



Englisch C1

Mitschrift

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1 HTW Campus English

University vocabulary

- Undergraduate
 - Associates (2 years of study)
 - Bachelor (up to 4 years of study)
 - Diplom
- (Post-)graduate
 - Masters
 - Doctorate (PhD)

university years (undergraduate):

- freshman
- sophomore
- junior
- senior

GPA: grade point average

4,0 $\hat{=}$ 1,0
US DE

Faculties are not called 'faculties' but *school of.../college of...*!

The HTW has schools of ...

- Mechanical Engineering / Process Engineering
- (Environmental Engineering)
- Mathematics / Informatics
- Architecture / Civil Engineering
- Business Administration
- Product Design
- Chemical Engineering / Agriculture
- Electrical Engineering

with multiple specializations / majors / minors.

other vocabulary

(Dorm)itory / Hall of Residence	Wohnheim
Tuition	Studiengebühren / Semesterbeitrag
Bursar's office	Universitätskasse
scholarship	Stipendium
grant	Stipendium (von Firmen)
high school diploma	Zeugnissurkunde
(high school) transcripts	Zeugniss mit Noten
ACT (American College Testing)	Prüfung (US)
SAT (Scholastic Assessment Test)	Test (US)

2 Campus Life

Oxford EAP Unit 1a, pp. 8-11

2.1 Education

Discussion

- 1 Which of the following learning situations are most effective for you?
 - 1 being part of a large group and listening to a lecturer or teacher talking
 - 2 being part of a smaller group and actively participating in the class
 - 3 being in a one-to-one situation and discussing your work with your teacher
- 2 Which three of the following factors are most important for you in selecting a university for undergraduate or postgraduate study?
 - 1 the location of the university
 - 2 course fees and living costs
 - 3 the influence of your parents
 - 4 the reputation of the university
 - 5 the age of the university
 - 6 class sizes
 - 7 facilities (technology, sports, etc.)
 - 8 language of instruction
 - 9 language support
 - 10 the number of international students
- 3 Work in pairs and discuss your selections in 1 and 2, with reasons. Explain why you applied to the university you are

ACADEMIC LANGUAGE

Expressing and exchanging opinions

To take part effectively in a seminar you need to be able to say what you think, find out what other people think, and respond to their ideas. Remember that people are interested in what you have to say. There are many ways to exchange opinions. Look at the examples for five key functions:

Giving your opinion	Asking for opinions	Recognizing an opinion
My view is (that) ...	Do you agree? ...	OK, I understand (that) ...
Agreeing	Disagreeing	
I think that's right (and) ...	No, I don't really agree.	

TASK 5 Recognizing language for expressing opinions

- 1 1.2 Listen to Extract 2 again and identify the phrases you hear.

I think (that) ...	What do you think?
What about you?	I see what you mean.
For me, ...	I don't agree with that (at all).
I would say (that) ...	I think that's right, but ...
Yes, absolutely.	I wouldn't say that.
Yes, but what about ...?	I agree (with / that) ...

- 2 For each phrase in 1, decide which of the five key functions it is used for.

TASK 6 Preparing for a seminar discussion

- 1 You are going to take part in a seminar discussion. Work in groups and select one of the statements on education to discuss.
- 1 Students in higher education should be required to learn a foreign language.
 - 2 Having a university education is necessary for a person's success in life.
 - 3 Subjects related to science, technology, engineering, and medicine are more important than humanities subjects such as history and the arts.
- 2 Work alone and prepare for the discussion. Note down your views on the selected statement using the following headings.
- | | |
|----------------------|--------------------------|
| 1 Topic and focus | 4 Main arguments against |
| 2 Your view | 5 Examples and reasons |
| 3 Main arguments for | 6 Conclusion |
- 3 Think of some questions to ask other students.

TASK 7 Contributing to a seminar discussion

- 1 Work in groups and discuss your selected statement. Use the following stages to help you.
- 1 Express your main points
 - 2 Get reactions
 - 3 Allow others to make their points
 - 4 Listen and respond
- 2 Select one person to take notes of the main points from your discussion. Use the headings from Task 6.2.

2.2 Conditionals

Conditionals

Zero conditional

The *zero conditional* is used for things which always happen (or what to do) under certain conditions.

Clause 1: *if* + present simple Clause 2: present simple
If water is heated to 100°C, it boils.

Clause 1: *if* + present simple Clause 2: imperative
If the alarm sounds, evacuate the building.

First conditional

The *first conditional* is used for possibilities in the future.

Clause 1: *if* + present simple Clause 2: *will (not)*
If the conference is in Germany, I'll go to it.

Second conditional

The second conditional is used for unreal situations in the present.

Clause 1: *if* + past simple Clause 2: *would (not)*
If I had an instruction manual, I'd be able to repair the fault.

(But I don't have a manual, so in reality I can't repair the fault.)

Third conditional

The third conditional is used for unreal situations in the past.

Active

Clause 1: Clause 2:
if + had (not) + past participle *would (not) + have + past participle*
If they had replaced the turbine bolts, the accident would not have happened.

Passive

Clause 1: Clause 2:
if + had (not) + been + past participle *would (not) + have + been + past participle*
If the turbine bolts had been replaced, the accident would have been avoided.

(But in reality the bolts were not replaced, so the accident actually happened.)

(See 'Conditions')

Linking

Relative clauses and participial phrases are useful ways of linking clauses together to form longer sentences. They are used most often in written language.

Non-defining relative clause

A non-defining relative clause does not provide part of a definition, or limit the meaning of the preceding word. It simply adds further information.

The non-defining relative clause uses relative pronouns such as *which*, *who* and *where*. A comma is used immediately before the relative pronoun.

A test was carried out. The test confirmed the results.

➔ *A test was carried out, which confirmed the results.*
The goods were taken to the warehouse. Here they were put away. ➔ *The goods were taken to the warehouse, where they were put away.*

Defining relative clause

A defining relative clause limits the meanings of the preceding words and is often used in definitions.

A sensor is a device that detects certain external stimuli and responds in a distinctive manner.

(The sensor is not any kind of device: it is a limited type of device restricted to detecting certain stimuli and responding in a special way.)

Which is used with things, and *who* is used with people. In defining relative clauses (but not normally in non-defining ones), *that* can replace *which* or *who*. There is no comma immediately before *which / who / that*.

(See 'Definitions')

Present participial phrase

A present participial phrase can sometimes replace a clause or sentence when two actions by the same subject take place at the same time, or one action follows immediately after, or as a result of, another. The present participle ends in *-ing*, and is active in meaning.

The photons move up and down inside the ruby crystal. They travel at the speed of light. ➔ *The photons move up and down inside the ruby crystal, travelling at the speed of light.*

The blowout preventer was automatically activated. (As a result,) it shut down the well. ➔ *The blowout preventer was automatically activated, shutting down the well.*

When events happen in a clear sequence, *before* or *after* can precede the present participle:

The water flows through a network of pipes. Then it finally enters the storage tank. ➔ *The water flows through a network of pipes before finally entering the storage tank. After flowing through a network of pipes, the water finally enters the storage tank.*

Past participial phrase

The past participle can sometimes replace subject + passive verb. This method of linking clauses or sentences is very common in technical writing as it helps to make it more concise. The past participle is passive in meaning.

The oilfield is located 90 km off the coast of Brunei. It is an important resource. ➔ *The oilfield, located 90 km off the coast of Brunei, is an important resource.*

The past participial phrase can also occur at the beginning of a sentence: *Located 90 km off the coast of Brunei, the oilfield is an important resource.*

For a person you loved deeply, would you be willing to move to a distant country knowing there would be little chance of ever seeing your family and friends again?	If you knew there would be a nuclear war in one week, what would you do?	Would you have one of your fingers surgically removed if it somehow guaranteed immunity from all major diseases?	Would you like to know the precise date of your death?
You discover your wonderful 2-year-old daughter is, because of a mix-up at the hospital, not yours. Would you want to exchange the child to try to correct the mistake?	Would you accept twenty-five years of extraordinary happiness if it meant you would die at the end of the period?	Would you accept a job twice as good as your present one – twice as much money and twice as fulfilling – given one condition of employment; you can never reveal anything about it to anyone you know?	In a nice restaurant, after getting the bill for an excellent meal, you notice that you were not charged for one of the items you ate. Would you tell the waitress?
You are given the power to kill people. They would die a natural death and no one would suspect you. Are there any situations in which you would use this power?	Your house, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be?	If you were having difficulty on an important test and could safely cheat by looking at someone else's paper, would you do so?	If you could prevent either an earthquake that would kill 40,000 people, a plane crash that would kill 200 people, or a car accident that would kill a friend of yours, which would you choose?
Would you rather be extremely successful professionally and have a fairly ordinary private life, or have a very happy private life and only an ordinary professional life?	Before you are ten pistols – only one of which is loaded. For £1 million would you pick one up, point it at your forehead and press the trigger? If you survive, you keep the money.	If you could take a one-month trip anywhere in the world and money were not a consideration, where would you go and what would you do?	If you could script the basic plot for the dream you will have tonight, what would the story be?
Would you be willing to become extremely ugly physically if it meant you would live for 500 years at any physical age you chose?	Someone close to you is in pain, paralysed and will die within a month. He begs you to give him poison so that he can die. Would you? What if it were your father?	Would you be willing to reduce your life expectancy by five years to become extremely attractive?	Assuming that you had no children and felt the only way for you to have a family was to marry someone you didn't love, would you be willing to do so?
Would you be willing to murder an innocent person if it would end hunger in the world?	For £20,000 would you go for three months without washing, brushing your teeth, or using a deodorant? Assume you could not explain	Given the ability to project yourself into the past but not return, would you do so? Where would you go and what would you try to accom-	If a crystal ball would tell you the truth about any one thing you wished to know concerning yourself, life, the future, or anything else,

2.3 Conditional sentences: verb tenses

A

Some conditional clauses beginning with if suggest that a situation is *real* – that is, the situation is or was true, or may have been or may become true:

- If anyone phones, tell them I'll be back at 11.00.
- If you really want to learn Italian, you need to spend some time in Italy.

Others suggest that a situation is *unreal* – that is, the situation is imaginary or untrue:

- What would you do if you won the lottery?
- If you had started out earlier, you wouldn't have been so late.

Compare:

- If I go to Berlin, I'll travel by train. (= *real* conditional) *and*
- If I went to Berlin, I'd travel by train. (= *unreal* conditional)

In the first, the speaker is thinking of going to Berlin (it is a real future possibility), but in the second, the speaker is not thinking of doing so. The second might be giving someone advice.

B

Real conditionals

In *real* conditionals we use tenses as in other kinds of sentences: we use present tenses to talk about the present or unchanging relationships, and past tenses to talk about the past:

- If you leave now, you'll be home in two hours. • If water is frozen, it expands.
- If I made the wrong decision then I apologise.

However, when we talk about the future, we use a present tense, not will (see Unit 100):

- I'll give you a lift if it rains. (*not ...if it will rain...*)

C

Unreal conditionals

In *unreal* conditionals, to talk about *present* or *future* situations, we use a past tense (either simple or continuous) in the if-clause and would + bare infinitive in the main clause:

- If my grandfather was/were still alive, he would be a hundred today.
- If you were driving from London to Glasgow, which way would you go?
- I'd (=would) offer to give you a lift if I had my car here.

Notice that we sometimes use if...were instead of if...was (see Unit 100).

When we talk about something that might have happened in the *past*, but didn't, then we use if + past perfect and would have + past participle in the main clause:

- If I had known how difficult the job was, I wouldn't have taken it.
- If she hadn't been ill, she would have gone to the concert.

In *unreal* conditionals, we can also use could/might/should (have) instead of would (have):

- If I lived out of town, I could take up gardening.
- They might have found a better hotel if they had driven a few more kilometres.

In some *unreal* conditionals we use mixed tenses. That is, a past tense in the if-clause and would have + past participle in the main clause, or a past perfect in the if-clause and would + bare infinitive in the main clause:

- If Bob wasn't so lazy, he would have passed the exam easily.
- If the doctor had been called earlier, she would still be alive today.

D

Notice that in *unreal* conditional sentences:

- we don't use the past simple or past perfect in the main clause:
 - If we were serious about pollution, we would spend more money on research. (*not ...we spent... or ...we had spent...*).
- we don't use would in an if-clause (but see Unit 100):
 - If I had a more reliable car, I'd drive to Spain rather than fly. (*not If I would have...*)

A

In unreal conditionals we use **if...were + to-infinitive** to talk about imaginary future situations:

- If the technology **were to become available**, we would be able to expand the business.
- If he **were to have** a chance of success, he would need to move to London.

