

CAMBRIDGE

ENGLISH VOCABULARY IN USE

Vocabulary
reference and
practice

Third Edition

Advanced

Michael McCarthy
Felicity O'Dell



Includes ebook
with audio

Experience
Better
Learning

ENGLISH VOCABULARY IN USE

**Vocabulary
reference and
practice**

**with answers
and ebook**

Third Edition

Advanced

**Michael McCarthy
Felicity O'Dell**



**CAMBRIDGE
UNIVERSITY PRESS**

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

4843/24, 2nd Floor, Ansari Road, Daryaganj, Delhi – 110002, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/elt

© Cambridge University Press 2017

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2002

Third Edition 2017

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-131663006-8 Edition with answers and ebook

ISBN 978-131663117-1 Edition with answers

ISBN 978-131663118-8 ebook

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

Thanks	5
Introduction	6
Work and study	
1 Cramming for success: study and academic work	8
2 Education: debates and issues	10
3 Applying for a job	12
4 Job interviews	14
5 At work: colleagues and routines	16
6 At work: job satisfaction	18
7 At work: careers	20
People and relationships	
8 Describing people: positive and negative qualities	22
9 Describing people: appearance and mannerisms	24
10 Describing people: personality and character traits	26
11 Relationships: friends forever	28
12 Relationships: ups and downs	30
13 Emotions and reactions	32
14 Negative feelings	34
15 Birth and death: from cradle to grave	36
Leisure and lifestyle	
16 Free time: relaxation and leisure	38
17 All the rage: clothes and fashion	40
18 Home styles, lifestyles	42
19 Socialising and networking	44
20 The performance arts: reviews and critiques	46
21 The visual arts	48
22 Talking about books	50
23 Food: a recipe for disaster	52
24 Dinner's on me: entertaining and eating out	54
Travel	
25 On the road: traffic and driving	56
26 Travel and accommodation	58
27 Attracting tourists	60
The environment	
28 Describing the world	62
29 Weather and climate	64
30 Brick walls and glass ceilings	66
31 Taking root and reaping rewards	68
32 The animal kingdom	70
33 Our endangered world	72
Society and institutions	
34 Here to help: customer service	74
35 Authorities: customs and police	76
36 Beliefs	78
37 Festivals in their cultural context	80
38 Talking about language	82
39 History: since the dawn of civilisation	84
40 The haves and the have-nots	86
41 British politics	88
42 International politics	90
43 The letter of the law	92
44 War and peace	94
45 Economy and finance	96
46 Personal finance: making ends meet	98
The media	
47 The media: in print	100
48 The media: internet and email	102
49 Advertising	104
50 The news: gathering and delivering	106

Health

- 51** Healthcare 108
- 52** Illness: feeling under the weather 110
- 53** Medical language 112
- 54** Diet, sport and fitness 114

Technology

- 55** Industries: from manufacturing to service 116
- 56** Technology and its impact 118
- 57** Technology of the future 120
- 58** Energy: from fossil fuels to windmills 122

Basic concepts

- 59** Space: no room to swing a cat 124
- 60** Time: once in a blue moon 126
- 61** Motion: taking steps 128
- 62** Manner: behaviour and body language 130
- 63** Sounds: listen up! 132
- 64** Weight and density 134
- 65** All the colours of the rainbow 136
- 66** Speed: fast and slow 138
- 67** Cause and effect 140
- 68** Spot the difference: making comparisons 142
- 69** Difficulties and dilemmas 144
- 70** Modality: expressing facts, opinions, desires 146
- 71** Number: statistics and quantity 148

Functional vocabulary

- 72** Permission: getting the go-ahead 150
- 73** Complaining and protesting 152
- 74** Apology, regret and reconciliation 154
- 75** A pat on the back: complimenting and praising 156
- 76** Promises and bets 158
- 77** Reminiscences and regrets 160
- 78** Agreement, disagreement and compromise 162

