

## Before you start

- 1 Which of these statements do you agree with?
- 1 Work is the most important thing in life.
  - 2 Work is just a way to get money so you can do the things you enjoy.

## Reading

- 2 Read what three people say about their jobs. Complete the chart with notes on the good and bad things about Anna's, Tony's, and Erika's jobs.



Anna, 18

'I work in a factory. My **working hours** are 8.00 a.m. to 5.00 p.m., Monday to Friday. I have a one-hour **lunch break** at 12.30. The **routine** is the same every day. My job is very boring but the pay is quite good. My **colleagues** and I don't really talk to each other, but I have a lot of friends outside work. My job is just a way to earn money.'



Tony, 23

'I'm a computer programmer. I work a 40-hour week. We have **flexible hours** so I can start and finish when I want. If we are very busy then I work **overtime** - I get paid extra for this. There are always problems to solve. This can be difficult, but it can also be quite creative. I earn a good **salary**, but my job doesn't rule my life. I like to do different things in my free time.'



Erika, 25

'I'm a doctor in a large hospital. I work very long hours - 60 or 70 hours a week - often in the evenings and at weekends. The work is really interesting but it can also be quite stressful. I love my job and my colleagues are also my friends. I don't have time for a **social life**. When I get home, I'm too tired to do anything except have dinner and watch TV.'

	good things	bad things
Anna		
Tony		
Erika		

## Vocabulary

- 3 Match the **highlighted** words in the quotes with the definitions (1-8).

- 1 the people you work with \_\_\_\_\_
- 2 the number of hours in the week you spend doing your job \_\_\_\_\_
- 3 the money you receive every month for the work you have done \_\_\_\_\_
- 4 the things you do, usually with other people, outside work \_\_\_\_\_
- 5 the time you have for eating in the middle of the working day \_\_\_\_\_
- 6 the time you spend at work after your normal working hours \_\_\_\_\_
- 7 a system where you can choose when to start and finish work \_\_\_\_\_
- 8 the usual order and way that you regularly do things \_\_\_\_\_

- 4 Complete the sentences (1-6) with an adjective from the box.

boring ■ busy ■ difficult ■ creative  
■ interesting ■ stressful

- 1 If we have too much work and not enough time, it can be quite \_\_\_\_\_.
- 2 In my job, I use my imagination and ideas a lot, so the work is \_\_\_\_\_.
- 3 I do the same thing every day - my job is \_\_\_\_\_.
- 4 There is so much to do at work that I'm always \_\_\_\_\_.
- 5 Sometimes my job is \_\_\_\_\_, but I would get bored if it was too easy.
- 6 My job is very \_\_\_\_\_ because I'm always learning new things.

## Speaking

- 5 Work in pairs. Which of the jobs in Exercise 2 would you most like to have? Which would you least like to have? Tell your partner why.

## Writing

- 6 Think of a job you would like, or would not like, to have. Write a short text about it, using the texts in Exercise 2 as models.

### Get real

Interview someone you know about their job, e.g. a relative or family friend. Ask them what they like and don't like about their job. Find out if they live to work or work to live. Prepare to tell the class about them, in English.

### Before you start

- 1 Think about the people who work in your school, e.g. the teachers, the administrators. What are they *responsible for*? Who are they *responsible to*?

