - b) Think of at least three other words or phrases to give the idea of approximation.

B Word search

- 1 The article deals mainly with the theme of recruitment. Find at least ten words or phrases in the text connected with the idea of recruitment
- 2 The writer uses several phrases to express the idea of time, either as an approximate date, e.g. 'the late 1890s' (line 8) or to describe when something will or did happen, e.g. 'in the next few years' (line 23). How many similar time expressions can you find in the article?

C Complete the sentence

Use an appropriate word or phrase from Exercise A or B to complete each sentence.

- 1 Due to rapid expansion the company had to carry out an extensive ... *recruitment campaign* to hire new employees.
- 2 In very few people knew much about the Internet.
- 3 the next few years the use of the Internet is bound to expand even more.
- 4 There are literally hundreds of business around the world offering MBAs.
- 5 Many companies now new job vacancies on the Internet and in the press simultaneously.
- 6 graduates in subjects such as information technology have a lot of opportunities for their first job.
- 7 Our recruitment campaign was so successful that we had over 100 for each job.
- 8 We usually invite about 5 per cent of those who apply to come for so we can meet them in person.
- 9 An MBA is one of the best for an international management job.

D Expanding vocabulary

- 1 The article focuses on the subject of engineering. There are many different branches of engineering. Two are mentioned in the article – mechanical engineering and aerospace engineering (line 58). What other branches of engineering can you think of?
- 2 The article mentions that there is a 'steady decline' in the numbers of engineering students, leading to a 'shortage' of potential recruits (line 91).
 - a) Think of at least two other words similar in meaning to 'decline'.
 - b) Think of at least three words with the opposite meaning.
 - c) Think of at least one word equivalent in meaning to 'shortage'.
 - d) Think of at least one word with the opposite meaning.

E Definitions

Match these terms with their definitions.

- | | |
|---|--|
| 1 mainstay (line 13) | a) an influence that makes something happen |
| 2 global reach (line 18) | b) people who want to enter a training programme |
| 3 set to soar (line 24) | c) a new and imaginative way to recruit |
| 4 impetus (line 51) | d) having a presence all over the world |
| 5 broadened the spectrum of job opportunities (line 52) | e) an offer open to everyone |
| 6 blanket invitation (line 55) | f) about to increase a lot |
| 7 a novel campaign (line 68) | g) increased the range of possible jobs |
| 8 would-be trainees (line 73) | h) most important part of something |

Over to you

- 1 Imagine you work in the Human Resources department of a large international company such as DaimlerChrysler. You are attending a recruitment fair at a major university. Prepare and give a presentation about the company and the career prospects for university graduates.
- 2 You have seen a list of jobs advertised on the Internet by an international manufacturing company – they want to recruit people for technical, commercial and administrative positions. Write a letter of application, specifying which kind of vacancy you are interested in and mentioning your relevant qualifications and experience.
- 3 Look at the websites of some well-known international companies. Describe their approach to recruitment using the Internet.

Global careers

Before you read

Discuss these questions.

- 1 What qualities do you think a person needs in order to be a successful global manager? Some examples may be independence, or an interest in foreign cultures. Try to think of others.
- 2 What personal and professional skills do you need for a successful business career in your country, e.g. specialist training, knowledge of foreign languages, outgoing personality?

Reading tasks

A Understanding main points

- 1 Which of these statements gives the best summary of the text on the opposite page?
 - a) A successful global manager needs many qualities.
 - b) The qualities required to become a top manager differ from country to country.
 - c) Many young managers are not interested in a global career.
- 2 Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.
 - a) International experience is essential if you want a global career.
 - b) Subsidiaries of global companies use the same criteria when promoting managers.
 - c) The demand for global managers is increasing.
 - d) Young managers want to work internationally.

B Understanding details

- 1 Different qualities for career success are described for different cultures and nationalities. Match the qualities from the list below to the nationalities mentioned in the text.
 - a) good communication skills *British*
 - b) technical creativity
 - c) ability to network
 - d) professional competence
 - e) entrepreneurial skills
 - f) knowing how to work within a hierarchical structure
 - g) good interpersonal skills
- 2 Which national group considers communication and interpersonal skills to be more important – the British or the Dutch?
- 3 According to André Laurent, German, British and French managers see organisations as different kinds of networks. What words does he use to define these networks in each case?

Global Careers

Ideally, it seems a global manager should have the stamina of an Olympic runner, the mental agility of an Einstein, the conversational skill of a professor of languages, the detachment of a judge, the tact of a diplomat, and the perseverance of an Egyptian pyramid builder. And that's not all. If they are going to measure up to the demands of living and working in a foreign country, they should also have a feeling for the culture; their moral judgement should not be too rigid; they should be able to merge with the local environment; and they should show no signs of prejudice.

