

# LEARNING english



**THE LANGUAGE OF  
STUDY AND WORK**

**IMPROVE YOUR ESSAY-WRITING SKILLS,  
GIVE EFFECTIVE PRESENTATIONS,  
COMPILE WINNING CVS AND GET THAT JOB – AND MORE.**

**BBC  
WORLD  
SERVICE**

# Welcome

**Welcome** to the **Language of Study and Work**. This booklet is designed to introduce you to some of the language and language skills which are important if you are planning to study or work using English.

The booklet is divided into two parts.

The first part looks at some of the language skills which are necessary if you need to use English for academic study at college or university. The topics covered in this section include ...

- improving your reading skills for academic study
- developing your writing skills for academic work
- the language of essay questions
- developing effective listening skills

The second part of the booklet focuses on some of the language and skills you might need if you would like to have a job which involves using English. The topics in this section include ...

- writing a CV to apply for a job
- writing letters of application
- developing your interview skills

The final topic in the booklet is designed to be useful for both students and for people whose work involves using English.

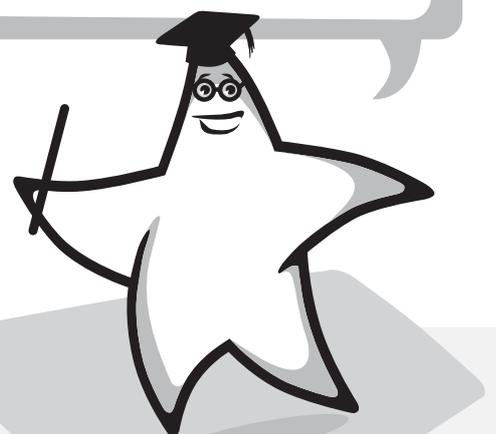
- developing effective presentation skills

## How to use this booklet

Each page looks at a different language skill or topic related to the theme of study or work. On each page you will find ...

- a short introduction to the topic which explains why this language area is important
- an extract or extracts from a range of BBC World Service programmes related to the topic
- a reading and a language task to accompany the extract(s)
- key tips to help you improve your language and skills
- a task to help you practise what has been explained

At the end of this booklet, you will find an 'Answer key' and a 'Glossary' of useful words and phrases for each topic. The words which are underlined in the following pages are included in the 'Glossary'.



# Effective reading skills

## Why are effective reading skills important?

If you are doing academic study, you will need to read a large number of books and journals. If these texts are in English, you may need some help in reading them quickly and effectively. Here are two suggestions for techniques you can use to help you read effectively, taken from the BBC World Service programme, Academic Listening. Do you use these techniques when reading in your own language?

- a) Readers can employ a useful technique called *skimming* to help them decide which books and sections of books to read. Often, a *quick glance* at the title and *subtitles*, at the chapter headings and any information about the author's special interests will soon tell you whether a book is likely to be useful for your purpose.
- b) Like *skimming*, *scanning* is a rapid reading technique that can save you a lot of time. With *scanning*, however, you are looking for specific words and ideas rather than general information about the book. You have a specific question in your mind, and you are looking for the answer to that question – it could be a name, a date or it could be a sentence – but you know what you are looking for.

**Question 1:** In one sentence, describe the difference between *skimming* and *scanning*.

**Question 2:** Scan passage a) above to find five words which relate to the subject 'books'.

## The keys to effective reading

If you have to read for study or work, remember the following four points to help make your reading easier.

- 1) Be selective. Choose which books or articles you really need to read by scanning the titles or chapters for key words – that is, words which are relevant to your subject.
- 2) Skim the relevant article, chapter or page to check that it is really relevant. Skimming will give you the general idea – or *gist* – of the text. Then you can decide if it is really important enough for you to continue reading.
- 3) Before you begin to read in depth, ask yourself some questions about the text: 'What do I want to find out?', or 'How does this author's opinion differ from the others I have read?'. By setting questions before you read, you can help yourself to pick out information more effectively.
- 4) Don't worry if you don't understand every word. Try to focus on what you *do* understand, then decide which new words are important in helping you understand more.