However, notice that we can't use this pattern with many verbs that describe a state, including **know, like, remember, understand**:

- If I **knew** they were honest, I'd gladly lend them the money. (*not If I were to know...*)

We sometimes use this pattern to make a suggestion sound more polite:

- If you **were to move** over, we could all sit on the sofa.

B

If the first verb in a conditional **if-clause** is **should, were, or had** (see Unit 99) we can leave out **if** and put the verb at the start of the clause. We do this particularly in formal or literary English (see also Unit 119):

- **Should** any of this **cost** you anything, send me the bill. (= If any of this **should cost**...)
- It would be embarrassing, **were** she **to find out** the truth. (= ...if she **were to find out**...)
- **Had** they **not rushed** Dan to hospital, he would have died. (= If they **hadn't rushed** Dan...)

C

We use **if it was/were not for + noun** to say that one situation is dependent on *another situation* or on *a person*. When we talk about the past we use **If it had not been for + noun**:

- If it **wasn't/weren't** for Vivian, the conference wouldn't be going ahead.
- If it **hadn't been** for my parents, I would never have gone to university.

In formal and literary language we can also use **Were it not for...** and **Had it not been for...**:

- **Were** it not for Vivian... • **Had** it not been for my parents...

We often use **but for + noun** with a similar meaning:

- **But for** Jim's support, I wouldn't have got the job. (= If it hadn't been for Jim...)

D

We don't usually use **if...will** in conditional sentences (see Unit 99). However, we can use **if...will** when we talk about a *result* of something in the main clause. Compare:

- Open a window if it **will help** you to sleep. **or** ...if it **helps** you to sleep.
('Helping you to sleep' is the result of opening the window.)
- I **will be angry if it turns out** that you are wrong. **not** '...if it **will turn out**'
('Turning out that you are wrong' is not the result of being angry.)

Q We also use **if...will** in requests:

- If you **will take** your seats, ladies and gentlemen, we can begin the meeting.

If you want to make a request more polite, you can use **if...would**:

- If you **would take** your seats, ladies and gentlemen...

E

In a *real* conditional sentence, we use **if...happen to, if...should, or if...should happen to** to talk about something which may be possible, but is not very likely. **If...happen to** is most common in spoken English:

- If you **happen to** be in our area, drop in and see us. (or If you **should (happen to) be**...)

Notice that we don't usually use this pattern in *unreal* conditionals which talk about impossible states or events in the if-clause:

- If the North Sea **froze** in winter, you could walk from London to Oslo. (*not If the North Sea happened to freeze / should (happen to) freeze in winter...*)

2.4 Exercises

EXERCISES

- 100.1** Choose from these verbs to complete the sentences, using each verb once only. If possible, use the pattern **were + to-infinitive**. If this is not correct, use the past simple form of the verb. (A)

catch fail like know win understand

- 1 If the police were to catch him, he'd spend at least five years in prison.
- 2 If they to reach their target, the order would be lost.
- 3 If I how to contact Mike, I'd get in touch with him today.
- 4 If she the next four races, she would be world champion.
- 5 If I how it worked, I'd explain it to you.
- 6 If you his first film, I'm sure you'd enjoy this one, too.

- 100.2** Write new sentences with similar meanings. Begin with the word(s) given. (B & C)

- 1 John lent me money. Otherwise, I would have gone out of business. Had it not been for John lending me money I would have gone out of business.
- 2 Return the product to the shop if you have any complaints about it. Should...
- 3 There would be nowhere for them to stay if they arrived today. Were...
- 4 I wouldn't have finished this book without Suzanne's help. If it...
- 5 John is giving me a lift. Otherwise, I wouldn't be able to visit you. But for...
- 6 Megan and I both have e-mail. Without it, it would be difficult for us to keep in touch. Were it...

Now write some true sentences about your life beginning with:

- 7 But for... 8 If it hadn't been for... 9 Had it...

- 100.3** Are the underlined parts of the sentences correct? Correct the ones that are wrong. (D)

- 1 If they will get married, they'll probably move to France. If they get married...
- 2 If it will make you happy, we'll buy a dishwasher.
- 3 If you will send me a copy of your previous letter, I will reply immediately.
- 4 If some extra money will help, take this £200.
- 5 If anyone will ask for me, I'll be in the café.
- 6 If he will continue to improve, he should be out of hospital next week.

- 100.4** Make these requests and suggestions more polite. Begin If you would... (D)

- 1 Excuse me. I have to make a telephone call.
- 2 Leave your name and telephone number. I'll call you back as soon as I can.
- 3 Stay here until I return. I'd appreciate it.

- 100.5** If possible, rewrite the underlined parts of these sentences with happen to. If it is not possible, write **X** after the sentence. (E)

- 1 If you see Ken, tell him that I'd like to see him. If you happen to see Ken...
- 2 If you are at home on Monday evening, you must see the TV programme on Korea.
- 3 If computers could think like humans, then more people would lose their jobs.
- 4 If I am in New York in December, we must meet up.
- 5 It's delicious – if you like very sweet things.
- 6 The world would be very different today if the aeroplane had been invented in 1800.

EXERCISES

99.1 Are these real or unreal conditional sentences? (A)

- 1 If we had travelled together we would have saved money. **Unreal**
- 2 If you're scared of spiders, don't go into the garden.
- 3 Where would you choose if you could live anywhere in the world?
- 4 If he recognised me, he certainly didn't show any sign of it.
- 5 She'll be furious if she finds out the truth.
- 6 You would know the answer if you had read the book.
- 7 You'll have to take a taxi home if you want to leave now.
- 8 If you had taken that job in Norway, you'd have been able to learn to ski.

99.2 Write sentences with similar meanings beginning If.... All the sentences you write will be unreal conditionals. (C)

- 1 I don't know enough about the machine, so I can't mend it myself.
If I knew enough about the machine I would mend it myself.
- 2 He didn't prepare for the interview, so he didn't get the job.
- 3 Not enough money is spent on cancer research, so a prevention has not been found.
- 4 Andrew wanted to ask Frank Sinatra for his autograph, but he wasn't brave enough.



Now write sentences including ..., so... or ... , but... with similar meanings to these unreal conditional sentences.

- 5 If you'd listened to me, we wouldn't have gone the wrong way.
You didn't listen to me, so...
- 6 If they hadn't found him in time, they wouldn't have been able to save his life.
- 7 If there were any truth in her allegations, I would resign.
- 8 If I hadn't been so busy I would have written to you earlier.

99.3 If necessary, correct these sentences. (B-D)

- 1 If Jack had been honest, he would return the money.
- 2 The video pauses if you press this button.
- 3 If she would have really wanted to see me, she would have come earlier.
- 4 If he doesn't break the window then who is responsible?
- 5 If Claire will continue to work hard, she should pass the exams easily.
- 6 Steve would have been attacked if I hadn't come along.
- 7 I'd be able to visit Jim first thing in the morning if I stay in Manchester overnight.
- 8 Speak to Jane if you want to book a room.
- 9 If you know what it was going to be like, why did you come?
- 10 You'd be surprised if I told you how much this cost.
- 11 If I had suddenly announced that the holiday was cancelled, the children had objected.
- 12 We might soon be making a profit if all will go according to plan.

EXERCISES

- 100.1** Choose from these verbs to complete the sentences, using each verb once only. If possible, use the pattern were + to-infinitive. If this is not correct, use the past simple form of the verb. (A)

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- 4 If I am in New York in December, we must meet up.
- 5 It's delicious – if you like very sweet things.
- 6 The world would be very different today if the aeroplane had been invented in 1800.

3 Business Structures

Business 21, ch. 3

3.1 Legal forms of Doing Business in Germany

LEGAL AFFAIRS, FAIR PLAY

Legal forms of Doing Business in Germany

Foreign companies are basically entitled to pursue their own business interests within the Federal Republic of Germany. The regulation of the right of establishment applies to all companies of EU/EEA member states. In addition, agreements have been concluded between the Federal Republic and several other countries, which are essential to the citizens of those countries seeking to do business in Germany. Such agreements are, for example, the agreements on Double Taxation and the agreements on the Right of Establishment Convention and the Promotion of Investment.

The following sections will present only the business forms most commonly found in the Federal Republic of Germany. The Association of European Economic Interests will not be addressed as it is not allowed to pursue any business activities of its own, but rather is intended to provide support for the business activities of its members. The establishment of a *Kommanditgesellschaft auf Aktien* (*limited partnership on shares*), a public trust, or participation in a co-operative or business association is rarely considered by foreign investors.

In 1994, the right to form non-business partnership associations was adopted into German law. With this legal form, individuals of specific professions (e. g. medical doctors, attorneys, engineers) have the opportunity to establish a company, which is similar in form to the German *Offene Handelsgesellschaft* (*OHG*) (general partnership). An important aspect of this regulation is that the partners are able to limit their liability.

German law recognizes the business forms of small businesses and of registered, commercial businesses.

- 1. Small Businesses**
- 2. Registered Commercial Businesses**
- 3. Sole Proprietors**
- 4. General Partnership (*Offene Handelsgesellschaft*, *OHG*)**
- 5. Limited Partnership (*Kommanditgesellschaft*, *KG*)**
- 6. Limited Liability Company (*Gesellschaft mit beschränkter Haftung*, *GmbH*)**
- 7. entrepreneurial company at limited liability (*Unternehmergesellschaft (UG)* haftungsbeschränkt)**
- 8. Joint-Stock Company (*Aktiengesellschaft*, *AG*)**
- 9. Branch Offices**
- 10. Dependent Branch Offices - Permanent Establishments - Representative Offices**
- 11. Information Offices**
- 12. Company Names**

1. Small Businesses

A small business in Germany is defined as a business operation which, due to its nature and scope, does not require a commercial organisation. This is determined by the sales and turnover, the business assets, the number of transactions, the number of employees, the variety of business activities, and additional other factors. The particular situation of the individual business is always the deciding factor.

A small business may be operated by one private individual or by several individuals forming a *Gesellschaft des bürgerlichen Rechts* (civil law partnership). The accounts and official papers of any small business must contain the proprietor's full first and surname. In the case of a civil law partnership, the full names of all members must be stated. This form of business is not allowed to operate under a commercial name.

It is not obligatory that a small business, operated by a private individual or through a civil law partnership, is registered in the Commercial Register. A small business may, however, choose to be listed in the Commercial Register and, through such listing, obtain the status of a registered merchant or, in the case of a civil-law partnership, obtain the legal form of a general (*OHG*) or limited partnership (*KG*) (see description below).

2. Registered Commercial Businesses

A registered commercial business is any individual or partnership organization whose nature and scope requires a commercial organisation. In cases of doubt, a recommendation from the Chamber of Industry and Commerce will be requested.

A commercial business is to be entered under its commercial name (= *Firma*) in the Commercial Register of the local court at the corporate seat of the business. The application must be witnessed and signed by an authorized notary public. Special instructions are to be given in writing or by a – not necessarily German - notary, a comparable legal advisor or a consular official.

A commercial business may take the form of a sole proprietor, an *Offene Handelsgesellschaft (OHG)* (general partnership), or a *Kommanditgesellschaft (KG)* (limited partnership), which have the form of a *GmbH & Co. KG*.

The *Gesellschaft mit beschränkter Haftung (GmbH)* (limited liability company), the *Aktiengesellschaft (AG)* (joint-stock company, Inc.), and the *Kommanditgesellschaft auf Aktien (KgaA)* (limited partnership on shares) are all treated by the law as commercial businesses. All members of these business forms must be registered in the Commercial Register.

In the following sections the possible operational forms will be explained separately.

3. Sole Proprietors

As indicated by the name, this form always has one, sole proprietor. No limit is placed on the proprietor's liability. The name of the firm, the legal form of the business, the location of the business office, the court of registration, as well as the number under which the firm is listed in the Commercial Register, must be stated on all business correspondences and letterheads.

4. General Partnership (*Offene Handelsgesellschaft, OHG*)

A general partnership (OHG) must consist of at least two partners. No limit is placed on the liability of each partner. Legal entities may also be members of an OHG, regardless of whether they were established under German or foreign law (comparable to a GmbH).

In principle, the right to represent the general partnership (OHG) as a whole, may be exercised individually by all partners. The joint representation of the partnership by several partners or the exclusion of individual partners from representing the partnership, however, can be specified in the memorandum of association.