- 79** Academic writing: making sense 164
- 80** Academic writing: text structure 166
- 81** Writing: style and format 168
- 82** Whatchamacallit: being indirect 170
- 83** Give or take: more vague expressions 172
- 84** The way you say it 174

Words and meanings

- 85** Abbreviations and acronyms 176
- 86** Prefixes: creating new meanings 178
- 87** Suffixes: forming new words 180
- 88** Word-building and word-blending 182
- 89** English: a global language 184
- 90** Easily confused words 186
- 91** One word, many meanings 188

Fixed expressions and figurative language

- 92** Collocation: which words go together 190
- 93** Metaphor: seeing the light 192
- 94** Idioms for everyday situations and feelings 194
- 95** Brushing up on phrasal verbs 196
- 96** Connotation: making associations 198

Language variation

- 97** Register: degrees of formality 200
- 98** Divided by a common language 202
- 99** Language and gender 204
- 100** In the headlines 206
- 101** Red tape 208

Answer key 210

Phonemic symbols 276

Index 277

Acknowledgements 299

Enhanced ebook 301



Thanks

Joy Godwin wrote two units for the Third Edition: Unit 3, *Applying for a job*, and Unit 4, *Job interviews*. The publishers would like to thank Joy for her contribution to this edition.

Introduction

To the student

This book has been written to help you expand your vocabulary at the advanced level. You already know thousands of English words, but to express yourself fully and in a sophisticated way at the advanced level, you will ideally need between 6,000 and 8,000 words, so increasing your vocabulary is very important for your general progress in English, as well as for any academic, professional or vocational needs you may have where English plays an important role. At the advanced level, as well as learning new words, you will need to learn more about the subtle connotations of words, aspects of register and style and how words combine into collocations, compounds and fixed phrases. In this book, there are over 3,000 new words and expressions for you to learn. You will find them on the left-hand page of each unit. Every new word or phrase is used in a sentence, or in a conversation, or is in a table, or has a picture with it, or has some explanation of what it means. On the right-hand page there are exercises and other activities to help you practise using the words and to help you to remember them. Where our research shows that learners frequently make errors, we give you advice on how to avoid the most common ones, as well as other useful language tips. The book has been written so that you can use it yourself, without a teacher. You can do the units in any order you like, but we have grouped them into themes, so you might wish to work through several units on a particular area of vocabulary before moving to a new one.

The Answer key at the end of the book is for you to check your answers to the exercises after you do them. The key sometimes has more than one answer. This is because often there is not just one correct way of saying something. Where you are asked to talk about yourself, in the *Over to you* activities, we do not provide answers, since this is your opportunity to work completely independently and in a very personal way, so everyone's answer will be very different.

The Index at the end of the book has all the important words and phrases from the left-hand pages. The Index also tells you how to pronounce words. There is a table of phonemic symbols to help you understand the pronunciation on page 276.

You should also have a dictionary with you when you use the book. You can use a paper dictionary, an electronic one, or you can go to Cambridge Dictionaries Online at <http://dictionary.cambridge.org>. Access to a dictionary is useful because sometimes you may want to check the meaning of something or find a word in your own language to help you remember the English word. Sometimes, you will also need a dictionary for the exercises; we tell you when this is so.

To learn a lot of vocabulary, you have to do two things:

- 1 Study each unit of the book carefully and do all the exercises. Check your answers in the key. Repeat the units after a month, and then again after three months, and see how much you have learnt and how much you have forgotten. Repeating work is very important.
- 2 Develop ways of your own to study and learn new words and phrases which are not in this book. For example, every time you see or hear an interesting phrase, write it in a notebook, and write who said it or wrote it, and in what situation, as well as what it means. Making notes of the situations words are used in will help you to remember them and to use them at the right moment.

We hope you like this book. You can also go to the other books in the series which have more specialised titles: *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, which are available at advanced level, as well as *Academic Vocabulary in Use*. Find out more at the Vocabulary in Use website: www.cambridge.org/elt/inuse.