## Reading task

Here is academic Tony Lynch describing a reading technique named SQ3R. First, scan the passage to find out what the letters S – Q – R – R & R signify. Then read the passage and note down the main features of SQ3R.

*Students often tell me the main problem is the amount of reading they are expected to do. When sitting down with a text, it's easy to get overwhelmed so it's important to read effectively. Some well-established reading-skills books promote the idea of SQ3R – that is, survey, question, read, recall, review. The idea is to survey the text – or look at it briefly – then set questions to yourself, such as 'What do I expect to learn from this text?'. The next step is to read, then recall the information. Make notes to summarise what you have read. Then finally review what you have read and understood. How relevant is this to what you want? The most important thing to keep in mind is your purpose for reading.*

# Effective writing skills I: interpreting essay questions

Interpreting questions – that is, working out what kind of information and ideas an essay question asks for – is an important first step in producing a successful essay. In this extract, academics Shelagh Rixon and Tony Lynch talk about the problems which many students face in working out what a question is really asking. As you read, compare what they say with your own experience. What kind of questions have you had to answer for essays and in examinations?

*Different cultures might have different ideas about what knowledge is. So, for example, many exam questions in countries I'm aware of deal mostly with facts – factual recall. But in many other cultures, you might get questions which use facts to make a point or to support a more general argument. It's important to know what the question wants from you. You often get questions which begin 'Discuss ...', 'Compare and contrast ...' or 'Evaluate ...'.*

(Shelagh Rixon)

*'If I give you an example from an exam question, the first word could be 'Discuss'. The problem is that 'discuss' often means 'show both sides of a question and then give your conclusion', but it's also used in some areas to mean 'describe or present information'. So the first thing a student needs to do is to make sure they have interpreted the question correctly, if possible by asking the person who set the question.'*

(Tony Lynch)

**Question 1:** In one sentence, explain the difference between the two types of questions which Shelagh Rixon describes. Which type of question is the most usual in your culture?

**Question 2:** Tony Lynch describes two interpretations of the instruction 'discuss'. Which is the most common meaning in exam and essay questions?

## The keys to understanding essay questions

If you need to write an essay, the five points below can help you to interpret the question more easily.

- 1) Identify what kind of essay you are being asked to write. To do this, underline the key *instruction* words or phrases (e.g. *discuss*, *evaluate*, etc.)
- 2) Decide if your essay needs to be descriptive or full of detail. The key words here might be *describe* or *illustrate*. e.g. *Describe how BBC World Service has contributed to your language learning. Illustrate your answer with examples.*
- 3) Your essay might need to look at an idea or an issue from different viewpoints. In essays like this, key words might be *analyse* or *discuss*. e.g. *Discuss the importance of radio in language learning in your country.*
- 4) After talking about an issue from different points of view, you might be required to give your own opinion based on your analysis. A key word here might be *evaluate*. e.g. *Evaluate the success of English-language radio in promoting language learning.*
- 5) You might be asked to describe the value of, or advantages and disadvantages of, two ideas or issues in relation to each other. Often, essays like this ask you to *compare and contrast*. e.g. *Compare and contrast the value of radio and television in language learning in your country.*

## Question task

Try this short brainstorming task. Read the question below and underline the key words. Then give yourself two minutes to write down all the ideas you can think of which are relevant to the topic.

*Learning a language is like learning to drive a car. The student language learner and the student driver both need to practise a skill. Discuss.*

## Effective writing skills 2: preparing to write an essay

### Why are effective writing skills important?

If you are studying at college or university, you will probably have to write essays or assignments. This type of formal writing is important because you need to plan very carefully what to say and how to say it in order to make your points clearly and achieve a good mark. However, starting your essay can be difficult. Here, a teacher talks about essay writing in the BBC World Service radio programme, **Academic Listening**. Compare her description of the writing process with how you usually write essays in your own language.