All business correspondences and the letterhead must state the firm, the legal form and the location of the partnership, the court of registry, as well as the registration number.

In the event that all partners in an OHG are legal entities and, hence, their liability is automatically limited, reference must be made to this by an appropriate supplement to the company name (e.g. "GmbH & Co. OHG–). In addition, all business correspondences of partnerships of this type must also contain the business names of the partners (*Firma*) and their court of registration as well as the number under which the firm is listed in the Commercial Register.

5. Limited Partnership (*Kommanditgesellschaft, KG*)

In a limited partnership (KG), at least two partners are necessary, one of which must have unlimited liability (*Komplementär*) and one of the limited partners must have liability not exceeding the value of his/her shares in the company (*Kommanditist*). The amount of liability is not fixed by law. Legal entities, regardless of whether they are established under German or foreign law (see GmbH below), may also be partners in a KG. In the situation where the only partner with unlimited liability of a KG is required to have limited liability, indications to this must be made by an appropriate supplement to the company's name, such as the commonly used "GmbH & Co. KG–. All business transactions and correspondences of limited partnerships (KG) must contain the same information as the correspondences of general partnerships.

As a general rule, the right to represent the company is held by the partners with unlimited liability (*Komplementäre*) only.

6. Limited Liability Company (*Gesellschaft mit beschränkter Haftung, GmbH*)

The limited liability partnership (GmbH) is a legal entity in its own right. The required capital of a GmbH must total a minimum of 25,000 euro at the time of the establishment of the company due to liability reasons. The original capital contribution of each partner must be at least 1 euro.

The contributions of partners are allowed to be made in kind. In this situation, the items used to make the contribution together with their estimated values must be stated in the partnership contract. The assessed value of such contributions must be stated in a special report concerning the companies foundation on the basis of non-cash contributions.

The minimum payment to found a GmbH is one quarter of each original capital share, provided these payments are made in cash and not in kind. The total sum, including the full value of all payments made in kind, must, nevertheless, be at least half of the minimum capital requirement (=12,500 euro). Failure to pay the nominal capital amount will in no way reduce the liability of the individual. As individuals, partners are not directly liable to the company creditors and, therefore, risk only the loss of their original contribution.

A GmbH may also be founded by a single individual as a so-called "*Ein-Mann-GmbH*" (One-man-GmbH). In the event that the nominal capital contribution for an Ein-Mann-GmbH is not paid in full, collateral is required for the outstanding balance.

Legal entities, regardless if they are licensed under German or foreign law, may also be members of a GmbH.

Foreign legal entities may be recognized in the Federal Republic of Germany if they are based in their native country and if their recognition would not offend common practices or be in violation of German law. The recognition of foreign legal entities and other trade associations is usually ensured by international treaties and agreements.

The GmbH is judicially and non-judicially represented by its managing director(s) (*Geschäftsführer*). These individuals need not reside in the Federal Republic and may, though they are not required to, be partners of the company. The directors are to be appointed and dismissed by the corporation meeting of the partners and are to be listed in the Commercial Register.

All business correspondences and letterhead must contain certain information about the company including the firm (= name of the company), the legal form of the company, the location and court of registration, its registration number in the Commercial Register, and the first and surname(s) of the managing director(s).

7. entrepreneurial company at limited liability (*Unternehmergeellschaft (UG) haftungsbeschränkt*)

Since November 1, 2008, a new form of the GmbH is available, the entrepreneurial company at limited liability (*Unternehmergeellschaft (UG) haftungsbeschränkt*). It is a simple version of a GmbH and can be founded with a capital of at least 1 euro. The incorporation is easier and cheaper than the incorporation of a GmbH.

In order to achieve the capital of a GmbH one day, the UG haftungsbeschränkt is legally required to set aside reserves of a fourth of the annual surplus. Having achieved the capital of a GmbH, it may apply for a change of name and legal form with the Register Court.

8. Joint-Stock Company (*Aktiengesellschaft, AG*)

A joint-stock company (AG) is a legal entity in its own right. The minimum capital which is 50,000 euro consists either of par value shares having a minimum value of 1 euro per share or of no-par value shares.

An AG can be founded by one single individual. All individuals, including legal entities, may be members of an AG. It is to be both judicially and non-judicially represented by the management board, which may consist of one or more persons appointed by the supervisory board. The supervisory board must consist of at least three members. For larger joint-stock companies (AG) other regulations determine the minimum number comprising the supervisory board. The main duty of the supervisory board is to supervise the business management of the manager or management board. Like the business correspondences and letterhead of a GmbH, those of an AG must contain certain information: the firm, the legal form of the company, the location and court of registration, its registration number in the Commercial Register, the first and surname(s) of all members of the management board and the first and surname of the chairman of the supervisory board.

Information regarding the establishment and costs associated with the establishment can be obtained from the Chamber of Industry and Commerce.

9. Branch Offices

Registered commercial businesses – both German and foreign – may establish independent branch offices which qualify for registration in the Commercial Register (conditions: own possession, separate bookkeeping plus the manager has certain

freedom in managing the branch office; decisions will be made according to the situation of each case). Independent branches of this type normally carry the same name as the head office and may or may not include a supplementary designation indicating that it is a branch. In certain situations a branch may be permitted to operate under a different commercial name.

10. Dependent Branch Offices - Permanent Establishments - Representative Offices

A dependent branch office, as opposed to a registered commercial branch office, has few if any commercial operations of its own, such as purchasing, sales or service offices, or delivery depots, etc. Such offices are not eligible for registration in the Commercial Register, but must be reported to the local Department of Business (*Gewerbeamt*). An official certificate stating that the head office is listed in the Commercial Register or in the Register of Partnerships in the native country, must be submitted in person or through a proxy.

In German law the term "permanent establishment" is not treated in the same manner for both legal and tax purposes. Business activities lasting only a few days could require registration as a permanent establishment at the local Department of Public Affairs (*Amt für öffentliche Ordnung*). For taxation purposes, however, in accordance with the double taxation agreements concluded between Germany and several other countries, business activities are classified as permanent establishments only after activities exceed a period of six months, or occasionally twelve months depending on the agreement concluded.

11. Information Offices

Offices providing information only are neither required to be listed in the Commercial Register as a branch nor are they required to be registered as a permanent establishment with the local Department of Public Affairs (*Amt für öffentliche Ordnung*). Information Offices are rare due to the fact that all in-house business practices such as advertising, customer service, maintenance and repairs, sales negotiations, and technical advice are already regarded as commercial activities. Thus the establishment loses the character of a pure information office. Establishments that can be considered information offices are those, for example, that only stock information to be distributed upon request.

12. Company Names

The name of a firm (= "Firma") can be constructed from the name of a person (information concerning the proprietor), from a specific subject (information concerning the business type of the company), or from a fictitious name. The individuality of the business can be preserved, but the company name must contain distinguishing characteristics. The name may also not include any false information that might lead to an incorrect understanding of the business operations. It is important and required that all firms, which are listed in the Commercial Register provide, on behalf of the firm, information as to the legal form of the business.

It is advisable to consult the local Chamber of Industry and Commerce as to the appropriateness of a proposed firm name and description.

DOKUMENT-NR. 27080

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3.2 What is Management?

Complete the text using these verbs:

analyse	communicate	contribute	divide	form
improve	measure	commercialise	perform	risk
select	train	understand	use	work out

You want me to explain what management is? Well, I guess I can manage that! Actually, management as we (1) it today is a fairly recent idea. Most economists in the eighteenth and nineteenth centuries, for example, wrote about factors of production such as land, labour and capital, and about supply and demand, as if these were impersonal and objective economic forces which left no room for human action. An exception was Jean-Baptiste Say, who invented the term “entrepreneur”, the person who sees opportunities to (2) resources in more productive ways.

Entrepreneurs are people who are alert to so-far undiscovered profit opportunities. They perceive opportunities to (3) new technologies and products that will serve the market better than it is currently being served by their competitors. They are happy to (4) their own or other people's capital. They are frequently unconventional, innovative people. But entrepreneurship isn't the same as management, and most managers aren't entrepreneurs.

So, what's management? Well, it's essentially a matter of organizing people. Managers, especially senior managers, have to set objectives for their organization, and then (5) how to achieve them. This is true of the managers of business enterprises, government departments, educational institutions, and sports teams; although for government services, universities and so on we usually talk about administrators and administration rather than managers and management. Managers (6) the activities of the organization and the relations among them. They (7) the work into distinct activities and then into individual jobs. They (8) people to manage these activities and perform the jobs. And they often need to make the people responsible for performing individual jobs (9) effective teams.

Managers have to be good at communication and motivation. They need to (10) the organization's objectives to the people responsible for attaining them. They have to motivate their staff to work well, to be productive, and to (11) something to the organization. They make decisions about pay and promotion.

Managers also have to (12) the performance of their staff, and to ensure that the objectives and performance targets set for the whole organization and for individual employees are reached. Furthermore, they have to (13) and develop their staff, so that their performance continues to (14)

Some managers obviously (15) these tasks better than others. Most achievements and failures in business are the achievements or failures of individual managers.

When you have checked your answers, translate the highlighted expressions into your own language.

3.3 Management Skills

EXERCISE 1

Divide the following styles of behaviour into pairs of opposites:

- a. being group oriented
- b. being cautious and careful
- c. being decisive and able to take rapid individual decisions
- d. being individualistic
- e. being assertive, authoritative, ruthless and competitive
- f. being happy to take risks
- g. being good at listening and sensitive to other people's feelings
- h. being intuitive
- i. being logical, rational and analytic
- j. liking consensus and conciliation

Which five of the above styles do you think are generally preferable for managers?

Now look at the following list of qualities. Which are the most important for a manager?

- k. being competent and efficient in one's job
- l. being friendly and sociable
- m. being a hard worker
- n. being persuasive
- o. having good ideas
- p. being good at communicating
- q. being good at motivating people
- r. being good at taking the initiative and leading other people

Make a list of the five most important qualities from a. to r.

Which of these qualities do you think you have? Which do you lack? Which could you still learn?

Which do you have to be born with?

Do any of these qualities seem to you to be essentially masculine or feminine?

EXERCISE 2

What are the nouns related to the following adjectives?

1. analytic	7. intuitive
2. assertive	8. logical
3. cautious	9. persuasive
4. competent	10. rational
5. efficient	11. ruthless
6. individualistic	12. sensitive

3.4 Company Structure

Sentences 1 to 9 make up a short text about different ways in which companies can be structured. Complete each sentence, by taking a middle part from the second box and an end from the third box. If you need help, consult the answer key on page 133.

1. Most organizations have a hierarchical or pyramidal structure,
2. A clear line or chain of command runs down the hierarchy,
3. Some people in an organization have an assistant who helps them;
4. Yet the activities of most large organizations are too elaborate
5. Large companies manufacturing a wide range of products, e.g. General Motors,
6. Businesses that cannot be divided into autonomous divisions with their own markets
7. An inevitable problem with hierarchies is that people at lower levels
8. One solution to this problem is matrix management, in which people report to more than one superior:
9. Another, more recent, idea is to have a network of flexible groups or teams,

- a. are normally decentralized into separate operating divisions,
- b. are unable to make important decisions, but are obliged to pass on responsibility to their boss,
- c. can simulate decentralization, setting up divisions that use
- d. instead of the traditional departments, which are often at war with each other;
- e. so that all employees know who their superior or boss is, to whom they report,
- f. e.g. a brand manager with an idea can deal directly with
- g. this is an example of a staff position: its holder has no line authority,
- h. to be organized in a single hierarchy, and require functional organization,
- i. with a single person or a group of people at the top,

- j. and an increasing number of people below them at each successive level.
- k. and is not integrated into the chain of command.
- l. and who their immediate subordinates are, to whom they can give instructions.
- m. each with its own engineering, production and sales departments.
- n. internally determined transfer prices when dealing with each other.
- o. the appropriate managers in the finance, manufacturing and sales departments.
- p. they are formed to carry out a project, after which they are dissolved and their members reassigned.
- q. unless responsibilities have been explicitly delegated.
- r. usually with production or operations, finance, marketing and personnel departments.

