



English Language 2

Lecture 1

ENG 102

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UNIT

1

Careers

'Many people quit looking for work when they find a job.'
Steven Wright, US comedian

OVERVIEW

VOCABULARY

Career moves

READING

Be aware of your
online image

LISTENING

Changing jobs

LANGUAGE REVIEW

Modals 1: ability,
requests and offers

SKILLS

Telephoning:
making contact

CASE STUDY

Youjuice



Starting Up

A) Discuss these questions.

1. How ambitious are you?
2. Do you have a career plan? Where do you want to be in 10 years' time?
3. Which of the following would you prefer to do?
 - a) work for one company during your career
 - b) work for several different companies
 - c) work for yourself



B) Look at these activities (1-7). Match each activity to its corresponding area of work (a-g). Which of these areas do you work in or would you like to work in? Why?

- | | |
|---|--------------------------|
| 1. making/manufacturing things | a) Sales and Marketing |
| 2. being in charge of people and running the organisation | b) Finance |
| 3. selling products or services | c) Management |
| 4. dealing with clients/consumers | d) Human Resources (H R) |
| 5. working with figures | e) Production |
| 6. dealing with employees and training | f) Research and Develop |
| 7. investigating and testing | g) Customer Service |



Vocabulary: Career moves

A) These phrases (1-6) all include the word career. Match each of them to its correct meaning (a-f). Use a dictionary to help you.

- | | |
|-------------------------|--|
| 1. career move | a) chances to start/improve your career |
| 2. career break | b) ideas you have for your future career |
| 3. career plan | c) an action you take to progress in your career |
| 4. career opportunities | d) a period of time away from your job to, for example, look after your children |
| 5. career path | e) a series of levels or steps in your working life |
| 6. career ladder | f) the direction your working life takes |





B) Listen to three people talking about their careers. Which person is at the beginning, in the middle and at the end of their career?

Person 1: middle

Person 2: beginning

Person 3: end





C) Listen again. Which of the phrases with career in Exercise A does each person use? Which of the experiences do you think are common?

1. career move
2. career break
3. career plan
4. career opportunities
5. career path
6. career ladder

Person 1: career break, career move

Person 2: career opportunities, career path

Person 3: career plan, career ladder



D) Complete the sentences below with the verbs in the box. Use a dictionary to help you.

climb decide have make offer take

1. Employees in large multinationals **have** excellent career opportunities if they are willing to travel.
2. Some people **take** a career break to do something adventurous like sailing round the world or going trekking in India.
3. One way to **make** a career move is to join a small but rapidly growing company.
4. Certain companies **offer** career opportunities to the long-term unemployed or to people without formal qualifications.
5. Ambitious people often **decide** on a career plan while they are still at university.
6. In some industries, it can take a long time to **climb** the career ladder.



E Look at these groups of words. Cross out the noun or noun phrase in each group which doesn't go with the verb in *italics*.

- | | | | | | |
|---|-------------|---|---|-------------|---|
| 1 | <i>make</i> | a fortune / progress / a living /
a training course | 4 | <i>do</i> | part-time work / a mistake /
a nine-to-five job / your best |
| 2 | <i>get</i> | progress / a promotion / a bonus /
fired (AmE) / the sack (BrE) | 5 | <i>take</i> | a pension / an opportunity /
time off / early retirement |
| 3 | <i>earn</i> | commission / a part-time job /
money / 40,000 per year | 6 | <i>work</i> | flexitime / anti-social hours /
overtime / an office job |

F) Complete each of these sentences with the appropriate form of a word partnership from Exercise E.

1. In banking, you can **make a fortune** with the big bonuses and retire at 35.
2. When you **work flexitime**, you can arrange your own schedule, so this is very convenient when you have children.
3. People who work in sales often have the opportunity to **earn commission** on top of a basic salary.
4. Luke is ambitious and does not want to be a sales assistant all his life. In fact, he hopes to **get a promotion** and become Assistant Manager very soon.
5. Many students **do part-time work** when they are at university because it fits in with their studies.
6. Goran is 59, but he does not want to **take early retirement** In fact, he is taking on more work!



READING

**Be aware of
your online
image**

A) Discuss these questions.

1. What social-networking sites do you a) know, and b) use?
2. Why do you use them?



by Andy Bloxham

Jobseekers have been warned that their Facebook profile could damage their employment prospects, after a study found that seven in 10 employers now research candidates online.