*It's helpful to think of the writing process as a series of stages. The first consists of drawing up a preliminary outline after reading the question carefully. Next comes a period of research. You need to read then brainstorm all of the ideas which are relevant to the topic and plan how you are going to organise them before you write the first draft. Then you need to revise your draft to improve it and write a final version. But, before you give it to your tutor, remember to proofread to check that your facts and references, as well as your spelling and grammar, are correct.*

**Question 1:** Match the words from the text with their meaning.

- |                  |  |
|------------------|--|
| i) to brainstorm | a) to make improvements to something                   |
| ii) to proofread | b) to write the first version of something             |
| iii) to revise   | c) to check an essay for errors                        |
| iv) to draft     | d) to note down all your ideas on a topic very quickly |

**Question 2:** Look at the steps described below and put them in order after you have read the text.

a) proofread b) plan an outline of the assignment c) write a first draft d) read the question e) read about the topic f) write a more detailed plan g) revise your draft h) write a final version i) gather together all the ideas which are relevant to the essay j) hand the essay to your tutor

### The keys to effective essay writing

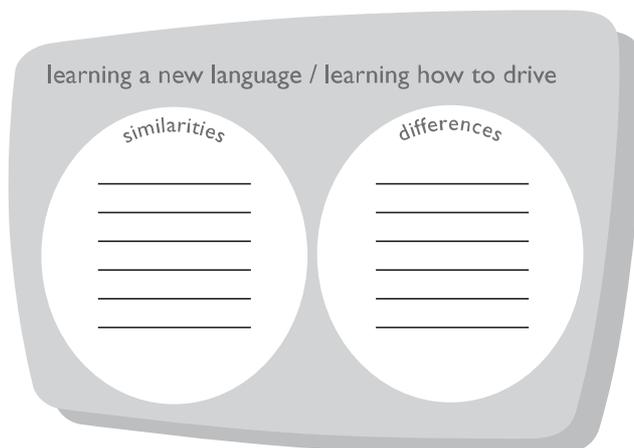
If you have to write an essay or assignment in English, remember that producing correct grammar and spelling is only part of the writing process. Here are five keys to help make sure your essay-writing skills are effective.

- 1) Read the question carefully. Underline the key words and phrases which show you what is needed. Remember that the first step on the road to success is to select the type of information which the question asks for.
- 2) Take time to *plan your essay*, both before and after you have done your research. Thinking about the type of information you need to put into the essay at an early stage will help you select the texts you need to read.
- 3) *Brainstorm* your ideas before you start writing. Take a piece of paper and spend three minutes writing down all the related ideas you can think of, then try to organise them into 'important' and 'not useful for this essay'.
- 4) *Draft and redraft* your essay. Make your first draft a more general answer to the question, then go back to add or change information later.
- 5) Always *proofread* your essay carefully so you can correct any small errors you find. Don't do this immediately after finishing writing – leave it for a few hours so that you can take a fresh look at what you have written.

### Writing skills task

Look at the notes you made for the brainstorming task on the previous page. Try to organise your ideas into groups, each of which could form a paragraph of the finished essay.

You might like to make a mind map of your ideas. Start with the key elements in circles, like the example opposite.



# Effective listening skills

## Why are listening skills important?

If, where you are studying, the language of tuition is English, you will probably go to lectures and seminar presentations which are in English. Listening effectively means being able to pick out the important information from what you hear, and to ignore the parts which are not so useful. Here, in an extract from **Academic Listening**, teacher Simon Williams explains some of the signals which tell you when you should be paying attention.

*You can often recognise different parts of a lecture or presentation by three things. The first is the speaker's intonation. As the speaker gets to the end of an important point, his or her voice will usually fall – getting softer and lower. When she or he starts a 'new' part, the voice will be louder and at a higher pitch. Secondly, they might use marker words such as 'right' or 'OK' to show that they have finished a point and are about to start something new. Finally, they might use marker phrases to tell you what is going to happen – 'I'd like to move on to ...' or 'Turning to ...' or 'Now let's consider ...'. So you can think of all of these 'markers' as signposts on your journey through the lecture or presentation.*

**Question 1:** Simon Williams talks about three different kinds of 'markers' or signposts which lead the listener through the lecture. What are they?