To the teacher

This book can be used in class or as a self-study book. It is intended to take learners from an upper-intermediate level of vocabulary to an advanced level. The vocabulary has been chosen for its usefulness in everyday situations, and we consulted the Cambridge English Corpus, a billion-word-plus written and spoken corpus of present-day English which includes a huge learner corpus, to help us decide on the words and phrases to be included and to help us understand the typical problems learners encounter at the advanced level. We also consulted the English Vocabulary Profile to make sure that the words in the book are a representative sample of vocabulary that is typical of the Common European Framework levels C1 and C2. Visit the English Vocabulary Profile at www.cambridge.org/elt/inuse.

At the advanced level, as well as learning a large number of new words and expressions, learners are often directing their efforts towards academic, professional or vocational needs, and so we have tried to offer a modern, sophisticated vocabulary that will underpin their work in other areas. The new vocabulary (on average 40 items per unit) is presented with explanations on the left-hand page, and there are exercises and activities on the right-hand page. There is an Answer key and an Index with pronunciation for all the target vocabulary. The key at the end of the book is for students to check their answers to the exercises after they do them. The key sometimes has more than one answer. This is because often there is not just one correct way of saying something. Where students are asked to talk about themselves, in the *Over to you* activities, we do not provide answers, since this gives learners the opportunity to work completely independently and in a very personal way, so everyone's answer will be very different.

The book focuses not just on single words, but on useful phrases and collocations, and the vocabulary is illustrated in natural contexts. The book is organised around everyday topics, but also has units devoted to basic concepts such as time, modality, manner and varieties and style. Typical errors are indicated where appropriate, based on information from the Cambridge Learner Corpus, and the most typical meanings and uses are focused on for each key item.

The right-hand pages offer a variety of different types of activities, some traditional ones such as gap-filling, but also more open-ended ones and personalised activities which enable learners to talk about their own lives. Although the activities and exercises are designed for self-study, they can be easily adapted for pairwork, groupwork or whole-class activities in the usual way.

When the learners have worked through a group of units, it is a good idea to repeat some of the work (for example, the exercises) and to expand on the meaning and use of key words and phrases by extra discussion in class, and find other examples of the key items in other texts and situations. This can be done at intervals of one to three months after first working on a unit. This is important, since it is usually the case that a learner needs five to seven exposures to a word or phrase before they can really begin to know it, and no single book can do enough to ensure that words are always learnt first time. It is especially important at the advanced level to discuss in detail the meanings and uses of words and phrases and how they combine and collocate with one another.

Your students can also consult the more specialised higher level books in this series: the advanced levels of *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, or they may wish to work on academic vocabulary by using *Academic Vocabulary in Use*, all by the same authors as this book. They can also test themselves on the knowledge they have gained from this and the other books in the series by using the separate books of tests that accompany the series. You can find out more at the Vocabulary in Use website: www.cambridge.org/elt/inuse.

We hope you enjoy using the book.

1

Cramming for success: study and academic work

A Study and exams



Before an exam, some students **cram**¹ for it. Even if you're a **genius**², you'll have to **do some revision**. If the exam happens every year, you can **revise** by looking at **past papers**³. Some things can be **memorised** or **learnt (off) by heart**. But **rote-learning**⁴ is not sufficient for most subjects. It is also possible to use **mnemonics**⁵. However, all things considered, the best idea is to **bury yourself in your books**⁶ and to study **intensively**⁷ until you **know the subject inside out**⁸.