According to new figures released by Microsoft, checks on Facebook and Twitter are now as important in the job-selection process as a CV or interview.

The survey, which questioned human-resource managers at the top 100 companies in the UK, the US, Germany and France, found that 70 per cent admitted to rejecting a candidate because of their online behaviour.

But HR bosses also said that a strong image online could actually help job hunters to land their dream job. Peter Cullen, of Microsoft, said: "Your online reputation is not something to be scared of, it's something to be proactively managed. These days, it's essential that web users cultivate the kind of online reputation that they would want an employer to see."

Facebook *faux pas* include drunken photographs, bad language and messages complaining about work.

Farhan Yasin, of online recruitment network Careerbuilder.co.uk, said: "Social networking is a great way to make connections with job opportunities and promote your personal brand across the Internet. People really need to make sure they are using this resource to their advantage, by conveying a professional image."

But Mr Yasin cautioned job seekers to be aware of their online image even after landing the perfect job, after their own research found that 28 per cent of employers had fired staff for content found on their social-networking profile. He added, "A huge number of employers have taken action against staff for writing negative comments about the company or another employee on their social-networking page."



LIKE us on Facebook



B) Scan the article below quickly and answer these questions.

1. What percentage of employers research candidates online?

70%

2. Which social-networking sites are mentioned?

Facebook, Twitter

3. Who do Peter Cullen and Farhan Yasin work for?

Peter Cullen: Microsoft; Farhan Yasin: Careerbuilder.co.uk



C) Read the article again and choose the best headline (a, b or c).

a. Complaining about your job could lose you your job



b. Facebook profile 'could damage job prospects'

c. Ambition is key to a successful career



D) According to the article, how can social-networking sites make or break your career?

They can make your career because a strong online image could help you land your dream job. They can break your career because a huge number of employers take action against staff for writing negative comments on their social-networking page.





LISTENING

Changing jobs



Melissa Foux

A) Melissa Foux is the Finance Director of CSC Media Limited, a television company. Listen to the first part of the interview and answer these questions.

1. How does she describe her current company?

CSC Media Ltd is the largest independent television business in the UK. It has a mixture of 16 channels, including music, children's and movie channels.

2. What was her previous job?

She was the Finance Director for a chocolate pudding business.

3. Why is it easy to move from sector to sector in the finance world?

Because the basic skills you need are the same.





B) Listen to the second part and complete this extract.

When I was a student, although I was studying**chemistry**....., I thought I would like to do something**different**..... afterwards, and I actually did a summer**internship**..... with one of the big**accountancy**..... firms, which was an excellent way to get an**understanding**..... of what the job would be like. I started off as an auditor, and it was through that**experience**..... that I got my first job.





C) Melissa is asked if she has had any good advice during her career. Listen to the third part and number these points in the order in which she mentions them.