**Question 2:** Find two words which might indicate that a speaker has finished making a point.

**Question 3:** Find two phrases which show that an important new point is going to be made.

## The keys to effective listening

If you are listening to long lectures and presentations, it is important that you learn to listen selectively – that is, choosing what you need to listen to. Here are five key steps in developing effective listening skills.

- 1) Before the lecture or presentation, brainstorm the vocabulary you know connected with the topic. If you spend time before the lecture recalling vocabulary, you are better prepared to understand the words when you hear them.
- 2) Look at the outline of the lecture or read any general introductions which have been recommended. Go to the lecture prepared with some information about the topic.
- 3) Don't try to understand every word. Try to focus on the 'markers' which tell you when you really must listen. Listen out especially for markers, such as 'so', which usually tell you that the speaker is going to summarise what she or he has said.
- 4) Avoid writing long notes during the lecture. Try to take notes of key words and ideas, and rebuild them after the lecture.
- 5) Share your listening with a friend. Ask another member of the group if they would like to talk about the lecture after it has finished. By talking about it together, you can compare what you have understood and help each other with parts which were difficult.

## Listening task

Look at your BBC World Service programme schedule and choose a programme on a topic which interests you. Try to choose a programme which is quite long and on a serious subject. If possible, ask a friend to listen with you. Make some notes about what is said while you are listening, then, when the programme has finished, compare your notes with your friend. How much of the information can you remember?

# The language of CVs

## What is a CV?

A CV is a summary of your work life – your qualifications, experience and work skills – which you usually need to write when you are applying for a job. Below are two extracts from BBC World Service materials, in which a recruitment consultant and a student of English give advice about the language you need to use when writing your CV. Before you read, think about a job you would like to have, and the type of experience you would need for the job.

*Your CV (curriculum vitae) is very important, and in writing a CV you need to make sure you are putting action points down about your achievements in very positive language. As well as including practical, personal information like your address and details of your qualifications, you need to present your achievements in positive, succinct and active language, targeting your abilities and experience to the particular vacancy you are applying for.*

(BBC World Service booklet, **The Business**)

*I had lots of problems with writing a CV in English, because a CV has to be very short and brief. You have to give lots of information about yourself and what you can do in a very short space, so you need to choose your language very carefully. Tell them what you have done and what you can do, but in short phrases or sentences.*

(**Get That Job!**)

**Question 1:** What type of information should be included in your CV?

**Question 2:** Both speakers say you should keep your CV very short. Find two more words in the passages which mean 'short'.

## The keys to writing a CV

If you are applying for a job with an English-speaking company, here are five important things to remember when writing your CV.

- 1) Keep your CV short. Try to put all of the most important information on two sheets of paper.
- 2) Use note form, not full sentences.
- 3) Give each section a heading, e.g. personal details; education & qualifications; work experience; key skills & achievements.
- 4) When talking about your achievements, use language which shows what you *have done*. Saying, 'I have used English in my work' makes your experience sound up-to-date. Saying, 'I used English in my work last year' makes it sound old.
- 5) When talking about your skills, talk about things which are important to the job. Use positive adjectives to show how good your skills are. For example:

**Key skills**

*I can ...*

*... speak and write English well*

## CV task

Remember that it is important to target your CV to the job you want. This means that you draw the employer's attention to the experience and skills which you have which are important for the job which has been advertised.

Think about a job you would like to apply for. What skills and experience are important for the job? What would you include in your CV? Brainstorm the information you would put in each of the sections of your CV (see point 3).

# The language of covering letters

## What is a covering letter?

A covering letter is the letter which you send with your CV or application form when you are applying for a job. The aim of the letter is to explain to your potential employer why you think you are the best person for the job. Here, in an extract from **Get That Job!**, employment advisor Mike MacDowd tells us why the covering letter is so important. Before you read, think about the information you should put in a covering letter. What should it tell a possible employer?