Sentence 1:

Sentence 4:

Sentence 7:

Sentence 2:

Sentence 5:

Sentence 8:

Sentence 3:

Sentence 6:

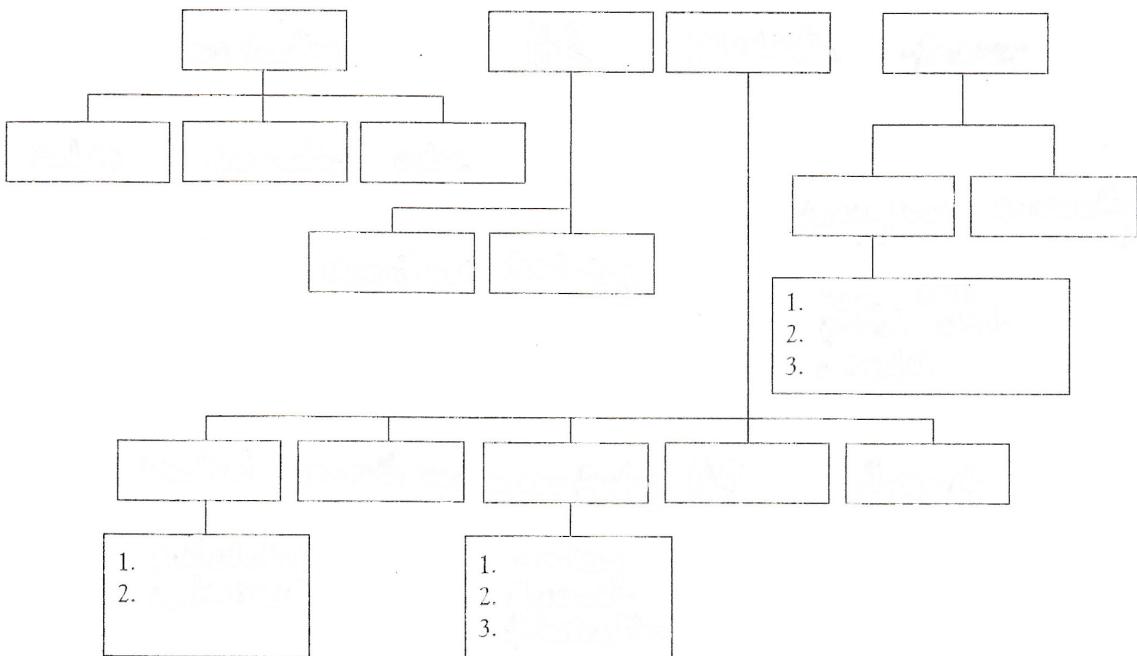
Sentence 9:

Now translate the highlighted expressions in the text into your own language.

3.5 An Organization Chart

EXERCISE 1

Read the whole text and then complete the organization chart:



I think we have a fairly typical organization for a manufacturing firm. We're divided into Finance, Production, Marketing and Human Resources departments.

The Human Resources department is the simplest. It consists of two sections. One is responsible for recruitment and personnel matters, the other is in charge of training.

The Marketing department is made up of three sections: Sales, Sales Promotion, and Advertising, whose heads are all accountable to the marketing manager.

The Production department consists of five sections. The first of these is Production Control, which is in charge of both Scheduling and Materials Control. Then there's Purchasing, Manufacturing, Quality Control, and Engineering Support. Manufacturing contains three sections: Tooling, Assembly, and Fabrication.

Finance is composed of two sections: Financial Management, which is responsible for capital requirements, fund control, and credit, and Accounting.

EXERCISE 2

What are the other four verbs in the text that mean the same as *to consist of*?

1. 2. 3. 4.

3.6 Self-Study

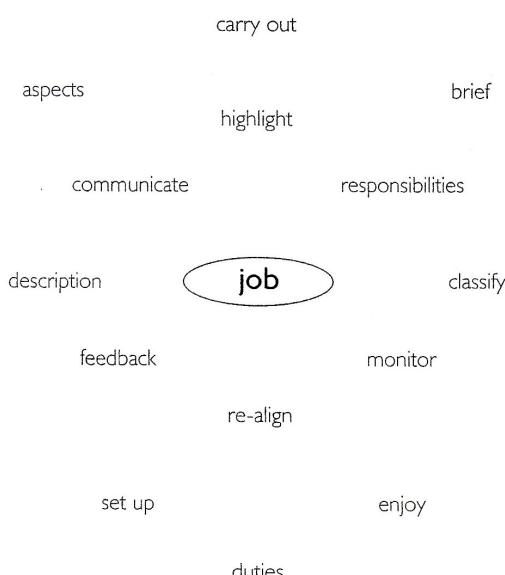
1 Choose the correct word to fill each gap.

Research has shown that in today's dynamic working environment the traditional job description is no longer doing its job. Today's jobs are not (1) _____ - they are constantly changing. This leads to (2) _____, with employees uncertain of their precise work roles. This can be illustrated by the following quotation from a job description: 'Meet or exceed customer (3) _____'. The initial reaction may be that this (4) _____ is perfectly clear but on closer examination it poses a number of questions. For example, is it (5) _____ employees to do whatever they feel is necessary to (6) _____ this end without restrictions? Or is it saying (7) _____ our procedures and this will be the outcome? Who knows? Perhaps the manager, but the description certainly does not (8) _____ things sufficiently from the employee's point of view.

- | | | |
|------------------|--------------|----------------|
| 1 A static | B routine | C standard |
| 2 A disparity | B initiative | C ambiguity |
| 3 A undertakings | B objectives | C expectations |
| 4 A schedule | B feedback | C statement |
| 5 A authorising | B allocating | C prescribing |
| 6 A support | B achieve | C carry out |
| 7 A follow | B comply | C serve |
| 8 A highlight | B identify | C clarify |

2 Use the words to write sentences with job.

He re-aligned certain aspects of the job.



3 Use the prompts to write sentences to be included in a formal report.

1 'There's a lack of communication in Sales.'

(it/feel) It was felt that there was a lack of communication in Sales.

2 'Let's organise some training for our team leaders.'

(it/suggest) It was suggested that we organise some training for our team leaders.

3 'We're going to bring in a consultant.'

(it/decide) It was decided that we were going to bring in a consultant.

4 'It seems team leaders' roles aren't clear enough.'

(it/find) It was found that team leaders' roles aren't clear enough.

5 'OK, we'll start implementing WorkSet next month.'

(it/agree) It was agreed that we would start implementing WorkSet next month.

6 'Ekstrom needs to set up new assessment centres.'

(we/recommend) We recommended that Ekstrom set up new assessment centres.

Present simple and continuous

4 Complete the e-mail. Put each verb in brackets into the correct form of the present simple or continuous.

Sally

Colin (1 want) wants a meeting on Friday morning at 10.30 to discuss ways of improving team leadership within the company. I know we usually (2 hold) hold our weekly sales briefings then but Colin (3 say) says this is more important. He's worried that our team leaders (4 not/delegate) don't delegate anywhere near enough responsibility and that could be the reason why the atmosphere (5 not/seem/get) isn't seem/getting any better around here. Colin must be pretty worried because he (6 even/bring) even brings in a consultant. Remember the guy we had in the summer? Well, I (7 think) think it's the same one again, so he should be good. Some of the things he showed us last time about time management were really useful. As a result, I (8 definitely/get) definitely get a lot better at prioritising my work nowadays. Anyway, I'd better go.

See you on Friday.

Bob

4 Personal Development

Success with BEC: Unit 1.1, pp 6-8

The Business Advanced: Unit 1 Pers. Development, pp 8-9, 14-15

4.1 Grammar

Did you know?

English has just two tenses – *present* and *past*, plus two aspects – *perfect* and *continuous*. Aspect is how we see things: the perfect aspect describes complete actions. They have built a new research centre (present perfect) and the continuous aspect describes actions in progress. They have been building a new research centre for the last three years (present perfect continuous). There are eight possible tense/aspect combinations, six of which we can put into the passive voice. About 90% of verbs used in English are in simple forms i.e. neither perfect or continuous.

1.2 Grammar Tense, aspect and voice

Review of aspect

- 1 Read the conversation between two colleagues and underline the most suitable verb forms. With a partner, discuss the reasons for your choices. What different meanings are expressed by the other choices?

Ed: So, what (1) have you been up to / are you up to since I last (2) saw / have seen you?
Jon: Oh, (3) hasn't anyone been telling you / hasn't anyone told you? I (4) decided / have decided to go for promotion. You know, for the new area manager job.

Ed: Great! What exactly (5) would you be doing / would you have been doing in the new job?
Jon: Well, you need to be quite flexible as there's a lot of travel involved – in fact the responsibilities (6) cover / have covered six different countries.

Ed: That'll suit you down to the ground – you (7) have always got / always got out and about a lot I seem to remember. By the way, you know Jacob (8) is going / has been going for it as well?

Jon: No, but I'm not threatened – he (9) blew / has blown his reputation for competence over that lost documents episode.

Ed: OK, but what (10) have you done / have you been doing to make sure you actually get the job?

Jon: Well, by the end of the week I (11) will have worked out / will be working out my interview strategy and there's no question they can ask me I can't answer.

Ed: (12) Aren't you being / aren't you a bit over-confident, or should that be arrogant?

Jon: We'll see. Drinks are on me if I get it.

Ed: Deal.

1:04 Listen and check your answers.

Speaking

- 2 Interview your partner about their career, education and training path over the last few years. What have they been doing and what have they achieved? What will they be doing in the near future?

Using the passive

- 3 Use the notes below to complete the official announcement about an in-company personal development initiative. For each sentence, decide whether the active or the passive voice is most appropriate.

Personal Development Initiative
• Launched 6 months ago
• Targets employees perceived to be most in need of training
• Rated highly by most attendees
• Covers confidence building, team spirit, difficult clients and self-awareness
• Typical workshop
– Secret role / scenario on piece of paper
– Memorize and throw away
– Act it out
– Other participants guess
– Change partners
– Relate scenario to event at work

The Personal Development Initiative

The Personal Development Initiative (PDI) was launched six months ago...

Internet research

Search for the keywords *Peter Principle* to find out more. Do you agree with this theory?

2 Work with a partner. Give reasons for your choice of either the active or passive voice in each sentence of your announcement document. Use the list of reasons below to help you.

We want to avoid mentioning who did the action.

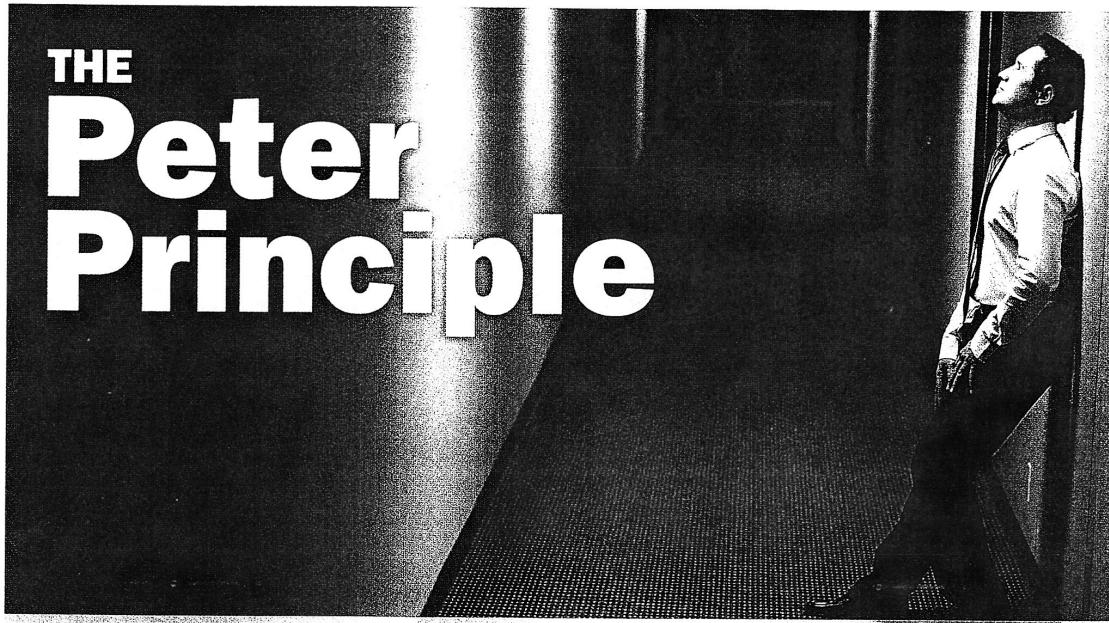
It is unimportant, or unnecessary, to say who did the action.

The subject of the sentence is extremely long, so the active sounds better because it puts the long material at the end.