Thomas Aitken

According to Colby Chandler, the former Chief Executive of Eastman Kodak Company, 'these days there is not a discussion or a decision that does not have an international dimension. We would have to be blind not to see how critically important international experience is.'

19 International companies compete with each other for global executives to manage their operations around the world. Yet what it takes to reach the top of a company differs from one country to the next. For example, whereas Swiss and German companies respect technical creativity and competence, French and British companies often view managers with such qualities as 'mere technicians'. Likewise, American companies value entrepreneurs highly, while their British and French counterparts often view entrepreneurial behaviour as highly disruptive. Similarly, whereas only just half of Dutch managers see skills in interpersonal relations and communication as critical to career success, almost 90 per cent of their British colleagues do so.

Global management expert, André Laurent, describes German, British and French managers' attitudes to management careers as follows:

20 German managers, more than others, believe that creativity is essential for career success. In their mind, successful managers must have the right individual characteristics. German managers have a rational outlook; they view the organisation as a co-ordinated network of individuals who make appropriate decisions based on their professional competence and knowledge.

British managers hold a more interpersonal and subjective view of the organisational world. 25 According to them, the ability to create the right image and to get noticed for what they do is essential for career success. British managers view organisations primarily as a network of relationships between individuals who get things done by influencing each other through communicating and negotiating.

French managers look at organisations as an authority network where the power to organise 30 and control others comes from their position in the hierarchy. French managers focus on the organisation as a pyramid of differentiated levels of power. They perceive the ability to manage power relationships effectively and to 'work the system' as critical to their career success.

As companies integrate their operations globally, these different national approaches can send conflicting messages to success-oriented managers. Subsidiaries in different countries operate differently and reward different behaviours based on their unique cultural perspectives. The challenge for today's global companies is to recognise local differences, while at the same time creating 35 globally integrated career paths for their future senior executives.

There is no doubt the new global environment demands more, not fewer, globally competent managers. Global experience, rather than side-tracking a manager's career, is rapidly becoming the 40 only route to the top. But in spite of the increasing demand for global managers, there is a potentially diminishing interest in global assignments, especially among young managers. A big question for the future is whether global organisations will remain able to attract sufficient numbers of young managers willing to work internationally.

D Understanding meanings

- 1 Choose the best explanation of the sentence 'there is not a discussion or a decision that does not have an international dimension' (line 8)?
 - a) international issues are not often discussed when companies take decisions
 - b) international issues must always be considered when taking a business decision
- 2 Choose the best explanation of the phrase 'mere technicians' (line 13) as it is used in the text?
 - a) people who have some technical skills but no management skills
 - b) people who are excellent engineers

Vocabulary tasks

A Definitions

Match these terms with their definitions.

- | | |
|------------------|--|
| 1 stamina | a) ability to think quickly and intelligently |
| 2 mental agility | b) physical or mental strength to continue doing something |
| 3 detachment | c) ability to be polite and careful in what you say or do |
| 4 tact | d) determination to keep trying to do something difficult |
| 5 perseverance | e) not becoming involved in things emotionally |

B Word search

Find a word or phrase in the text that has a similar meaning.

- 1 behaviour which prevents things from working normally (para 3)
d. *isruptive*..... b. *ehaviour*.....
- 2 managers who are ambitious (para 8)
s.....-o..... m.....
- 3 clear directions that people can follow to move up in a company (para 8)
c..... p.....
- 4 push a manager's career into a dead end (para 9)
s.....-t.....
- 5 when interest is becoming less and less (para 9)
d.....-i.....

C Prepositions

Match the verbs and prepositions as they occur together in the text.

- | | |
|------------------|----------|
| 1 based | a) up to |
| 2 compete | b) on |
| 3 have a feeling | c) from |
| 4 differ | d) with |
| 5 measure | e) for |

D Complete the sentence

Use an appropriate phrase from Exercise C to complete each sentence.

- 1 German managers take decisions ... *based on* ... their professional knowledge.
- 2 The qualities most valued in managers country to country.
- 3 To operate successfully in different countries you need to good different cultures.
- 4 In a global company, managers from different countries each other for the top jobs.
- 5 Expatriates who don't to the demands of working and living abroad sometimes return from their foreign assignment early.

Over to you

- 1 Do you agree with the list of personal qualities necessary to be a global manager which are quoted by Thomas Aitken at the beginning of the text? Can you add anything?
- 2 If you have experience of companies in Germany, Britain and France, would you agree with André Laurent's analysis of what is essential for career success and how organisations work in each country? Can you add anything?
- 3 Imagine that you wish to apply for the job advertised below. You have the right qualifications and experience, and these are on your CV. Write a letter of application to accompany your CV, emphasising your personal qualities and suitability for this position.