*Never send a CV on its own, otherwise it will probably end up in the wastepaper bin. Even if you haven't been asked to write a letter, it's polite to send a short one to explain who you are and why you have sent your CV. In most cases, you will have to send a detailed covering letter. It normally has information in four parts. The first part relates to the specific reason for writing, then you might explain further why you are writing in more detail – for example information about who you are, your motivation for wanting the job. In the third part, you need to talk about what relevant skills you can bring to the job itself and, finally, you need a short, polite end to the letter.*

**Question 1:** Why is it not a good idea to send a CV to a company without a covering letter?

**Question 2:** Mike talks about the four parts of the covering letter. Can you give each part a title?

## The keys to organising a covering letter

Here are the five most important points to follow when you are writing a letter to apply for a job.

1. Begin by saying what job you are applying for. e.g.  
*Dear Ms Smith*  
*I would like to apply for the position of sales assistant, as advertised in The Globe magazine.*
2. Explain why you are interested in the job and the employer – give them an example of how you have shown your interest in the past. e.g.  
*I am keen to pursue a career in sales and have had one year's experience selling advertising for Bates Office Supplies.*
3. Tell the employer about your skills – don't copy exactly what you have on your CV, but pick two or three key points you want to emphasise. e.g.  
*In addition to my growing knowledge of marketing, I can offer many skills, for example ...*  
*... computer and IT skills / ... English language skills / ... dealing with a wide range of people.*
4. In the last paragraph, end your letter politely. You may want to tell them when you are available. e.g.  
*I am available for interview at any time and look forward to hearing from you.*
5. Remember – if you know the name of the person you are writing to (for example, Mrs Smith) write *Dear Mrs Smith* and end your letter *Yours sincerely*. If you don't know the name of the person you are writing to, write *Dear Sir or Madam* and close the letter *Yours faithfully*.

## Letter task

Think about a job you would like to have. It might be one which you are going to apply for soon or it might be one which you would like to work towards in the future. Brainstorm the information you might put into the letter. Use the information given in 'Effective writing skills 2' on page 3 to help you draw up a suitable letter.

# Developing good interview skills

## What are interview skills?

If you have applied for a job, you may be asked to go for an interview where you will be asked in more detail about your skills, experience and reasons for wanting the job. If your job involves using English, you may have to do part of the interview in English. In this situation, you need to be able to give the interviewer a very good impression of you – your skills and your suitability for the job. Below, Sean Keegan, a business graduate, talks about the best way to prepare for an interview. Before you read, make a list of the things which you think you would do before an interview.

*Well, if somebody's going for an interview, it's advisable for them to do their research beforehand – try to find out as much about the company as possible. Perhaps you could talk to someone who works there and find out about the structure of the company and what the people are like. Also, if they are a large firm, you will probably be able to get information about them, either through brochures or company advertising, or on the internet. My advice is to read as much of this as possible. In an interview, one of the most common questions is, 'Why did you leave your last job?' I'd advise people to be positive, even if you are leaving your job because you don't like it. Don't say, 'Because I didn't like the boss', but think about why you want this particular job. Maybe you're looking for a new challenge? Think about how your skills relate to the job on offer.'*

**Question 1:** According to Sean Keegan, what two things should you do when you are preparing for an interview?

**Question 2:** What should you avoid during the interview?

## The keys to effective interviews

If you are going for an interview, prepare yourself by following the five steps below.

- 1) Find out as much as possible about the company which you have applied to.
- 2) Read your CV again. You will probably be asked to talk about the achievements you have written about in more detail.
- 3) Read your covering letter again. Why are the experiences you describe in your letter relevant to this job?
- 4) Read the information you have received about the job again. What qualities do you have which match the company's requirements? Can you give practical examples of your personal qualities? For example, if the job requires someone with good communication skills, think about an example which shows your skills in this area.
- 5) Think about what you want to know. Many interviewers will give you time to ask questions at the end of the interview. Try to prepare some questions which show that you have thought a lot about this job.

## Interview task

Below are some questions which are often asked at interviews. Match the questions with the correct responses.