There is no reason to use the passive, so the active is better.

Tense, aspect and voice

3 Fill in the spaces in the text below with the correct form of the verb in brackets, paying attention to tense, aspect and voice. Put any adverbs in the right place.



LAWRENCE PETER (1) _____ (work) as a teacher, psychologist, counsellor and consultant in different parts of the American education sector during the post-war era. *The Peter Principle*, which (2) _____ (publish) in 1969, is based on the assumption and invariable actuality that people gain promotion to their level of incompetence. As long as they (3) _____ (be) successful in one job, people will be considered suitable candidates for promotion by the organization in question; and only when they are unsuccessful at that level will they not (4) _____ (consider) for the next promotion.

Promotions (5) _____ (make / clearly) on a false premise, that of competence in the current job rather than the qualities required for the new one. It follows from this that assessments for promotion are fundamentally flawed, they (6) _____ (base) on a misleading appraisal of the wrong set of characteristics. More generally, what (7) _____ (be) 'sound performance' in one job may simply be identified on the basis that the individual (8) _____ (do / actually / not) any harm.

In the management sphere, the application of the Peter Principle is only too universal. Time and again promotion to supervisory and management grades from within the ranks (9) _____ (base) upon the operative's performance in those ranks rather than on any aptitude for supervision, management or discretion. Organizations thus (10) _____ (gain / only / not) an incompetent or inadequate supervisor; they also lose a highly competent technician. This (11) _____ (remain) true for all walks of life.

The lessons to be drawn from this (12) _____ (may / summarize) as the ability to identify genuine levels and requirements of performance, and the attributes which (13) _____ (require / carry them out), and to set criteria against which they can accurately be measured. People (14) _____ (may / place / then) in jobs that they can do, and for which they (15) _____ (suit / best). Aptitude for promotion, or any other preferred job for that matter, can then be assessed on the basis of matching personal qualities with desired performance, and organizational appointments made accordingly.

4.2 Vocabulary

Behavioural competencies

- 1** You work for Global Sounds, a tour management organization, arranging tours and concerts for musicians from around the world. What challenges and obstacles does this present you with? What skills are key in your job?
- 2** Behavioural competencies are observable skills and qualities required for effective performance in a job. Look at Global Sounds' list of behavioural competencies and put them into the correct column.

analytical thinking client focus decision making effective communication
 innovation flexibility holding people accountable intercultural competence
 leadership networking results orientation self-awareness
 self-development managing change time management

Team working	Managing and developing yourself	Customer service	Problem solving

- 3** Use the correct form of the words in the box to complete the definitions of five behavioural competencies below.

analyze apply communicate expect prioritize

- 1 Being able to bring disciplined _____ to data and situations, to see cause and effect and to use this to make effective decisions.
- 2 The ability to use the appropriate channel, means and style of _____ with tact in a variety of situations.
- 3 The willingness and ability to give _____ to customers, delivering high-quality services which meet their needs.
- 4 The ability to adapt with ease to a variety of situations; it is also about not being disconcerted by the _____.
- 5 The ability to find opportunities to develop your skills and attributes through self-study, training, practical _____, and / or support from others.

Now match each definition to a competency from 2.

Listening

- 4** 1:05 Tony is a project manager at Global Sounds and is having a performance appraisal with his manager. Which of the behavioural competencies from 2 do they discuss?

- 5** Now listen again. What examples does Tony give to support his points?

4.3 Management Skills

Discussion

1 How do you know what other people think of you and your behaviour? In small groups make a list of all the possible ways you can find out. Which kinds of feedback do you feel are most reliable, most sensitive, and most difficult to obtain?

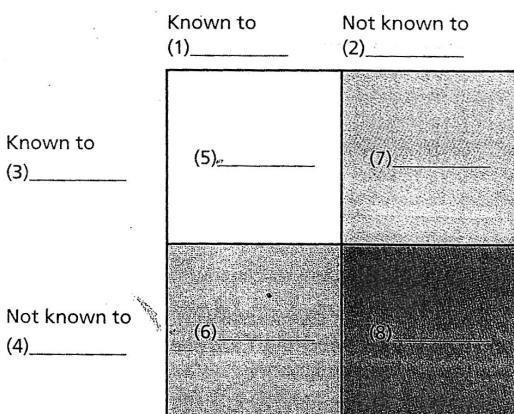
2 Divide into pairs. Working individually, first choose five or six adjectives from the list below which you feel describe you and how others might perceive your behaviour at work. Then, still individually, choose five or six adjectives which describe your partner.

(able accepting adaptable bold brave calm caring cheerful clever complex confident)	(dependable dignified energetic extroverted friendly giving happy helpful idealistic independent ingenious)	(intelligent introverted kind knowledgeable logical loving mature modest nervous observant organized)	(patient powerful proud quiet reflective relaxed religious responsive searching self-assertive self-conscious)	(sensible sentimental shy silly spontaneous sympathetic tense trustworthy warm wise witty)
---	---	---	--	--

3 With your partner, compare your lists. Write the adjectives into the quadrants below as follows.

- 1 In the top left quadrant, write any adjectives that both you and your partner chose to describe you.
- 2 In the bottom left quadrant, write any adjectives that you chose to describe yourself but that your partner did not choose.
- 3 In the top right quadrant, write any adjectives that your partner chose to describe you but that you did not choose.

Johari window®



Listening

4 1:06 Listen to a presentation of the Johari window and complete the labels (1)–(8) on the chart above.

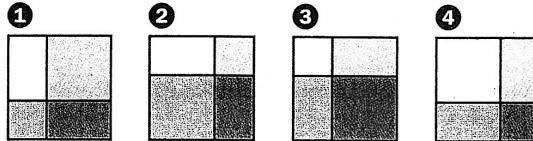
Discussion

5 With your partner, discuss how well your Joharis describe you.

I think of myself as someone who ... I hadn't thought of myself like that.
 I (do) tend to ... so, yes, perhaps I am a bit ... I consider myself ...
 I'm rather a ... kind of person. Do you think so? I'm really hopeless at ...

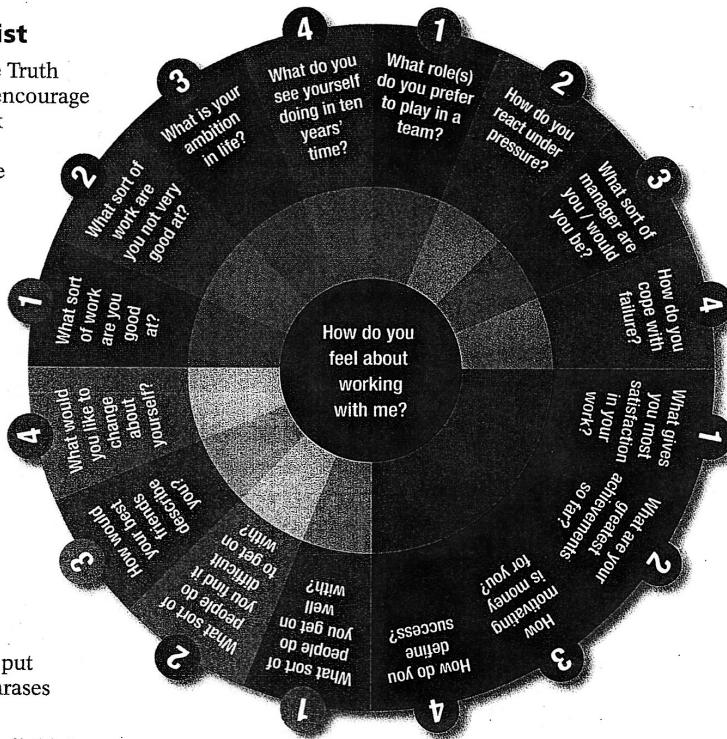
- 6** The Johari window also offers insights into personality and communication skills by comparing the relative size of each quadrant. Discuss how managers with the Joharis below might be perceived.

Which type of manager would you prefer to work with?



Listening for gist

- 7** 1:07–1:11 The Truth game is designed to encourage sharing and feedback in order to enlarge the Arena and reduce the other areas. Listen to two people playing the game; which questions are they talking about?



- 8** Listen again and put the words in these phrases in the correct order.

- 1 a at go have I Shall this? _____
- 2 confess have I that to... _____
- 3 like one take this to Would you? _____
- 4 about it I've much never really that thought _____
- 5 haven't I idea slightest the! _____
- 6 have honest I'd If I'm myself, say to totally with _____
- 7 don't if I'll mind on one pass this you. _____
- 8 leave Let's one shall that, we? _____
- 9 a clue got haven't honestly I! _____
- 10 I I'd If me, pushed really say suppose you ... _____

- 9** Find two expressions in 8 which are used for:

- | | |
|--------------------------------------|------------------------------|
| a) taking turns | d) saying you don't know |
| b) talking about one's weaknesses | e) not answering a question. |
| c) saying you have no strong opinion | |

Truth game

- 10** Work with a partner and play the Truth game. Start with different colour questions from the group next to you. Go round the board clockwise until you have discussed all the questions, then answer the question in the middle. Ask supplementary questions to help your partner develop their answers.

- 11** Repeat the process in 2 and 3 to draw a second Johari. Have your windows changed after playing the Truth game?

Internet research

Search for the keywords Nohari window to find out about the darker side of your personality. If you're brave enough, repeat steps 2 and 3 with the Nohari adjectives!

4.4 Writing

1.5 Writing Job descriptions

Discussion

1 Work with a partner. Levona is a successful international digital design agency that specializes in designing corporate websites. The Paris office is recruiting a new Design Team leader.

What qualifications, experience and competencies would you expect a candidate applying for this post to have? Make a list.

Reading

2 Look at the extract below from the job description for a Design Team Leader. Add the headings below in the spaces A–G.

Duty / (ies) Salary Job Aims Job Title Job Type Line manager Standard(s)

Job description / person specification



A	Designer and Design Team leader	Department	Design
Job Holder	(new)		
B	Full time	C	€49,000
D	Deepak Mehta	Creative Director	
E	To develop and promote as part of a team, the graphic and multimedia aspects of Levona corporate identity.		
No. of staff managed	5		
Finances managed	€200,000		
F		G – measured in terms of time, cost, quality or quantity	
1	(50%) To understand how customers and clients need to use corporate typefaces, templates and the use of the corporate logo. To develop websites, CD-ROMS and other tools to help clients meet their design needs.	Tools developed for clients are easy to use. Feedback is sought from at least five clients, and must be at least 80% positive. Tools are kept updated.	
2	(10%) To give appropriate advice (a) <i>the use of</i> the above to ensure both clients' needs and corporate standards are met.	Gives advice to clients (c) <i>line with</i> corporate standards, leading to improved global consistency.	
3	(10%) To attend training and conferences to keep up to date with IT developments.	Advice given to clients is up to date and results (d) <i>positive feedback</i> .	
4	(10%) To contribute (b) <i>corporate policies on design development by providing feedback on draft plans based on experience and an awareness of clients' needs.</i>	Ideas and views are rated <i>positively</i> (e) <i>the Director, Communications.</i>	
5	(10%) To manage the department budget to enable the regular development of websites, daily client blogs, corporate CD ROMS, and any other media design tools to support clients.	Manages DD budget (f) <i>accordance with</i> corporate financial guidelines, and ensures it is spent to (g) <i>1%</i> at the end of the year.	
6	(10%) To build and maintain relationships with both internal and external clients and suppliers.	Day to day interaction with internal / external clients ensures positive working relations and positive feedback.	

Prepositional phrases

3 Look at phrases (a)–(g) in *italics*. Fill in the spaces in each phrase with one of the prepositions below.

by in in on to within

4 Now match each phrase from 3 with the correct meaning.

- | | |
|--------------------------|------------------------------|
| 1 as set out in | 5 corresponding to |
| 2 evaluated by | 6 there is only a maximum of |
| 3 give your own ideas on | 7 will produce |
| 4 how to use | |

5 Look at this list of competencies, qualifications and experience from the person specification section of the job description.

Financial management skills	Self-awareness
Customer service orientation	Degree or equivalent in Graphic design
Leading a team	Knowledge of English, French and one non-European language
Achievement	Two years' previous experience in a design department
Analytical thinking	Working knowledge of the latest IT hardware, and software
Flexibility	(Windows, Excel, PowerPoint)

- 1 With a partner, mark each competency *E* (essential), *D* (desirable) or *NN* (not necessary).
- 2 Match each competency with the duty or duties it supports from the job description opposite.