- ¹ study in a very concentrated way for a short time
- ² an exceptionally clever person
- ³ exam papers from previous years
- ⁴ learning purely by repetition
- ⁵ /ni'moniks/ tricks that help you remember something, for example: 'i' before 'e' except after 'c' is a mnemonic for English spelling (e.g. **friend**, but **receive**)
- ⁶ spend the maximum time studying
- ⁷ in a very focused way
- ⁸ know it completely

B Academic writing

composition could be just 50–100 words, often used for school work

essay longer than a composition, more serious, hundreds or thousands of words

assignment a long essay, often part of a course, usually thousands of words

project like an assignment, but emphasis on student's own material and topic

portfolio a collection of individual pieces of work; may include drawings and other examples of creative work as well as writing

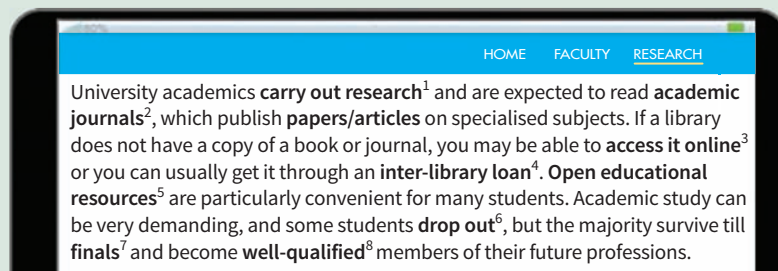
dissertation a long, research-based work, perhaps 10–15,000 words, for a degree or diploma

thesis a very long, original, research-based work, perhaps 80–100,000 words, for a higher degree (e.g. PhD)

It's a good idea to start with a **mind map**¹ when preparing an essay. Always write a **first draft**² before **writing up** the final version. Your essay should be all your own work; **plagiarism**³ is a very serious offence in colleges and universities. It is an increasing problem because it is so easy to cut and paste from materials available on the internet, and students have to sign a **plagiarism form** to say that the work they are handing in is all their own and that they **acknowledge**⁴ any sources they have used. There is usually a **deadline**⁵. After the essay is **submitted**⁶, it will be **assessed**⁷ and usually you can get **feedback**⁸.

- ¹ diagram that lays out ideas for a topic and how they are connected to one another
- ² first, rough version
- ³ /'pleɪdʒəriəzəm/ using other people's work as if it was yours
- ⁴ give details of
- ⁵ date by which you must hand in the work
- ⁶ handed in; formal
- ⁷ evaluated and given a grade
- ⁸ comments from the teacher/tutor

C Aspects of higher academic study



University academics **carry out research**¹ and are expected to read **academic journals**², which publish **papers/articles** on specialised subjects. If a library does not have a copy of a book or journal, you may be able to **access it online**³ or you can usually get it through an **inter-library loan**⁴. **Open educational resources**⁵ are particularly convenient for many students. Academic study can be very demanding, and some students **drop out**⁶, but the majority survive till **finals**⁷ and become **well-qualified**⁸ members of their future professions.

- ¹ less formal is **do research**
- ² magazines with academic articles (we do not use the word *magazine* to talk about this kind of academic publication)
- ³ get hold of (it) on the internet
- ⁴ system where libraries exchange books/journals with one another

- ⁵ online materials that can be freely used by teachers and students anywhere
- ⁶ leave the course before the end
- ⁷ last exams before the end of a college or university course
- ⁸ with the right formal qualifications

Exercises

1.1 Correct the wrong usage of words to do with written work in these sentences.

- 1 His PhD assignment was 90,000 words long and was on the history of US place names.
- 2 Little Martha did her first dissertation in school today. It was called 'My family'.
- 3 We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
- 4 The teacher gave us the title of this week's project today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday.
- 5 At the end of this course, you have to do a 5,000-word thesis which will be assessed, and the grade will contribute to your final degree.
- 6 I think I'll do a study of people's personal banking habits for my MSc composition. It has to be about 12,000 words.
- 7 I've chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

1.2 Rewrite this text using words and phrases from the opposite page instead of the underlined words.

When I'm studying in a very focused way because I'm preparing hard for an exam, I don't see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there's no real substitute for rereading and going over the term's work. It's a good idea to have some sort of diagram showing different ideas to organise your thoughts, and memory-learning is useful, but in a limited way. At the end of the day, you just have to read a huge amount until you feel you know the subject 100%.