a) maintain clarity

2

b) be able to see the key point and the key decision you have to make

3

c) do not overcomplicate things

1



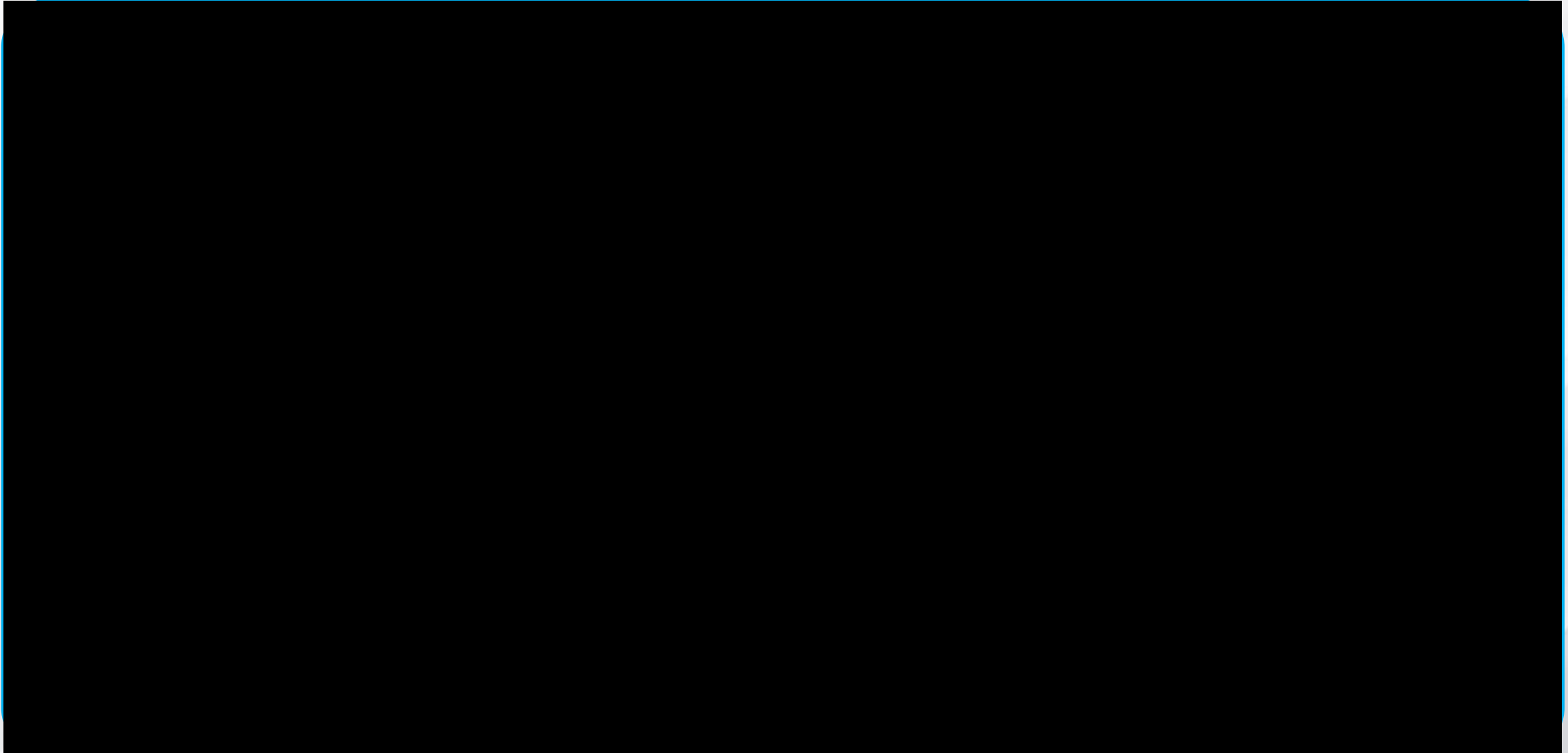


D) Listen to the final part and decide which was the interviewer's question {a, b or c}.

- a) What is the most interesting question you have been asked at interview?
- b) What is the key difference between people who work in finance and those who work in research?

➡ c) How would you advise people who are starting their careers?





LANGUAGE REVIEW

Modals 1: ability, requests and offers

Modal verbs are very common in English. Match these functions (a-c) to the examples (1-3).

- a) making an offer b) describing ability c) making a request

1 **Can** you help me?
Could you say that again, please? **c**

2 **Can** I help you?
Would you like a cup of coffee? **a**

3 I **can** speak Polish and Russian.
She **could** read and write before she was three. **b**



Modals: ability, requests, and offers

Form

- + I /You/He/She/ It/We/They can go.
- I /You/He/She/It/We/They can't (= cannot) go.
- ? Can I/you/he/she/it/we/they/go?

Uses

1. We use *can* and *could* to:

- **make requests.**

Can I make a phone call?

Could you tell me the time, please? (a little more formal)

- **give or refuse permission.**

You can use my mobile phone. You can't go in there. It's private.

- **make an offer.**

Can I help you?

I can take you to the station if you like.

- **describe ability.**

Paola can speak Chinese.

When he was younger, he could (= was able to) run a marathon in under three hours.



A) Rearrange the words to make questions from a job interview. Then decide whether each question is a) making a request, b) making an offer, or c) asking about ability.

1. get / you / can / I / a drink / ?
Can I get you a drink? (b)
2. e-mail address / your / confirm / I / could / ?
Could I confirm your e-mail address? (a)
3. can / you / spreadsheets / use / ?
Can you use spreadsheets? (c)
4. speak / languages / any other / you / can / ?
Can you speak any other languages? (c)
5. about / tell / you / job / us / your present / more / could / ?
Could you tell us more about your present job? (a)
6. tell / your current salary / me / you / could / ?
Could you tell me your current salary? (a)
7. would you / as soon as possible / your decision / let us know / ?
Would you let us know your decision as soon as possible? (a)
8. start / you / when / can / ?
When can you start? (a)
9. like / tea / some more / you / would / ?
Would you like some more tea? (b)



B) Match the questions in Exercise A (1-9) to these interviewee's answers (a-i).