Analysis

6 Read the guidelines below about language to use in a job description. Mark each one *T* (true) or *F* (false).

- | |
|---|
| 1 Use verb + object + explanatory phrases. You can usually omit the subject, e.g. <i>Gives advice to clients in line with corporate standards</i> . |
| 2 Always use the past tense of verbs. |
| 3 Use explanatory phrases telling why, how, where or how often to add clarity, e.g. <i>Manages DD budget in accordance with corporate financial guidelines, and ensures it is spent to within 1% at the end of the year</i> . |
| 4 Include definite and indefinite articles. The above statement in 1 could have read, <i>Gives advice to all the clients in line with the corporate standards</i> . |
| 5 Use un-biased terminology, e.g. use <i>he/she</i> or avoid gender pronouns. |
| 6 Be specific. Avoid subjective words, e.g. <i>frequently, some, occasional and several</i> . |

Internet research

Search for the key words *how to write a job description* for more ideas and tips!

Writing

7 Himalayan Heights Inc. (HH Inc.) are recruiting new staff for their flight department. Rewrite this extract from their job description.

Duties:

1 – 60% You have to arrange, book and confirm the executive clients' transport (flights, transfer) both on the phone, over the Internet and in person. You should also be ready to research and offer alternative and more appropriate forms of travel.

Standard: You deal with all the flights requests within 24 hrs (Internet), or immediately (phone, in person). You give the clients all the information in writing too, as well as the tickets and vouchers if these are needed. Clients give us 85% positive feedback.

2 – You will manage all financial transactions, involving general funds and contracts. You will also occasionally analyze financial data to make sure that we are using resources efficiently. You will perform comprehensive analyses and projections relating to business travel trends.

Standard: The Accounts Department are kept up to date and fully informed. Accounts are correctly submitted and reconciled on a monthly basis.

3 – You should train and supervise several part-time staff, including hiring, delegating and determining their workload, as well as evaluating their performance.

Standard: The part-time staff will give you positive feedback and continue to work for HH Inc. in subsequent peak periods. The feedback they get from clients will be 80% positive.



4.5 Gerund and infinitive

GRAMMAR

Grammar Tip

We say:

I am good at
making decisions
but
He intends to run
for President.

Gerund and infinitive

- 1 Which of the verbs or phrases in the box take the gerund (-ing) and which ones take *to + infinitive (to do)*?

be good at plan / intend / aim be worth fail be reluctant
have trouble / difficulty hope / expect manage succeed in
decide think about / consider enjoy avoid involve have
be used to / accustomed to be willing / prepared

+ gerund (-ing)

be good at

+ *to + infinitive (to do)*

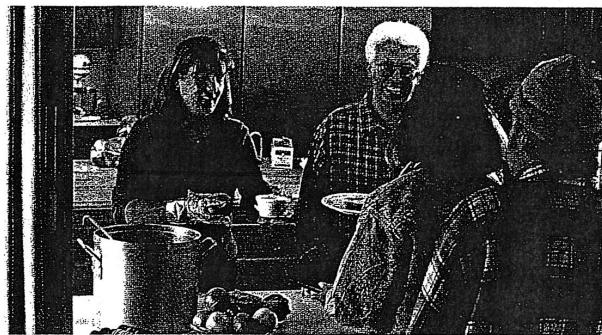
plan / intend / aim

- 2 Which of the following pairs of phrases is the odd one out grammatically? Why?

- 1 be good at - be bad at
- 2 be willing - be reluctant
- 3 succeed in - fail
- 4 enjoy - dislike

- 3 Complete these sentences.

- 0 When I retire, I plan to do some voluntary work for a charity.
- 1 When I retire, I plan ...
- 2 I think I'm quite good at ...
- 3 Before attending a job interview, it's worth ...
- 4 My job involves ...
- 5 When speaking English, I often have difficulty ...
- 6 At work I feel satisfied if I manage ...
- 7 For my summer holiday this year, I am considering ...
- 8 If I was offered more money, I would be willing ...
- 9 The hardest thing about starting a new job is getting used to ...
- 10 I get annoyed with colleagues if they fail ...



- 4 Choose five of the phrases in exercise 1 and make sentences about your own working life.

4.6 Job Applications for Mechanical Engineering Students

12.1 Vocabulary

engineering career and job search

A Study the Hadford University handout on this page.

- 1 What is similar to and different from an engineering career in Germany?
- 2 With a fellow student, talk about your engineering career to date and your plans for the future. Would you like to work abroad and what fields do you see yourself specializing in?
- 3 Are there any words or concepts in German engineering education that do not have a direct English equivalent?

B Analyzing a job advertisement.

- 1 Read the advertisements for work placements on the opposite page and fill in the table.



HADFORD University

Faculty: Mechanical Engineering

Your training as a mechanical engineer in the UK

University:

- B.Eng. Mechanical Engineering (three years)
- M.Eng. Mechanical Engineering (four years)
- Subject areas: mathematics, applied dynamics, fluid mechanics, solid mechanics, applied thermodynamics, mechanical behaviour of materials, electrical and electronic engineering. Computer controlled systems and Engineering in business and management.
- Optional: one additional year (pre-final year) in industry
- Graduation with Bachelor of Engineering (B.Eng.)
- Graduation with Masters of Engineering (M.Eng.) = academic qualification for Chartered Engineer status

Industrial training:

Mechanical Engineers require two years of monitored industrial training after their academic studies, before they can become Professional Engineers. A Chartered Engineer is a professional engineer registered with the Engineering Council UK. The requirements are a master's degree and at least four years' professional training and experience.

Advertisement	A	B
Employer		
Location		
Industry		
Responsibilities		
Paid/unpaid		
Contact		
Reference		
Method of application		

- 2 Would you be interested in any of the two placements and would you fulfil the requirements? Discuss with a fellow student.

C Complete the text with suitable prepositions.

After I graduated _____ Cambridge University, I worked as a trainee mechanical engineer _____ a large aeronautical company. Initially, I worked _____ the supervision of experienced engineers and also received seminar-type training. As I gained practical knowledge and experience, I was given more responsibility and was assigned _____ more difficult projects. After a couple of years, I took _____ a job _____ the R&D Department, so this meant a real leap in my career. There I was only responsible _____ the department manager and could develop my own ideas.

Job advertisement A**Work placement in engineering design team**

MegaCar Ltd., a wholly owned subsidiary of Vauxhall Automotive Holdings, is the UK's largest manufacturer of utility vehicles. Continuing success in gaining new contracts worldwide has resulted in the ongoing growth of our Exeter-based company.

We are currently offering exciting opportunities for students of Mechanical Engineering or Electrical Engineering. The paid industrial placement will provide you with an introduction to creating and implementing a standard development process for car bodies from feasibility to customer start of production milestones.

You will work in the engineering design team and receive hands-on work experience focusing on the development of a Standard Development Process Model Tool. You will report to the project manager and interact with R&D management to confirm the model and apply the developed model to existing and new programmes.

Requirements

- Successful applicants must currently be students at an accredited institution pursuing a bachelor's level degree in an engineering discipline.
- Experience with Catia V5 and CAD models is preferred.
- Experience in C++ programming and the automotive industry is a plus.
- Good communication and interpersonal skills are essential.
- Starting date: asap

To apply, send a covering letter and CV quoting ref THU/4980827/wp to Frances Thumbar, HR Manager, MegaCar Ltd., PO Box 32, Exeter EX4 7AN

Job advertisement B**Work placement in packaging company**

Ristoch Holdings, Inc. is one of Europe's leading packaging companies with some 250 sites worldwide. We manufacture every type of retail packaging in metal and plastic and our goods are amongst the most popular in Europe.

Each year Ristoch employs students in a wide range of technology placements. These are designed to give you practical hands-on experience in a business environment. We aim to ensure that the work is relevant, giving you ample opportunity to demonstrate your skills and knowledge.

We currently have an exciting and challenging placement opportunity for a Mechanical Engineering student. The successful candidate will be based at the company's manufacturing site in the West Midlands. During the 3–6 month placement period you will be working in the maintenance team. You will be required to carry out the following tasks:

- Working in a team of multi-skilled engineers, responsible to the maintenance supervisor.
- Assist with the repair and maintenance of manufacturing equipment.

A training allowance of £400 per month will be provided for accommodation and subsistence costs.

Your profile

- Manufacturing background (food, automotive, any automated industry)
- Experience with engineering processes
- Ability to work in a team and under time pressure
- Excellent spoken and written English

Apply online via the company website (www.ristoch.co.uk) quoting ref. WP3000/HR

5 Applying for an Internship

Career Express B2: Unit 1 Applying for an Internship

Learning Focus

- Talking about your education and job experience
- Presenting your skills, abilities and achievements
- Writing a résumé
- Writing a cover letter

Self Study

- The role of tenses in career talk
- Using the right adjectives when marketing yourself
- Talking about your achievements
- Understanding job adverts

Video Interview

Watch Berlin student Rebecca Lorenz applying for an internship at *Exhilarate*, the New York-based sports event agency. Will she win over Nan Robinson, the charismatic boss?

Applying for an internship

Warm-up

Have a look at the job advert below. Would you be interested in doing an internship at *American Fields*? If so, what makes it interesting for you?

American Fields: internship opportunities

Visit our website Contact American Fields

American Fields' internship program

American Fields is based in the U.S. and known worldwide for its innovative food products. We're looking for talented undergraduates from a wide range of backgrounds who are interested in taking part in an international internship program. Good English is a must. Preference will be given to applicants with a second foreign language, if possible Spanish.

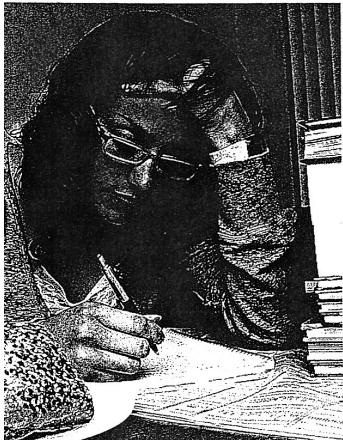
Your tasks would include

- analyzing market trends
- identifying and evaluating business opportunities
- working in teams to develop plans for new products and new programs

Our internships are full-time, paid positions. You would be working in a young and energetic team. We can adjust start and end dates to academic schedules but you must be prepared to commit yourself to at least two months of full-time work.

Email us your details to internships@americanfields.com

Listening: Finding an internship



1 How would you go about finding an internship? What has been your experience of looking for an internship?

2 Match the terms on the left with their definitions on the right.

- | | |
|----------------|--|
| 1 transcript | a a student's main subject at college or university |
| 2 application | b the payment for work performed |
| 3 degree | c a written request for sth such as a job |
| 4 major | d an outline of the main events in a person's career development |
| 5 résumé | e the qualification that you get after completing your studies at university |
| 6 compensation | f a university's list of the courses a student has taken |

- 3 Form collocations by matching each of the adjectives on the left with one of the nouns on the right. One noun will be left over.

negotiable	company
customized	skills
corporate	letters
valuable	office
	deadlines

- 4 The student organization *International Student Network* is hosting a panel discussion on how to find your dream internship. Listen to the following people describing their experiences and tick the correct boxes.

	Marc	Jennifer	Marion	Brian	Simon
Found his/her internship online	<input checked="" type="checkbox"/>				
Found his/her internship through connections					
Created his/her own internship					
Was paid for the internship					
Received no compensation for the internship					
Speaker provides no information about pay					
Talks about his/her job interview					

- 5 Listen to the interviews with three of the speakers again and fill in the gaps.

Marc

- 1 I'm in accounting and so I began on a number of websites in that field.
 2 I was about to give up my when I found the perfect It even
 and included housing.
 3 I the application and was going to it I
 had on my computer.

Jennifer

- 4 I from Lake County Community College in May with a Office
 Management.
 5 One week later I found myself sitting in the of booksonline.com meeting
 with Shirley – my

Marion

- 6 Then I to six of them, stressing my personal qualities – you
 know,
 7 I can only recommend using your own imagination and creativity. It is one way around the
 and really



- 6 Listen to Brian and Simon talking about their experiences. What was stressful about the recruitment process they took part in?



- 7 Discuss the following questions:

- 1 What motivates students to do an internship abroad?
 2 What are a company's motives in employing interns?