1.3 Answer these questions.

- 1 What do we call the first attempt at writing something, e.g. an essay?
- 2 What word means 'the date by which you must do something'?
- 3 What word means 'using someone else's ideas as if they were yours'?
- 4 What are more formal words for 'to hand in' and for 'to mark'?
- 5 What phrasal verb do we use when someone doesn't complete their course?
- 6 What is another word for an academic article? Where can you read them?
- 7 What is the name of the system for getting books from other libraries?
- 8 What word means 'the comments you get back from the teacher about your work'?
- 9 What word can you use for a person who is extraordinarily intelligent?
- 10 What is a more formal way of saying 'do research'?

1.4 Choose the best word from the opposite page to complete these sentences.

- 1 If you quote an article in an essay, you must your source, giving details of author and title.
- 2 Open educational can be particularly useful for students who do not have easy access to a university library.
- 3 How much have you done for tomorrow's maths exam?
- 4 Don't forget to sign the form and hand it in with your dissertation.
- 5 Some people take a long time to find suitable work even though they are very
- 6 Orla has had a published in the *British Medical Journal*.
- 7 All students need a username and password to be able to journals online.
- 8 Caspar is bound to do well in his mechanics exam – he knows the subject out.

A

Opportunity and equality

All education systems may ultimately be judged in terms of **equality of opportunity**¹. This is often referred to in the debates over **selective**² versus **comprehensive**³ **schooling**⁴. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism**⁵ of one sort or another is **inherent in**⁶ the system.

League tables⁷ for schools and colleges may actually help unintentionally to **perpetuate**⁸ inequalities, while claiming to promote the raising of standards. Inevitably, league tables divide educational institutions into good and bad, success and failure, resulting in a **two-tier system**⁹, or at least that is how the public **perceives**¹⁰ it. The ability of **better-off**¹¹ parents and **well-endowed**¹² schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**¹³ opportunity for the **less well-off**¹⁴ or for children from home environments that do not provide the push and motivation to **excel**¹⁵.

Financial support of different kinds can help to make educational opportunity more equal. There are, for example, **scholarships**¹⁶ or **bursaries**¹⁷ that make it possible for less privileged youngsters to afford **tertiary**¹⁸ education. **Student loans**¹⁹ allow **undergraduates**²⁰ to pay for their **tuition fees**²¹ and living expenses while they are studying. But few would claim that real equality of opportunity has been achieved.

¹ when everyone has the same chances

² pupils are chosen for entry, usually for academic reasons, though, in the case of some private schools, parents' ability to pay school fees may be a factor in selection

³ everyone enters without exams and education is free, paid for by the government

⁴ education received at school

⁵ when you favour a small, privileged group

⁶ existing as a basic part of something

⁷ lists of schools or colleges, from the best down to the worst, based on exam results and, sometimes, other criteria

⁸ make something continue

⁹ a system with two separate levels, one of which is better than the other

¹⁰ sees, considers

¹¹ richer

¹² receiving a lot of money in grants, gifts from rich people, etc. [= **endowments**]

¹³ reducing

¹⁴ poorer

¹⁵ achieve an excellent standard

¹⁶ money given to pay for studies, usually provided on the basis of academic merit

¹⁷ money given to pay for studies, usually provided on the basis of need

¹⁸ education at university or college level

¹⁹ money that students can borrow from a bank while studying and then pay back once they are in work

²⁰ students doing a first degree [**postgraduates** = students doing a further degree]

²¹ money paid to receive teaching

B

Other debates and issues

Some people think we should return to an emphasis on **the three Rs**, the traditional, basic skills. [reading, writing and arithmetic]

Literacy and **numeracy** are skills no one can afford to be without. [the ability to read] [the ability to count / do basic maths]

Curriculum reform is often done for political reasons rather than for good educational ones.