- a) It's €60,000 a year. 6. Could you tell me your current salary?
- b) Not very well, but I'm doing a course next week. 3. Can you use spreadsheets?
- c) I can let you know next week. 7. Would you let us know your decision as soon as possible?
- d) Thank you. A cup of tea, please. 1. Can I get you a drink?
- e) The address is correct, but I've got a new mobile number. 2. Could I confirm your e-mail address?
- f) I'd love some. Thank you. 9. Would you like some more tea?
- g) Well, I'm currently supervising an HR project. 5. Could you tell us more about your present job?
- h) Yes, I can speak Korean and Japanese. 4. Can you speak any other languages?
- i) My notice period is two months. 8. When can you start?



C) Work in pairs. Student A is an interviewer and Student B is an interviewee.

Student A: Follow the instructions below.

Student B: Answer the questions truthfully.

Then switch roles.

Student A

- Offer tea or coffee.
- Find out Student B's ability to:
 1. speak any languages;
 2. use Excel, PowerPoint or Publisher;
 3. drive.

Ask Student B:

1. to tell you about themselves;
2. for the best number to contact them on tomorrow;
3. to repeat the number;
4. if they would like to work abroad;
5. if there are any hours they wouldn't be able to work.



Homework

A) Complete the interviewer's questions from a job interview with words from the box.

contact let moving send sharing start ~~working~~

1. Would you mind **working** at weekends?
2. Could you us have your previous employer's details?
3. Would you mind our appointment to Monday?
4. Could you in two weeks' time?
5. Could you us as soon as possible?
6. Would you mind an office with three other people?
7. Could you us a copy of your certificates?



Homework

B) Match the interviewee's answers to the interviewer's questions in exercise A.

- a) Not at all, as long as it's in the morning.
- b) Certainly. I'm free to start as soon as you like.
- c) Yes. I'll let you know my decision by Friday, if that's all right.
- d) Sure. I'll put copies in the post straightaway.
- e) That's fine, as long as we all have enough workspace.
- f) How often would that be?
- g) Well, in fact they're included in my CV.





SKILLS

Telephoning: making contact

A) What kinds of phone calls do you make in English? What useful telephone expressions do you know?

B) Listen to three phone calls and answer these questions.

1. What is the purpose of each call?

2. Do the callers know each other?

Phone call 1: To ask about a job advert

Phone call 1: Yes

Phone call 2: To tell Giovanna that he can't make the training course

Phone call 2: No

Phone call 3: To ask for a phone number

Phone call 3: No





C  CD1.8 Listen to the first call again. Complete the expressions on the right so they have the same meaning as the ones on the left.

- | | |
|-------------------------------------|---|
| 1 Can I talk to ...? | I'd <u>like</u> to <u>speak</u> to ... |
| 2 Just a moment ... | Thank you.. Hold on |
| 3 I'll connect you. | I'll... put you through |
| 4 Am I speaking to Corina Molenaar? | Hello.... Is that Corina Molenaar? |
| 5 Yes, it's me. | Speaking |
| 6 The reason I'm calling is ... | Yes, I'm.. phoning about your advert ... |
| 7 Can I have your name and address? | Could you give me
your name and address, please?  |



D) Listen to the second call again and complete this extract.

A: Hello. **Could I speak** ... to Giovanna, please?

B: **I'm afraid** ... she's not here at the moment. Can I **take** ... a **message** ?

A: Yes, please. **This is** ... Johan from Intec. .. **Could** ... You **tell** ... her I won't be able to **make** ... the training course on Saturday? She can **call** ... me **back** ... if there's a problem. I'm **on** ... 0191 498 0051.





E) Listen to the third call again. Choose the phrases the speakers use.

Matt: Hello, Matt speaking.

Karl: Hi, Matt. Karl here.

Matt: Oh, hello, Karl. How are ***things /you?***

Karl: Fine, thanks. Listen, just a quick ***word/question***•

Matt: Yeah, go ahead.

Karl: Do you think you could ***give me /let me*** have the other number for Workplace Solutions?

I can't get through to them. Their phone's always ***busy /engaged*** •

Matt: I've got it ***here /right in front of me***• It's 020 9756 4237.

Karl: Sorry, I didn't ***hear/catch*** the last part. Did you say 4227?

Matt: No, it's 4237.