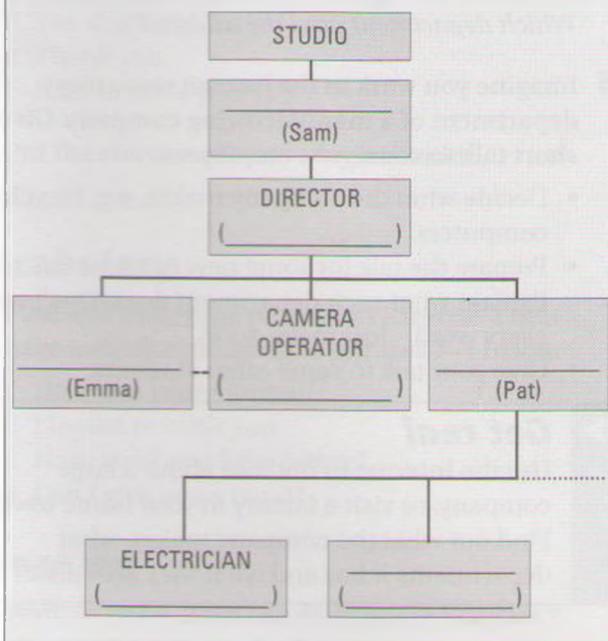
### Reading

- 2 Read the text about some of the people in a film crew. Complete the diagram.

This is a fairly typical film set. On this film set, the director, John, is the boss. He's like the managing director of a company. He's responsible for making sure the film is made on time and to budget. The producer is really in charge of the business. In a normal company, he would be the chairperson. Our producer's name is Sam and he is responsible to the studio. They're the shareholders – the people who invest money in the film.

There are a lot of people involved in making a film. The camera operator is called Steve. He does all the filming and he's responsible to John. The sound recordist is Emma – she works closely with Steve. Her job is to record everything the actors say. Then there's Tony, the electrician. He looks after the equipment. Martin, the grip, organizes all the practical things and deals with any problems.

Finally, there's me. My name's Pat and I'm the assistant director. I help John, the director. I'm responsible for the rest of the crew, including Tony and Martin. My job is to make sure that everyone is in the right place at the right time and that they know what to do.



### Vocabulary

- 3 Look at these phrases from the text. Use the Glossary or a dictionary to check any words you don't know. Then write them in your language.

#### Describing responsibility

My / Her job is to ... \_\_\_\_\_  
 ... is responsible for ... \_\_\_\_\_  
 ... is responsible to ... \_\_\_\_\_  
 ... in charge of ... \_\_\_\_\_

#### Saying what someone does

... looks after ... \_\_\_\_\_  
 ... deals with ... \_\_\_\_\_  
 ... organizes ... \_\_\_\_\_  
 ... works closely with ... \_\_\_\_\_

- 4 Complete the sentences (1–8) with a phrase from Exercise 3. Use each phrase only once.

- 1 The director tells the actors what to do and \_\_\_\_\_ any problems.
- 2 Martin \_\_\_\_\_ the practical things, like finding the right props.
- 3 I'm the camera operator. \_\_\_\_\_ record everything on film.
- 4 The director is \_\_\_\_\_ everything on the film set.
- 5 The electrician \_\_\_\_\_ the cameras, lights, and recording equipment.
- 6 Emma is \_\_\_\_\_ recording what people say.
- 7 The producer \_\_\_\_\_ the studio.
- 8 Pat \_\_\_\_\_ the director, John.

- 5 Complete 1–5 with words from the first paragraph.

- 1 The \_\_\_\_\_ is in charge of a company.
- 2 The \_\_\_\_\_ is money you have available to spend on a particular project.
- 3 The \_\_\_\_\_ is responsible for running a company.
- 4 To \_\_\_\_\_ is to put money into a business.
- 5 \_\_\_\_\_ put their money into a company.

### Speaking

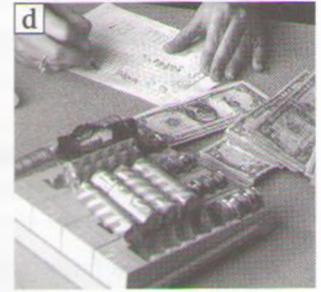
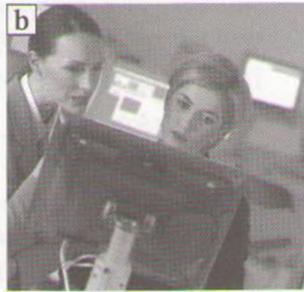
- 6 Work in pairs. Draw an organigram of an organization you know, e.g. your school or college. Explain it to another pair.