[changes to what is covered in the national **syllabus** = plan of what is to be studied]

Nowadays, **lifelong/continuing education** is an issue, and creating opportunities for **mature students** is important. [education for all ages] [adult students older than the average student]

Special needs education is expensive because class sizes need to be small or **one-to-one**. [education for children who cannot learn in the normal way, because they have some disability] [one teacher and one pupil, not a group] Children are unhappy at school if there is a lot of **bullying**. [threatening behaviour]

Some headteachers complain that getting to grips with constant new government **guidelines** on what schools should be doing is a **distraction** from what they ought to be focusing on. [advice (often official) on how something should be done] [takes attention away]

Language help

Notice how compound adjectives like *well-off*, *well-endowed*, *high-achieving*, *badly-performing* can be used in comparative and superlative forms, e.g. **better-off**, **best-endowed**, **higher-achieving**, **worst-performing**.

Exercises

2.1 Complete the collocations by filling in the missing words according to the meaning given in brackets.

- 1 tables (lists of schools from best to worst)
- 2 education (entry to schools is decided by exam results)
- 3 equality of (when everyone has the same chances)
- 4 inequalities (make inequalities continue)
- 5 education (at university or college level)

2.2 Rewrite these sentences so they are more formal by using words and phrases from the opposite page instead of the underlined words. Make any other changes that are necessary.

- 1 Inequality is built into the education system.
- 2 Giving access only to privileged groups is bad for the country in the long term.
- 3 Education where everyone gets into the same type of school without exams is a basic political ideal in many countries.
- 4 A system where there are two levels of schools reduces the opportunities for children from poorer families and favours those from richer families.
- 5 Some private schools have lots of wealth and receive gifts of money, and this means they can have better resources.
- 6 All parents want their children to achieve the best possible results at school.
- 7 Emphasis on the three Rs is considered by parents to be the key to success.
- 8 The government is increasing its provision for education that young people can enter after finishing secondary school.

2.3 Correct these statements about words or expressions from the opposite page. Correct each of them twice – once by changing the definition and once by changing the word being defined.

- 1 One-to-one education is another way of saying continuing education.
One-to-one education means a situation where there is one teacher and one student.
Lifelong education is another way of saying continuing education.
- 2 Numeracy refers to the ability to read.
- 3 A student who is doing a doctorate is an undergraduate.
- 4 Excelling is when a pupil uses frightening or threatening behaviour towards another child who is smaller or less powerful in some way.
- 5 Tertiary education is the stage that follows primary education.
- 6 Comprehensive schools choose the best students to study there.
- 7 Guidelines list schools from good to bad according to their exam results.

2.4 Complete each sentence with a word from the opposite page.

- 1 Matt won a because of his excellent academic record.
- 2 Zara's parents said that starting a rock band with her friends would be too much of a from her studies.
- 3 The report contains some interesting on how best to prepare for exams.
- 4 There were two students in my class at university, but most of us were just 19.
- 5 Katia wouldn't have been able to go to university if her grandparents hadn't paid her tuition for her.
- 6 Most undergraduates need to take out a student to cover their costs while they study for a degree.
- 7 Primary schools usually spend a lot of time on the Rs.
- 8 At university I was lucky enough to have a lot of tutorials, just me and the tutor!

3 Applying for a job

A A job ad

FDR BANK Careers [Branches](#) [About Us](#) [Contact](#)

Customer Service Assistant

Do you have excellent **communication skills** and a genuine **passion for**¹ customer service? Are you looking for a **challenging**² role within a **fast-paced**³ working environment?

FDR Bank has several new **openings**⁴ for Customer Service Assistants. **Reporting to**⁵ the Customer Service Manager, you will be responsible for dealing with customer enquiries on the phone and via email. No **previous experience**⁶ is necessary as **full training**⁷ will be given. The **post**⁸ offers excellent **career prospects**⁹ to candidates who demonstrate **leadership qualities**¹⁰ as we are keen to promote and develop talent within the company.