Karl: OK. Thanks. Bye.

Matt: ***No problem /Don't mention it***• Bye.



1

Case study



An international drinks company needs a dynamic new director to build its Latin American sales

Background

YouJuice Inc., based in Monterrey, Mexico, sells ready-to-drink juices all over the world. It was originally a Mexican company, but it is now owned by a large US corporation. YouJuice is currently looking for a Sales and Marketing Director for its sales facilities in Brazil, Argentina and Colombia.

Recently, sales results have been poor. Overall, sales revenue was 35% below target. The reasons are:

- Sales staff are not highly motivated, and staff turnover is high.
- The Sales Managers say that the low sales are due to strong competition in this segment of the market.
- The previous director had no clear strategy for developing sales.
- Not enough market research has been done, and the customer database does not produce reliable results.

A new appointment

There are three candidates for the position of Sales and Marketing Director. They all work for YouJuice in either Mexico or one of the foreign subsidiaries. The new director will be based in São Paulo, Brazil. Here is an extract from the job description for the position.

The successful candidate will be responsible for:

- increasing sales and developing marketing strategies
- coordinating the work of the sales teams so that they are more motivated and effective
- carrying out market research to improve customer numbers.

The successful candidate will be:

- a strong personality with leadership qualities
- energetic, dynamic, and enthusiastic.

He/She will have:

- a good academic background and relevant work experience
- organizational and interpersonal skills
- numeracy skills and analytical ability
- good linguistic ability.

The position will involve frequent travel in the three countries.





Profiles of the candidates

Read the essential information about each candidate. Then listen to the interview extracts.

CD1.11, 1.12 Juana Ramos

Juana Ramos

Mexican, aged 30
Married, two
children (seven and
nine years old)

Education

- University degree in Economics
- Studying for a Master's degree in Marketing (distance learning)

Experience

- Has worked for YouJuice since leaving university.
- Worked in market research for one year, then in sales.
- Has a good knowledge of computing; numerate.

Achievements

Top sales representative in the last five years

Languages

Fluent Spanish and Italian; good standard of English; intermediate Portuguese

Interviewer's comments

A strong, charismatic personality. Very competitive. Not afraid to speak her mind, even if it upsets colleagues. A good sense of humor. Wants to advance in her career as quickly as possible. Intelligence test (IQ): very high. Is she diplomatic? Interpersonal skills?



CD1.13, 1.14 Chantal Lefevre

Chantal Lefevre

Swiss, aged 41
Divorced, one child
(five years old)

Education

- University degree in Business Administration
- Diploma in Marketing

Experience

- Two years' market research, then over 15 years' sales and marketing in various companies, including one year in Spain and six years in Portugal.
- Joined YouJuice three years ago as sales representative in Switzerland. Very hard-working. Has done an excellent job and earned large bonuses each year.

Achievements

A good sales record in all her previous positions

Languages

Fluent Portuguese; intermediate Spanish; excellent English

Interviewer's comments

A quiet, modest person, but very eager to progress in her career. Answered questions directly and honestly. A sociable person. She's chief organizer of her local tennis club. Believes that the new director should involve staff in all decisions. Intelligence test (IQ): average. Leadership qualities? Decisive?



CD1.15, 1.16 Jeff Sanderson

Jeff Sanderson

American, aged 54
Single

Education

- University degree in Sociology
- Master's in Business Administration (MBA) from Harvard Business School

Experience

Joined YouJuice 20 years ago. Has always worked in sales. In the last five years, Sales Manager (France and Italy).

Achievements

Has increased sales by 8% in the five-year period

Languages

Fluent English and Portuguese; Spanish: good reading skills, needs to improve his oral ability

Interviewer's comments

A serious person. Respected by his staff. Has a strong sense of responsibility. 'I am a company man.' Not very creative. Believes new ideas should come from staff. Some staff say he's a workaholic and difficult to get to know. Very interested in South American cultures. Intelligence test (IQ): above average. Why does he really want the job? Energetic enough?



Task

- 1 Work in groups. You are members of the interviewing team. Discuss the strengths and weaknesses of each candidate. Decide who to select for the vacant position. Note down the reasons for your choice.



Summary

- **Career vocabulary and word partnerships**
- **Reading: Social networking and careers**
- **Listening: Careers and career advice**
- **Modals: Ability, requests, offers and permission**
- **Job interview language**
- **Telephone calls and useful expressions**





Thank You