#### Get real

Talk to someone who works for a company or organization. Ask them how it is organized. Find out about the jobs and responsibilities of some of the people. Draw an organigram of the company and explain it to the class.

## Before you start

1 Look at the photos. Which departments of a company do they represent?



## Reading

2 Someone is giving a visitor a tour of a company. Read about the nine departments and match the pictures with four of the paragraphs. Then underline the names of all the departments.

OK, let's start here, in research and development, or R & D. This department is responsible for thinking of ideas for new products and finding ways to improve our existing products ...

This department looks after our computer equipment. They deal with any problems. This is information technology, or IT ...

Purchasing buys all the things we need to make our products. They talk to our suppliers and try to get the best price ...

This is the main factory area, the production department. Here we make our products. It's the biggest part of the company ...

Here in the finance department, they check how much the company is making and decide how much to spend. They also pay employees' salaries ...

This department looks after the people who work here. Human resources is responsible for recruiting new employees, organizing training and helping with any problems ...

Sales and marketing is very important. The marketing people think up the ideas for selling our products. The sales people go out and sell our products to our customers ...

Customer services processes orders from customers. It organizes transportation, checks that customers have received their orders and deals with complaints ...

Finally, distribution is responsible for transporting our products. They receive orders from customer services, and plan how and when to transport the products so the customers receive them at the right time ...

## Vocabulary

3 Match the names of the departments (1–9) with the phrases (a–i) to make a short description of each department.

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1 Sales and marketing    | a transports the products.          |
| 2 Information technology | b pays the salaries.                |
| 3 Customer services      | c sells the products.               |
| 4 Human resources        | d makes the products.               |
| 5 Purchasing             | e looks after the computers.        |
| 6 Production             | f thinks of ideas for new products. |
| 7 R & D                  | g recruits new staff.               |
| 8 Finance                | h processes orders from customers.  |
| 9 Distribution           | i buys parts from suppliers.        |

## Speaking

4 Work in pairs to test each other. Take turns to ask questions about the different departments.

*Which department pays the salaries?*

5 Imagine you work in the human resources department of a manufacturing company. Give a short talk to some new employees.

- Decide what the company makes, e.g. bicycles, computers.
- Prepare the talk for some new employees. Explain what each department does. Don't write every word – just make notes.
- Give your talk to some other students.

### ▶ Get real

Use the Internet to find out about a large company, or visit a factory in your home town. Find out what the company makes, what departments it has and what they are called.

**Before you start**

- 1 What is an *entrepreneur*? Do you know any famous entrepreneurs? Would you like to be one? Why/Why not?

**Reading**

- 2 Read the article about an American entrepreneur. Find three things that make him special.

**A young entrepreneur**

Jayson Meyer was sixteen when he and his younger brother Matthew started their technology company. Jayson lives in Daytona Beach, Florida, in the USA.

He looks like any typical university student, but Jayson doesn't go to university. He doesn't need to. He is already a successful businessman. Jayson is co-founder and CEO (Chief Executive Officer) of Meyer Technologies, Inc.

At high school, Jayson spent a lot of time working on computers for the school and local businesses. He didn't have time for school work, but he could fix almost any computer problem. So, when he was fifteen, Jayson left school and went into business full time. With his brother, he set up a shop at the local weekend market.

The business was successful and quickly went from making \$4,000 in the first year to \$100,000 per year. Soon, Meyer Technologies, Inc. expanded and was making over \$500,000. The company builds special computers and creates software programs for its clients. Many small businesses in Florida can't afford in-house computer support. They rely on service companies like Meyer Technologies to maintain their computers, and the company has plenty of customers. In 2000, the sales grew to over \$1 million. Not bad for a business whose CEO was not old enough to vote!