We offer a **competitive salary**¹¹ and an attractive **benefits package**¹² including pension, **healthcare plan** and **subsidised**¹³ meals.

If this sounds like the job for you, then click [here](#) to fill in the **online application** form, including details of your **salary expectations**.

- ¹ if you have a passion for something, you like it very much
- ² a positive word for something which is exciting and difficult
- ³ if an environment is fast-paced, things happen quickly there
- ⁴ available jobs
- ⁵ if you report to someone, he/she is your boss
- ⁶ experience of this type of job from before
- ⁷ all the training you need
- ⁸ job
- ⁹ opportunities for promotion and career development
- ¹⁰ the ability to lead a group
- ¹¹ as good as, or better than, other salaries for similar jobs
- ¹² all the extra benefits that a company offers (as well as a salary)
- ¹³ partly paid for by the company

B A cover letter

You want your application to **stand out** [be better than others], so you should include a clear, well-written **cover letter**¹ which highlights key points from your CV. Here is a letter sent with the application for the job in A above.

Dear **Sir or Madam**²

Please find attached my CV **in support of** my application for the **position** of Customer Service Assistant. I have just completed my degree in Business Studies and am keen to gain **hands-on**³ experience in this area.

During my course I chose to study several modules on banking and finance, as I have always been interested in working in this **field**⁴. In addition, I have worked as a part-time sales assistant in a large department store for the last two years. This has given me valuable **customer-facing**⁵ experience, as well as developing good communication skills both with customers and the rest of the team. I am a **team player**⁶ and I am keen to develop my career and gain **managerial experience**⁷ in the future.

Thank you for taking the time to consider this application and I look forward to hearing from you.

Yours faithfully⁸

Rebecca White

Mention any studies or training courses you have done which are **relevant to** [connected to] the role.

If you have previous managerial experience, you can say 'In my **previous role as** (Sales Manager), I **led a team of** (four people).'

Be sure to specify the job you are applying for at the beginning of the letter.

It is important to mention any relevant experience you have, to show your **suitability for** the role. If you can, provide examples of specific projects you have **carried out**. [done]

- ¹ a letter sent with a job application (also called a **covering letter**)
- ² how you start a letter when you do not know the name of the person you are writing to
- ³ practical, direct (not theoretical)
- ⁴ area of business or activity
- ⁵ dealing directly with customers
- ⁶ a person who is good at working with others
- ⁷ experience of managing other people
- ⁸ how you finish a letter when you do not know the name of the person you are writing to

Exercises

3.1 Match the two parts of these business collocations from A and B.

- | | | |
|-----------------|--------------------------|---------------|
| 1 healthcare | <input type="checkbox"/> | a faithfully |
| 2 team | <input type="checkbox"/> | b prospects |
| 3 Yours | <input type="checkbox"/> | c plan |
| 4 competitive | <input type="checkbox"/> | d a team |
| 5 challenging | <input type="checkbox"/> | e application |
| 6 communication | <input type="checkbox"/> | f role |
| 7 online | <input type="checkbox"/> | g letter |
| 8 lead | <input type="checkbox"/> | h player |
| 9 career | <input type="checkbox"/> | i skills |
| 10 cover | <input type="checkbox"/> | j salary |

3.2 Replace the underlined words with a word or phrase from A or B with a similar meaning.

- 1 You don't need to have done this job before.
- 2 As part of my new job, I get meals partly paid for by the company.
- 3 It's really important to make your application look different from all the others.
- 4 Working in the factory over the summer gave me some direct experience of manufacturing.
- 5 I'm hoping to work in the area of automotive manufacturing.
- 6 Prism Consulting has a number of positions available for graduates.
- 7 The ad said the company will provide all the training you need.
- 8 You should only apply for the job if you have led a team before.
- 9 The salary isn't great, but they offer an attractive set of other advantages.