### Questions

1. Why did you leave your previous job?
2. What do you think your strengths and weaknesses are?
3. What experience do you have which you think is relevant for this job?
4. Where do you see yourself in five years time?

### Responses

- a) I learn quickly and I'm good with people, and I enjoy taking the initiative. My weakness is that I find it difficult to say 'no' if people give me too much work to do.
- b) I'd like to be working on international projects, and use my English language skills.
- c) I have a lot of experience designing leaflets and advertisements, and I have worked in an international company so I am accustomed to meeting clients from many cultures.
- d) I felt I wanted to have a new challenge and find a job with more responsibility.

Now think about a job which you would like to have. How would you answer these questions?

# Effective presentation skills

## Why are presentation skills important?

If you have applied for a new job, you may have to give a presentation as part of your interview. Often, interview presentations give you the opportunity to present your ideas about the job which you are applying for, and to show why you are the best person for the job. If you are a student, you may have to give a presentation on the topic you are studying to your study group or your tutor. In this extract from **Academic Listening**, Susan Fearn and Christine Reeves give advice on preparing a presentation. Before you read, think about a presentation you have seen. Did you enjoy it? If you did, what made it enjoyable or interesting? If you didn't, why was it not successful?

a) *Good speakers organise their subject matter carefully, with a beginning, a middle and an end, using marker phrases to signpost key points and changes of topic. It doesn't matter whether you are listening to a lecture, a seminar or a business presentation, you need to recognise where the speaker is going.*

(Susan Fearn)

b) *Most presentations begin with some sort of introduction – both of yourself, if you don't know the audience, and of the topic. You could give an outline of what you are going to talk about – 'What I'm going to talk about is ...' But remember at this stage to say if or when you are going to invite questions. When giving a main point, you should remember to signpost that it is important and to show you are moving on to the next point. And, of course, you should give a conclusion and summary of your main points. If you use this basic framework for a presentation, you'll find that it gives you much more confidence.*

(Christine Reeves)

**Question 1:** According to Susan Fearn, what are the most important features of a good presentation? Why are they important?

**Question 2:** According to Christine Reeve, what should you include in  
(i) your introduction and (ii) your conclusion?

## The keys to effective presentations

If you have to prepare a presentation for work or study purposes, the five steps shown below will help to make your planning easier.

- 1) Greet your audience. It's important that your audience is comfortable listening to you. Say 'hello' and introduce yourself if you do not know them.
- 2) Give an outline of your topic at the beginning. Tell the audience what the different stages will include and if they can ask questions during the talk, or at the end. But remember – keep this section brief.
- 3) Make sure you make a clear point in each section. Use signposting phrases such as 'So, the most important point to notice / remember / think about is ...'.
- 4) Use visual aids to make your points. Illustrating your points with pictures, diagrams and even gestures (using your hands and facial expressions) will help the audience to understand what you are saying more effectively. However, don't ask the audience to read a lot of text. Reading and listening at the same time is difficult.
- 5) Summarise your main points at the end, and leave time for questions. And don't forget to thank your audience for listening!

## Presentation task

Imagine you have been asked to give a presentation on the topic 'Learning English with the BBC World Service' to a school or college in your area.

Try to plan what you would include in each section. How would you introduce the topic? What would your main points be? Brainstorm points to make, and plan how you would make those points in English.

# Answer key

## Effective reading skills

1. You *skim* a text by reading very quickly to get the *general idea* but you *scan* a text by looking at the text to *pick out key words, figures and information*.
2. sections; chapter headings; title; subtitle; author
3. **S**urvey; **Q**uestion; **R**ead; **R**ecall; **R**eview
4. **S**urvey the text to find out if it's relevant to you.  
Think of **questions** which you would like the text to answer.  
**Read** the relevant sections or chapters.  
**Recall** what you read by making notes.  
**Review** what you read by asking yourself, 'Did this answer my questions?'

## Effective writing skills 1: interpreting essay questions

1. Some questions ask for only factual information and others ask the writer to use facts to make a point.
2. 'Show both sides of a question and then give your conclusion.'
3. Learning a language is like learning to drive a car. The student language learner and the student driver both need to practise a skill. Discuss.