European Management Journal Director, International Sales & Marketing

As a key member of our managerial team, you will direct the international business, promotional, and advertising sales activities for The European Management Journal. You will determine the profitability and feasibility of establishing new products and build strategies for delivering current products into new international markets. You will also direct an independent sales force on three continents and be responsible for the day-to-day management and co-ordination of marketing strategies between national and international divisions.

Requires a BA (or equivalent) in Marketing or Finance, and 7 years' product management or development experience, with 3+ years' international marketing/sales experience in publishing or management development. An MBA, experience in start up ventures, and the ability to adapt to different cultures preferred. English and one other European language essential. Overseas travel is required. The post is based in Brussels.

Answer Key

Boost your job hunting vocabulary and reading skills

Lessons 11–15 Personnel

Lesson 11 Job Advertising and Recruiting: 1. C 2. A 3. D 4. B 5. time-consuming 6. match 7. recruit 8. accomplishments 9. bring together 10. abundant 11. candidates 12. qualifications 13. Coming up with 14. profile 15. commensurate 16. submit 17. B, recruiters 18. B, candidates 19. C, qualified 20. C, match

Lesson 12 Applying and Interviewing: 1. C 2. D 3. B 4. A 5. experts 6. confidence 7. weaknesses 8. cor.stantly 9. follow.up. 10. backgrounds (or abilities) 11. abilities (or backgrounds) 12. apply 13. called in 14. are ready for 15. present 16. hesitant 17. A, applicant's 18. B, be ready for 19. B, confident 20. D, constantly

Lesson 13 Hiring and Training: 1. A 2. D 3. C 4. B 5. conducted 6. rejected 7. successfully 8. generate 9. hires 10. training 11. update 12. keep up with 13. set up 14. mentor 15. look up to 16. on track 17. B, conducted 18. A, hire 19. D, updates 20. D, successful

Lesson 14 Salaries and Benefits: 1. C 2. B 3. A 4. C 5. negotiated 6. benefits 7. compensated 8. delicate 9. be aware of 10. wage 11. flexibility 12. basis 13. raise 14. retirement 15. eligible 16. vested 17. D, flexible 18. A, vested 19. B, delicate 20. C, eligible

Job advertising

Exercise 1:

1. G 2. S 3. O 4. N 5. X 6. I 7. T 8. B 9. F 10. W 11. L 12. D 13. V 14. Q 15. U 16. C 17. J 18. A 19. R 20. E 21. K 22. H 23. P 24. M

Exercise 2:

1. leading 2. vacancy 3. post (we can also say *position* or *job*) 4. commencing 5. application (the verb is *to apply*) 6. candidate (we can also say *applicant*) 7. qualified 8. experience 9. team 10. drive 11. motivate (the noun is *motivation*, the adjective is *motivated*) 12. colleagues (we sometimes use the informal word *workmates*) 13. responsibilities (we can also say *duties*) 14. rewards package (we can also say *benefits package*) 15. basic salary (note that a *salary* is the money, or *pay*, you receive every month or year for doing your job; a *wage* is money you receive every day or week for doing a job: see the section on *Earnings, rewards and benefits* elsewhere in this book for more information) 16. commission 17. incentive 18. increment 19. relocation allowance 20. benefits (we can also say *rewards*) 21. advance 22. résumé (sometimes called a *curriculum vitae*, or *CV*, in British English. A résumé lists your qualifications and experience in detail, and also provides important personal information – name, age, contact details, etc.) 23. covering letter 24. interview (A person attending an interview is called an *interviewee*; a person conducting an interview is called an *interviewer*)

Job recruitment (pages 25 – 26)

Part 1

1. vacancy 2. hire or recruit 3. staff 4. advertises 5. post or position 6. internally 7. externally 8. agency 9. work (job is countable, and should be preceded by an article or pronoun) 10. description 11. applicant 12. applying 13. requirements 14. qualifications 15. experience 16. qualities (we can also say *attributes*) 17. practical 18. professional 19. rewards or remuneration 20. salary (a *wage* is paid daily or weekly) 21. rises / increments (with a slight difference in meaning: a *pay rise* might be the result of promotion or hard work, an *increment* is usually automatic and based on length of time with the company.) 22. benefits 23. leave or vacations (leave is more formal) 24. package (we often use the expression a *rewards and benefits package*) 25. commensurate