3.3 Look at A and B. Fill the gaps in these sentences, using a word from the box and a suitable preposition.

carried passion relevant reported role suitable support

- 1 I am sending my CV in my application for the position of sales team leader.
- 2 I have a sales.
- 3 Jakob's experience is more the job than Sylvana's.
- 4 In my previous Sales Representative, I the Sales Manager.
- 5 While working as a Customer Service Assistant, I also some research projects for the marketing department.
- 6 He only has 6 months' experience as a trainee. I don't think that makes him the job of quality manager.

3.4 Answer these questions.

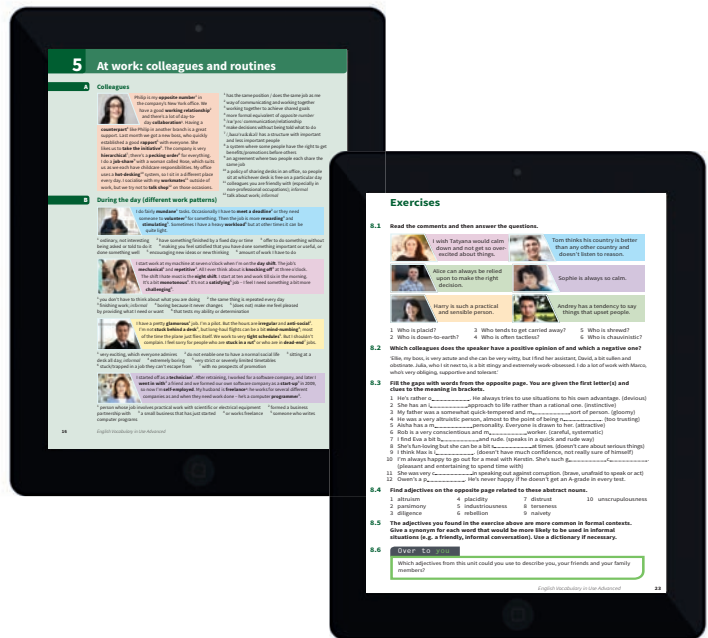
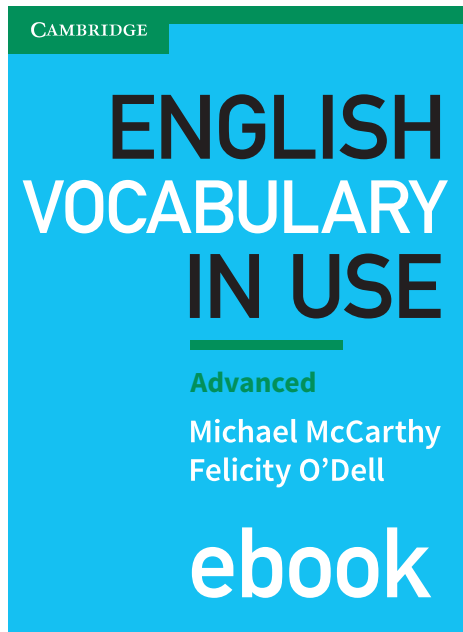
- 1 What do we call a job which deals directly with the customers?
- 2 How can we describe someone who works well with other people?
- 3 How should you start a letter to someone whose name you don't know?
- 4 What four other words can be used instead of 'job' in an advertisement?
- 5 How can we describe a working environment which is busy and rapidly changing?

3.5 Over to you

Find a job ad that you are interested in and write an example cover letter in English.

Enhanced ebook

You can buy this book with or without an ebook. The ebook has the same vocabulary explanations as the book.



Using the ebook

You can use your ebook on an iPad, Android tablet, PC or Mac.

You can listen to the text on the left-hand page, to help you with your listening and pronunciation.

Using the ebook, you can:



Listen to examples



Make notes



Highlight text



Bookmark pages

How to get your ebook

Follow the instructions in the inside front cover of this book.