## Effective writing skills 2: preparing to write an essay

1. (i) d (ii) c (iii) a (iv) b
2. d; b; e; i; f; c; g; h; a; j

## Effective listening skills

1. Changes in volume and intonation; certain 'marker' words; certain 'marker' phrases
2. right; ok
3. 'I'd like to move on to ...'; 'Turning to ...'; 'Now let's consider ...'

## The language of CVs

1. Personal details (name, address, etc.); details of your education & qualifications; details of your achievements (skills which you have developed in your work and major things which you have done)
2. brief; succinct

## The language of covering letters

1. Don't send a CV without a letter because the person who receives it might simply throw it away.
2. The four sections could be called:
  - a) introduction
  - b) personal information / reason for writing
  - c) suitability – why you are suitable for the job
  - d) concluding comment

## Developing good interview skills

1. Speak to someone who works in the company (if you can); read as much as possible about the company.
2. Avoid saying negative things about your previous job.  
Interview task: 1d; 2a; 3c; 4b

## Effective presentation skills

1. A beginning, a middle and an end, to show listeners where the talk is going.
2. (i) introduction: tell the audience who you are if they don't know you; give them an outline of the topic of the presentation.  
(ii) conclusion: give them a summary of your main points.

# Glossary

## Effective reading skills

**to skim a text** to read a text quickly to get the general message.

**gist** the gist of a text is the general idea which the writer wants to convey.

**a quick glance** when you give something a quick glance, you look at it quickly, for a very short time.

**subtitles** the subtitle is placed below the title of a book. The subtitle often gives more information about the content of the book.

**to scan a text** to read a text quickly in order to pick out important or obvious information.

**well-established** (*adj*) if something is well-established, it has grown well over time. Often plants and trees are described as 'well-established'.

**to promote an idea** if a book promotes a particular idea, it encourages the reader to think in a certain way.

## Effective writing skills I: interpreting essay questions

**to illustrate** (a point) when you illustrate a point, you give an example to support your point.

**to evaluate** when you evaluate an argument, you look at the good and bad points, and then give your opinion of the argument.

## Effective listening skills

**Intonation** intonation describes the tone or pitch of your voice, and how that tone goes up and down when you speak. It is often referred to as the 'music' of the language.

**a signpost** a speaker uses signposts, or particular language signals, to tell the listener how to listen. This is very like the signposts you see in the road which tell a driver that there is danger ahead!

## The language of CVs

**achievements** your achievements are things which you have done, despite difficulties. We are usually very happy with our achievements.

**succinct** (*adj*) a letter which is succinct is short, but full of information.

**to target your abilities / CV to a job** when you target your CV to a job, you select the information about yourself which is most relevant to that job.

**vacancy** if a company has a vacancy, they are looking for someone to do the job.

**to draw an employer's attention to something** when you draw someone's attention to something, you make them notice it.

## The language of covering letters

**potential employer** your potential employer is someone who *might* give you a job.

**wastepaper bin** you may have a wastepaper bin in your home or office – the place where you put used paper.

**motivation** your motivation for applying for a job = the reason why you want the job.

**to draw up a CV** to plan and write a CV.

## Developing good interview skills

**to give a good impression** to do things well when you first meet someone, to make your interviewer think you are good for the job.

**suitability for a job** the reasons why you are a suitable – or right – person for the job.

**beforehand** in advance, i.e. before the interview!

**the structure of a company** the description of the different jobs in the company, and how they relate to each other.

**firm** (*n*) company.

**personal qualities** your good characteristics and skills.

**to take the initiative** if you see a problem and solve it without being asked, you have taken the initiative.

**'where do you see yourself?'** what are your ambitions?

**leaflets** a small, single page of information, often given out by companies as advertising.

**challenge** a challenge is something new and difficult which will require great effort and determination.

## Effective presentation skills

**framework** in this situation, a framework is a plan or outline of your presentation.

We hope you have enjoyed **The Language of Study and Work** and that you have learned some new language and language skills. Keep listening to your radio!