Currently, Jayson is helping to grow another company called WorkSmart MD, which makes special software for doctors' offices. Jayson now employs a number of technical staff and most of them are older than their boss. Jayson himself works 80 to 100 hours a week and often sleeps at the office. He doesn't have a lot of free time to do the things that most young people do, but he doesn't mind. He says, 'I'd rather be building an international business. I think about my business most of the time – it's in my blood.'

**Vocabulary**

- 3 Find the verbs (1–8) in the article. Match them with the word or phrase (a–h) that has a similar meaning.

1 fix	a repair
2 set up	b depend on
3 build	c make
4 create	d construct
5 afford	e start
6 rely on	f pay for
7 maintain	g give work to
8 employ	h look after

- 4 CEO is an abbreviation for Chief Executive Officer. Use the Glossary or a dictionary to find out what these abbreviations stand for.

1 MD 2 VP 3 Inc. 4 Ltd. 5 plc

**Speaking**

- 5 Work in pairs. Role play an interview with Jayson Meyer. When you finish, change roles.

**Interviewer** You are a journalist from a web magazine. Your job is to interview Jayson Meyer. Here are your notes for some questions to ask. Add two more questions.

1 Do you think you are a typical seventeen year old? Why?/Why not?

2 Why did you start Meyer Technologies?

3 Who are your clients?

4 How successful is Meyer Technologies?

5

6

**Jayson** You are Jayson Meyer. Answer the journalist's questions. Use the information in the article in Exercise 2.

- 6 Would you like to do what Jason Meyer does? Why/Why not?

**Get real**

Find out more information about other young people who are successful in business. Use the Internet or look in business magazines. Create a class display of 'teenage entrepreneurs.'

## Before you start

- 1 List three things you need to include in a CV.

## Reading

- 2 Read the sections of a CV (a–h) and match them with the headings (1–8).

- |                          |                          |                                       |                          |
|--------------------------|--------------------------|---------------------------------------|--------------------------|
| 1 Personal statement     | <input type="checkbox"/> | 5 Interests                           | <input type="checkbox"/> |
| 2 Personal details       | <input type="checkbox"/> | 6 Other information                   | <input type="checkbox"/> |
| 3 Work <b>experience</b> | <input type="checkbox"/> | 7 Referees                            | <input type="checkbox"/> |
| 4 Languages              | <input type="checkbox"/> | 8 Education and <b>qualifications</b> | <input type="checkbox"/> |

a Czech (mother tongue), English (fluent), Spanish (good)

b Theo Johnson, Head of Postgraduate Studies, London Business School  
Sarah Lewis, Marketing Director, International Enterprises

c 1998–99 London Business School – Postgraduate Diploma in International Marketing  
1994–98 University of Economics, Prague – graduated in Business Studies

d I am a hard-working and **enthusiastic** sales and marketing **graduate**, who is looking for a challenging position with an international company.

e Travel, swimming, running, reading, cinema, classical music

f Name	Frantisek Svoboda
Address	220 Belsize Gardens, London SW2 2RT
Telephone	070 2268 2331
E-mail	fransvob@yahoo.com
Nationality	Czech
Date of birth	17th April 1976

g I spent a year travelling in the United States and Latin America between my postgraduate studies and my current job. I also worked for two summers at a summer camp for children in the US. I ran the London Marathon in 2000 and 2001.

h 2000–date Marketing executive, JB Market Consulting, London  
1999–2000 Marketing **trainee**, International Enterprises, London

## Vocabulary

- 3 Complete (1–5) with the **highlighted** words.

- Courses or exams lead to \_\_\_\_\_
- \_\_\_\_\_ is what you have done in your life or work.
- A \_\_\_\_\_ is a person who has passed a university course.
- A \_\_\_\_\_ is a person learning a job.
- \_\_\_\_\_ is interested and excited.