Differences in U.S. and British English

American English

- resumé
- to graduate from high school
- to go to college
- to do an internship
- cover letter

British English

- curriculum vitae (CV)
- to do your A-levels
- to go to university
- to do a work placement
- covering letter

Reading: Recruiters' pet peeves

- 1** Imagine that you work as a recruiter in the Human Resources department of a major company. Every day dozens of applications arrive on your desk. You must make quick and efficient decisions. What criteria would you use?



- 2** Read the article and compare your criteria with those mentioned in the text.

Recruiters' pet peeves

Several thousand recruiters from a variety of industries across the U.S. and Canada were recently interviewed in a study made to determine why resumés get thrown into the "excluded" pile.

Recruiters receive hundreds of resumés a day and can often spend only 5-10 seconds on each. Understandably, they want to narrow down the range of applicants and the best strategy to do this is through the process of elimination. The human resources professionals confessed that they look for reasons to exclude resumés, not include them, and that resumés are generally excluded on the basis of the recruiters' *pet peeves*.

There was a high degree of consensus as to what these pet peeves are. They start with spelling errors, typos and poor grammar. Poor formatting was also frequently named as a source of

frustration. "Many applicants don't seem to be aware that their resumés will be read on computer screens," said one manager. Recruiters are also annoyed by information that is poorly organized or by personal information that is not relevant to the job. They particularly want to know what a candidate's focus is and what his or her achievements are. Applicants who do not meet these expectations should not be surprised if their application lands in *File 13*.
Many candidates seem to think they can use the same resumé for applying to any job. One recruiter compares this to buying any old suit off the rack and then rushing to church for your wedding.
"Candidates should tailor each resumé to fit the job they're applying for", she says. "Every company and every position is different, so you have to highlight the details of your experience that are most

relevant to each company." For example, a young woman applying to an online travel organizer sent a brief application directing the reader to her own very professional website. On the website she had documented her own recent trip to a number of Asian countries along with her personal qualifications. A design student applying to a famous fashion company enclosed photos of clothes she had created herself with her application. And then there is a story about a young man who desperately wanted to work for a famous IT company. He appeared in the office of the HR officer and said he was prepared to wait until he could deliver his resumé to her in person. After six hours he finally got an interview. Of course, unusual approaches should always be used with discretion. The important thing is to make your application stand out from the dozens or hundreds of others that the recruiter will be dealing with.

Discussion: Making your resumé stand out

- 1** In view of the fact that there is so much competition on the job market, what can you do to prevent your resumé landing in *File 13*?
- 2** Apart from the traditional cover letter and resumé, what other media can be used to apply for a job?
- 3** What would the people listed in the box on the left expect from a promising candidate's application?

The manager of an advertising agency • A bank manager • A fast food chain looking for a franchisee • An NGO looking for a PR director

Applications: Drafting your resumé

- 1** You have already heard Simon talking about his internship. Read his resumé below.
Has he followed the criteria mentioned so far?

 Resumé writing

Skills

**SIMON MICHAEL HULL**

PERSONAL DATA Address:

Himmelgeister Str. 49
40225 Dusseldorf
Germany

Email: smhull@yahoo.com

Phone: (0049) 211 634927
Mobile: (0049) 171 2516304

Date of Birth: February 10, 1986

Nationality: German

Seeking a marketing internship in a multinational company in the United States

EDUCATION

University of Applied Sciences Duesseldorf

- BA in Business Studies – Expected date of graduation: September 2011
- Current grade average: 1,7 (corresponds to A-)
- Degree Program Highlights: International Business Economics, Intercultural Management, General Business Studies, Accounting and Taxation, Business Spanish, International Marketing, Regional Studies

Goethe Gymnasium, Düsseldorf (secondary school) – Graduated in May 2005

Kalamazoo, Michigan – High school year, awarded a high school diploma in 2003

TRAINING

2006–2008

Mühlenfeld GmbH

- Two-year training program at a major paper manufacturer
- Gained experience in the following departments: Purchasing, Personnel, Marketing, Production, Accounting
- Certificate Industrial Business Management Assistant (Industriekaufmann)

Henkel GmbH

Summer 2009

- Internship in the Marketing department
- Carried out customer survey by phone, collected and processed data

ThyssenKrupp GmbH

February–June 2010

- Temporary Job in the Purchasing department
- Assisted the IT officer in setting up new supplier database, checking and updating customer databases

OTHER EXPERIENCE

2009 to present

President of student organization in the Business Studies department

Represent students in faculty meetings and advise first semester students during Orientation Week activities

Student assistant to Dr. Herbert Schmidt, Professor for Accounting

2008 to present

Hold tutorial sessions and assist with research

Community service as paramedic (alternative to military service)

2005–2006

Drove an ambulance, assisted doctors, and worked in a hospital

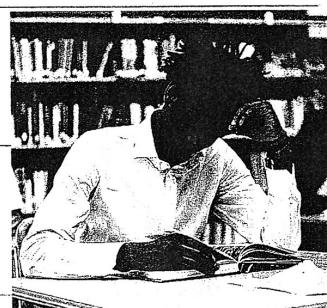
Counselor at Stony Ridge Summer Camp, Indian Bay, Michigan

July–August 2004

Taught tennis and swimming and worked as a cabin leader for the age group 10–12

SPECIAL SKILLS

- Near-native proficiency in English (CEF C1)
- Good knowledge of Spanish (CEF B1)
- Basic knowledge of French (CEF A1)
- Proficient in Word, Excel, PowerPoint



INTERESTS

American football – Played for four years on local team

2000–2004

Saxophone – Have played the saxophone since I was ten, played in university big band for two years

References available upon request

- 2** Skim Simon's resumé again. Does he have any special skills or job experience

which can be used as his unique selling proposition (USP)?

In what way do you think his skills and experience would be valuable for *American Fields*, the company which has offered him an internship?

 Word partnerships with action verbs for the job hunt

Vocabulary

- 3** When writing or talking about your job experience, it is important to use action verbs, because they show the employer which skills and abilities you bring to the workplace. Form collocations by matching each set of action verbs on the left with a noun on the right. Sometimes there is more than one possibility.

Action verbs	Nouns	Collocations
carry out		
deal with	a plan	participate in decision-making
take care of	campaigns	
handle	customers	
analyze	database	
compile	day-to-day office	
implement	work	
improve	decision-making	
manage	machinery	
operate	presentations	
participate in	reports	
prepare	research	
research	statistics	
set up		

Writing a resumé

→ Over to you, page 15

- 4** Now think of your own work experience and write at least five sentences describing the jobs and assignments you were responsible for during your training program or internships.

Quiz: False friends

Career terms

Tick the best answer to avoid making typical German mistakes in your resumé.

- 1 Which of the following ways of expressing dates is not possible in English?
 a I was born on 10 February 1986
 b I was born on 10 of February 1986
 c I was born on 2/10/1986
 d I was born on February 10, 1986

- 2 Which is the best equivalent for the German term *Höhere Handelsschule* in American English?
 a secondary school
 b higher trade school
 c grammar school
 d college

- 3 How would you translate the German expression *berufliche Ausbildung* if you're talking about white-collar jobs?
 a apprenticeship
 b training program
 c work placement
 d internship

- 4 Which terms best describe the German university subject *BWL*? Pick two.
 a economics
 b business administration
 c business management
 d business economics

- 5 How can the German word *Zivildienst* be translated?
 a not possible as it doesn't exist in other countries
 b civil service
 c community service
 d civilian service

- 6 How would you describe good English language skills?
 a English: excellent in speaking and writing
 b fluent English
 c English at its best
 d near-native proficiency

Applications: Drafting a cover letter

@ Understanding job adverts

Reading

- 1 This is Simon's letter of application to *American Fields*. He tried to adapt it to the internship which was advertised on the company's internet site. Read the advertisement on page 6. In his letter did Simon refer to all the points in the advert?

Simon Michael Hull
Himmelgeister Str. 49
40225 Düsseldorf
Germany
smhull@yahoo.com

Mr. Rodney Smith
American Fields
1000 Minnehaha Drive
Minneapolis, Minnesota
55039
USA

April 15, 2010

Dear Mr. Smith:

A
I would like to apply for the position of intern as advertised on your website. I believe that my background, training, work experience and education has prepared me for this job.

B
I have always been interested in the food market and especially in the market for organic foods. As you probably know, Germany has one of the largest markets for organic foods in the world and as my parents have been running an organic supermarket for the last ten years, I have a good knowledge of the natural foods business. I am certain that this knowledge could benefit American Fields. In addition to that, I am a very conscientious and diligent worker. My organizational skills would be an asset to your company. Thanks to an extended stay in the U.S., my English is fluent and I also speak good Spanish.

C
During my two-year training period at Mühlenfeld, a paper manufacturer, I was able to familiarize myself with the various departments of a company. This experience convinced me that I would like to pursue a full-time career in business, if possible in the food sector, after graduating from university.

D
I am enclosing my resumé and I would be happy to provide references upon request.

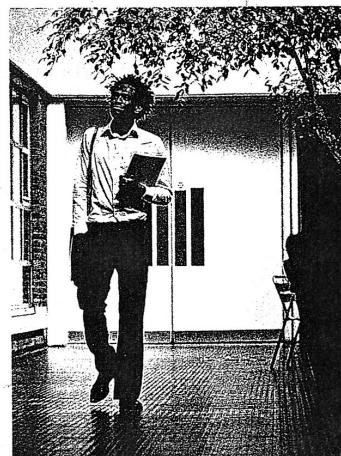
I can be reached by phone at (0049) 211 634927 or on my mobile at (0049) 171 2516304. I look forward to hearing from you.

Thank you for your attention.

Sincerely,

Simon Michael Hull
Simon Michael Hull

Encl.



Structuring a letter of application

Skills

- 2** A letter of application can be divided into four main sections. Read Simon's letter on page 11 again and label each section with one of the following functions:

- Background
 - USP (= unique selling point) or what makes him special
 - Further steps
 - Reference and reason for application

- 3** Applying successfully for a job or internship is all about selling yourself. Using meaningful adjectives helps you to emphasize your strengths. Here is a list of adjectives which are frequently used in applications. Sort them into the grid.

	How to say that
adaptable • ambitious •	you have objectives
analytical • conscientious •	you are good at what you are doing
communicative • critical •	you are good with people
determined • flexible • good with numbers • innovative • inspiring •	you like getting things done
methodical • motivated •	
reliable • well-organized •	you think outside the box

How to say that Adjectives

you have objectives

you are good at what you are doing

you are good with people

you like getting things done

you think outside the box

You think outside the box.

4 If you were to apply for an internship at *American Fields*, which strengths would you mention in your cover letter?

Choose five of your strongest personal qualities and skills. Then think of a situation in which you showed each of these strengths. Describe each situation in a sentence.

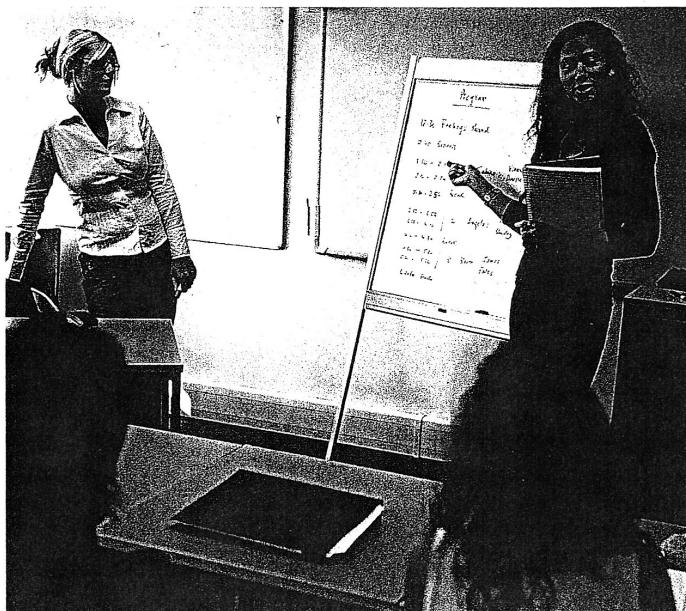
Share this with a partner. Explain why you think the situations you described show a special strength of yours.