Part 2

1. résumé (this is a French word, so it is considered more correct to put the accent on both e's) 2. cover (in American English) covering (in British English) 3. fill in or fill out (we can also say *complete*) 4. application 5. submit or send (*submit* is more formal) 6. shortlist 7. attend 8. reject or turn down 9. unsuitable 10. candidates or applicants 11. potential 12. appearance 13. disposition 14. skills or abilities 15. interests or hobbies 16. background (we can also say *circumstances*) 17. medical 18. suits or matches (although *matches* is the best word) 19. profile or criteria 20. offered 21. references (the *referees* in this situation are the people who write the references) 22. employer (although if you have come from a managerial position in another company, one of your employees might be asked to say what you are like as a manager) 23. colleague or co-worker (we can also use the less-formal *workmate*) 24. induction 25. temporary 26. trial or probationary 27. permanent 28. appraisal

Unit 8

Reading tasks

- A 1 b
 2 a) T b) F c) T d) F
 B 1 b) Swiss, German c) British d) Swiss, German
 e) American f) French g) British
 2 British

- 3 German – a co-ordinated network of individuals who make appropriate decisions based on professional competence and knowledge.
 British – a network of relationships between individuals
 French – an authority network with differentiated levels of power

- C 1 b 2 a

Vocabulary tasks

- A 2 a 3 e 4 c 5 d
 B 2 success-oriented managers 3 career paths 4 side-track 5 diminishing interest
 C 2 d 3 e 4 c 5 a
 D 2 differ from 3 have a ... feeling for 4 compete with 5 measure up

Unit 11

Reading tasks

- A 1 a
 2 b) T c) T d) F e) T f) F g) T h) F
 B a) 3 b) 7 c) 1 d) 6 e) 2 f) 4 g) 8 h) 5

Vocabulary tasks

- A 1 schools, college, universities
 university suggests a higher level or more prestigious institution; school is always associated with more prestigious than most universities.
 2 recruit, hire
 3 recruitment drive
 4 a) some b) approximately, around, roughly, more or less
 B 1 qualifications, recruits, hire, recruit, recruitment campaign, recruitment drive, interviewer, interview, advertise, trainees, applicants, graduates, newly-qualified engineers, students, open day, job opportunities
 2 in the next three years, the early 1990s, over the course of the next few years
 C 2 the early 1990s 3 Over the course of 4 schools 5 advertise
 6 Newly-qualified 7 applicants 8 interview 9 qualifications
 D 1 automotive, electrical, marine, civil, nuclear, telecom, genetic
 2 a) fall, drop, reduction b) rise, increase, jump
 c) lack, shortfall, undersupply d) surplus, oversupply, excess
 E 1 h 2 d 3 f 4 a 5 g 6 e 7 c 8 b

Unit 12

Reading tasks

- A 2 F 3 F 4 T 5 T
 B 2 b, c 3 a, d, e 4 a, d, e
 C intelligence tests, panel interviews, references, one-to-one interviews, personality tests, handwriting analysis, tests of communication, tests of social skills

Vocabulary tasks

- A 1 selection practices, selection methods, selection process, selection criteria
 2 capabilities, qualities, competencies, ability, personal qualities or characteristics.
 3 Smart – clever, well-dressed, intelligent, neat
 Willing – helpful, enthusiastic, eager
 Able – competent, skilful
 Nice – friendly, sociable, enjoyable, pleasant, beautiful, kind
 4 Smart – clever, intelligent
 Willing – enthusiastic, eager
 Able – competent, skilful
 Nice – charming, friendly, sociable, pleasant
 B 2 whereas 3 similarly 4 in addition 5 though
 C 2 e 3 a 4 f 5 b 6 c

S8
 Workbook #1
 Keys

Boost your listening comprehension...

Thanks to ...TED talks !

- Your Body Language Shapes Who You Are by Amy CUDDY
- Why the Best Hire Might Not Be the Perfect Resume by Regina HARTLEY

Suggested activities:

- In class: summary writing or class discussion
- Follow-up work: choose a 1' extract, learn it by heart and recite



[21:02](#) Amy Cuddy



[10:31](#) Regina Hartley

Project

What Money Can't Buy-The Moral Limits of Markets by Michael J.SANDEL

1. Buy the book or use the PDF file [PDF Sandel 12]
2. Read one chapter per fortnight (check new vocabulary, feed your personal glossary, write a short summary)
3. You'll be given a quiz in class to test your knowledge of each chapter

To introduce the project and know more about the author and the book,

Take a look at www.justiceharvard.org

Plus in You tube:

- PBS News Hour : What Money Can't Buy and What It Shouldn't Buy [7':43"]
- Hardtalk: Michael Sandel Parts 1 and 2 [14':15"] [9':45"]