## Speaking

- 4 Work in pairs. Look at these 'rules' for writing a CV. Which ones do you agree with? Why?
- Make sure your CV is well-organized.
  - Include a lot of detail – a good CV is long.
  - List your education and work experience in reverse order – start with your most recent job.
  - Include additional information that you think could help your application, e.g. travel experience or voluntary work.
  - Don't send a covering letter – no one reads it.
- 5 Work in pairs. Look at the job advertisement. Discuss what qualifications and experience applicants need for this job. Do you think Frantisek Svoboda has the right qualifications and experience to apply for the job?

### INTERNATIONAL MARKETING MANAGER

Lopez Garcia is a Spanish-owned investment company currently looking for a marketing professional to join our London office. The successful applicant will be responsible for:

- marketing our services to clients in the UK
- helping to develop the company's marketing plan
- travelling to Spain and Mexico for meetings with clients
- managing a team of ten people.

You need to have a marketing qualification and at least three years' experience. You must be enthusiastic, hard-working and flexible. Ability to speak Spanish is essential.

Apply in writing, with CV, to:

**Jaime Aranda, Human Resources Manager,**  
jha@st.romero.es

## Writing

- 6 Write your CV for a job of your choice (say what it is). Use your own details and add qualifications and work experience which you hope to get in the future. Decide on the best order of the sections in Exercise 2.

### Get real

**Work in pairs.** Find some adverts for jobs like the one in Exercise 5. Look in newspapers or on the Internet. Choose an advert for a job you would like to do. Give your advert and CV to your partner and take theirs. Suggest ways your partner could adapt their CV to fit the job advert.

## Before you start

- 1 Why do people use e-mail in business? Make a list of reasons.

## Reading

- 2 Read some 'rules' (on the right) for writing good business e-mails. Which rules do you follow?
- 3 Read the e-mail below from a student to a company about their work experience programme. Which rules in Exercise 2 does he break?

## Vocabulary

- 4 Look at the phrases in *italics> (1–6) in the e-mail. Match them with the formal phrases (a–f) below.*

- a Could you send me more information ...
- b I look forward to hearing from you.
- c I am writing to ask about ...
- d My name is Luigi Ferrara ...
- e Dear Ms Lewis
- f I am interested in applying for ...

- 5 Here are some phrases to use in e-mails. Write starting (S), ending (E), saying why you are writing (W) or requesting (R) after each one and the ones in Exercise 4.

- 1 My name is ...
- 2 I'm a student at ... (school / college)
- 3 Dear Amanda (informal)
- 4 Thank you for your message.
- 5 With best wishes.
- 6 Please e-mail me if you need more information.
- 7 Yours sincerely
- 8 Thank you for your e-mail of 20th August.
- 9 Please send me details of ...

## Writing

- 6 Work in pairs. Rewrite the e-mail on the right using the rules in Exercise 2 and some of the phrases in Exercise 5.

### ▶ Get real

You are interested in taking part in a work experience programme for business students. Write an e-mail to a company that offers such programmes. Organize your e-mail like this:

- introduce yourself
- explain why you are writing to them
- request some information about the programme.

Don't forget to start and end the e-mail in an appropriate way.

## How to write an effective e-mail

- 1 Use a subject line that tells the other person what the e-mail is about. Don't just write *Information* or *Your e-mail*.
- 2 If you are writing to someone you don't know, start by saying who you are and why you are writing.
- 3 Use written greetings (*Dear Mr Smith*) and endings (*Yours sincerely*), just as you would in a letter.
- 4 Use short, clear sentences.
- 5 Use paragraphs for different subjects. Leave a space between paragraphs.
- 6 In business e-mails, always use a formal and polite tone. Don't be too informal or familiar.
- 7 Don't use emoticons, e.g. ☺, or acronyms, e.g. BTW (*by the way*).
- 8 Don't write in CAPITAL LETTERS – this is like shouting.
- 9 Don't repeat yourself – try not to use the same word more than once in a paragraph.
- 10 Check your spelling and punctuation – are they correct? If you are worried about your spelling, use a spell check.