Role-play: **Selling yourself**

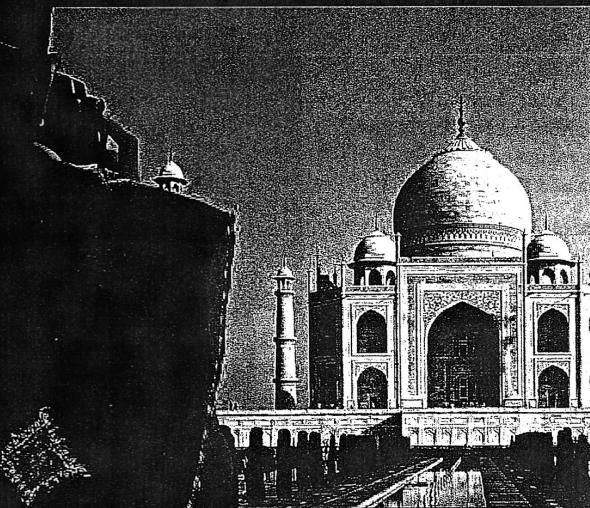
You have five minutes to present yourself as if you were going to apply with a video. Include what you have done and achieved so far in terms of education, training and work experience. Act this out in pairs or groups of three.

 Presenting yourself

- I graduated from ... in ...
 - I did a training program at ...
 - I received a certificate in ...
 - I gained a lot of hands-on experience during my ...
 - I have attended lectures in ...
 - I am majoring in ...
 - I expect to receive my degree in ...



Company Case



A challenging internship

Was it naïve of Sabine to choose India as a country for her internship?

What factors might account for the sudden change in her mood?

Was there anything Sabine could have done before her internship to make her stay easier?

What can she do now to help herself out of the crisis?

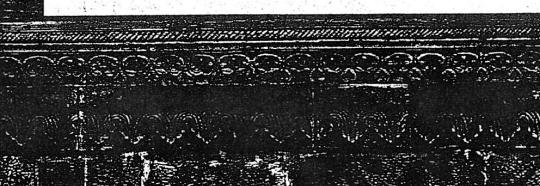
 You are an organization which places interns in companies abroad. How could you best prepare them, so as to reduce the likelihood that they will go through similar crises? Brainstorm ideas and then use them to draft a flyer to be sent to interns headed for a foreign country.

Sabine was an International Business Studies major who was required to do an internship abroad as part of her degree. When her fellow students began to apply for jobs in the U.S. and Canada, she hit upon what she considered a unique idea. Why shouldn't she look for an internship in India?

On www.internshipsinindia.org Sabine found a start-up tour operator in Chennai targeting foreign business travellers. They were looking for an intern to research the travel needs and behavior of Europeans in India and generally help with marketing to this group. The internship even paid a salary that was very generous by Indian standards. Sabine applied and was accepted immediately.

In June she flew to Chennai and was greeted by Mr. and Mrs. Shembekar, the owners of the company. She discovered that they had arranged for comfortable accommodation for her in their own neighborhood. After a couple of days to acclimatize, she began work and was greeted warmly by her new colleagues. The work was interesting and she was praised by the Shembekars for her contributions.

During the first two weeks Sabine was exhilarated by the sights and sounds of the city and life in this exotic culture. She was usually surrounded by people, especially by the Shembekars and their extended family, so she did not feel lonely. In the third week she realized that her mood had changed dramatically. The heat was getting to her and she had begun to long for Western food. Soon after she began suffering from insomnia. The sight of the beggars in the streets depressed her no end and even at work she had inexplicable crying jags. It became more and more difficult for her to function and she was seriously considering calling the whole thing off and going home.



Research yourself: **SWOT analysis**

- 1** A personal SWOT analysis is a powerful technique to identify your skills, talents and abilities. Knowing this makes your job search more focused and successful. SWOT stands for Strengths, Weaknesses, Opportunities and Threats.

Take a large piece of paper, divide the paper into four quadrants and label each area like the page below. Then look at each area and consider the questions.



Strengths*

What can you do especially well?
What do other people consider your strengths?

- Work experience
- Education
- strong technical knowledge
- specific skills
- personal characteristics

Weaknesses*

What skills do you need to develop or improve?
What do other people consider your weaknesses?

- Lack of work experience
- Education: Low marks, wrong major
- weak technical knowledge
- Skill deficit
- negative personal characteristics

Opportunities**

What current trends could be to your advantage?
What skills do you have that your competition lacks?

- Positive trends in your field
- Networks

Threats**

What current trends could put you at a disadvantage?
What is your competition doing?

- Negative trends
- Competitors

* Strengths and weaknesses form an innate part of who you are and your characteristics. They are within your control.

** Opportunities and threats are normally external and beyond your control. Opportunities refer to conditions which could be helpful to achieving your objective. Threats refer to conditions which can negatively impact your objective.

- 2** What to say when asked about your weaknesses in a job interview? On page 15 you will find an excerpt from a book called *Best Answers to the 100 Most FAQs in Job Interviews*. Study the excerpt, then look at your SWOT analysis again and note ideas about how you could deal with your potential weaknesses in a job interview. Practice presenting yourself with another student.

What do employers want to hear when asking “What are your weaknesses?”**What they really want to know is:**

- 1 What risks are they taking by hiring you?
- 2 How do you react when such a question is thrown at you?
- 3 Do you have a weakness which cannot easily be corrected?
- 4 Do you have a weakness which would have a truly negative impact on your performance in the job?

So don't tell them that you have had severe difficulties with your spelling since second grade at school because it shows that this weakness of yours cannot be corrected.

Tell them instead about a weakness you are working at overcoming, e.g. that you have difficulties with speaking in public but that you have attended several presentation seminars which have helped to improve your confidence.

What employers react to most positively is when you are honest about a minor weakness which you have been able to turn into something positive. So for example you could tell them that your desk sometimes becomes quite disorganized but now you force yourself to tidy it up in the evening so that everything is organized when you start again the next morning.

Web research: Job opportunities on the net

Think about an area you would like to work in as an intern abroad or a foreign company you are interested in. Then get on the Internet and search for a suitable position. Print out the job description and bring it to the next session.

Writing: Drafting your resumé

After you have found a suitable offer for an internship on the Internet, write your own resumé in English. Make sure that all the points listed are relevant for the job. Also take the issues discussed in the unit regarding a good resumé into consideration.

Below you will find a list of selected action verbs. Try to integrate as many as possible when drafting your resumé.

accomplish	consolidate	evaluate	network	shape
achieve	consult	form	observe	simplify
advise	co-ordinate	found	organize	solve
analyze	correct	generate	perform	streamline
arrange	correspond	guide	plan	strengthen
attain	create	identify	prepare	structure
be responsible for	design	improve	present	succeed
build	develop	increase	promote	suggest
calculate	discover	introduce	realize	support
collect	distribute	launch	redesign	teach
combine	double	lecture	report	train
complete	draw up	manage	research	
compose	edit	maintain	schedule	
condense	establish	negotiate	set up	

Bring your resumé to the next class for feedback.

Writing: Composing a cover letter

Now write the accompanying cover letter. Make sure that you refer to all the requirements listed in the job advert. Make sure you use at least five action words from the list above. Bring your cover letter to the next class for feedback.

6 Job Applications

Berkley

SPACE MISSION

Due to worsening environmental conditions on Earth the United Nations has decided to send a group of people to populate another planet. The space ship has to carry a lot of supplies so the space is limited to eight people. A short list of volunteers has been compiled and you are on the committee which will decide which eight people will be chosen.

Candidates

1. Manfred, 24, from Bochum. Has his own Opel Manta.
2. Chang, 36, a Tibetan Buddhist priest. Very good looking.
3. Markus, 60, a Bavarian hotelier. Likes to cook.
4. Mikhail, 30, a doctor from St. Petersburg. Homosexual.
5. Uwe, 56, a pig farmer from Kleinkuhdorf, Mecklenburg. Married five times.
6. Svetlana, 26, a blind nurse from Bratislava. Can type well.
7. Chen-Chou, 43, an accountant who works in Hong Kong.
8. Liu, 35, Chen-Chou's pregnant wife. Has a university degree in Elizabethan English.
9. Véronique, 19, a nightclub singer from Paris. Poet.
10. Tunaki, 25, Red Army terrorist from Osaka, Japan. Very shy.
11. George, 50, a policeman from Dallas, Texas. Has his own gun.
12. Jukko, 21, a ballet dancer from Lapland in Finland. Computer literate.
13. Kunta, 20, Zulu footballer from South Africa. Has some knowledge of 'black magic'.
14. Kate, 25, a talented teacher from Buckinghamshire, England. Doesn't like fish.
15. Magdalena, 43, a university economics professor from Caracas.
16. Indira, 52, an agricultural scientist from Bombay. Alcoholic.
17. LaDawn, 16, school drop-out from New York. Very street-wise.
18. Jill, 7, recently orphaned Australian from Melbourne. Can play the flute.
19. Jack, 7; Jill's twin brother. Likes to watch TV.
20. Achmed, 39, used car salesman from Lebanon.
21. An important employee of a German part of a Finnish Paper-Making company. (anon).

6.1 Common interview questions

50 common interview questions

- 1 Why did you choose to study your degree subject?
- 2 What did you most/least enjoy about your time at university?
- 3 What skills did you develop at university?
- 4 What was the most challenging aspect of your degree course?
- 5 How will your degree help you in this position?
- 6 Tell us something about yourself.
- 7 What do you like doing in your spare time?
- 8 Why do you want this job?
- 9 Why should we hire you?
- 10 What can you bring to this position?
- 11 What do you consider to be the key skills necessary for this position?
- 12 What will you do if you don't get this job?
- 13 What are your strengths/weaknesses?
- 14 What is your biggest achievement?
- 15 What do you know about our company?
- 16 What attracted you to our company?
- 17 What do you think of our website?
- 18 Who would you consider to be our main competitors?
- 19 What trends are likely to affect our industry over the next few years?
- 20 How do you typically approach new projects?
- 21 Describe your management style.
- 22 What sorts of things do you like to delegate?
- 23 What qualities do you look for in a manager?
- 24 How do you handle stress?
- 25 Tell me about your ability to work under pressure.
- 26 In what environment do you work best?
- 27 What motivates you in terms of work?
- 28 What interests you most/least in your current work?
- 29 What would you change about your current job if you could?
- 30 Why are you considering leaving your current job?
- 31 Why did you leave your last job?
- 32 What are you looking for in a job?
- 33 What do you think will be the most challenging aspect of this role?
- 34 What kinds of decisions do you find difficult to make?
- 35 Tell us about a time when you demonstrated good customer service / leadership skills etc.
- 36 Tell us about a time when you have been innovative at work.
- 37 Tell us about a time you encountered a problem and how you resolved it.
- 38 Tell us about a time when you had to make a difficult decision.
- 39 Tell us about a time when you successfully managed a difficult situation at work.
- 40 Describe a situation in which you took a risk. What were the results?
- 41 How do you work in a team?
- 42 How would your colleagues describe you?
- 43 How would your manager describe your work?
- 44 When were you happiest at work?
- 45 You seem not to have too much experience in X. Do you think this would be a problem?
- 46 Do you think you are overqualified for this position?
- 47 How have you changed over the last five years?
- 48 Where do you see yourself in five years' time?
- 49 How do you hope to develop your career further?
- 50 Do you have any questions you would like to ask us?

6.2 Asking and answering questions

The Daily Reporter

Tanker Grounded

200 tonnes of oil leak into sea



- 1** ① 1.2 Following this news announcement, a journalist interviews a spokesperson from the company that owns the tanker. Listen to the interview.

- 1 What caused the accident?
- 2 How many accidents has the ship been involved in?
- 3 Does the spokesperson come out of it well?

- 2** Complete the questions the journalist asks.

- 1 _____ how this happened?
- 2 This isn't the first time this particular ship has been in an accident, _____?
- 3 And _____ to do to limit the damage?
- 4 _____ this kind of accident is acceptable?
- 5 It's a PR disaster for your company, _____?

Indirect questions

- 3** Look at exercise 2. Study the structure of the indirect questions in sentences 1 and 4, and the tag questions in sentences 2 and 5.

- 4** Convert the following questions into indirect questions.

- 0 How many years' experience do you have in customer service?
Can you tell me how many years' experience you have in customer service?
- 1 Where have you worked before?
I'd be interested to know _____.
- 2 Are you an ambitious person?
Would you say _____?
- 3 Have you gone as far as you can in your present job?
Do you think _____?
- 4 Who are our main customers?
Do you know _____?

5 Convert the following questions into tag questions.

- 0 Are you interested in a full-time job?
You're interested in a full-time job, aren't you?
- 1 Are you married?
_____?
- 2 Can't you start tomorrow?
_____?
- 3 Have you only worked for smaller companies?
_____?
- 4 Did you manage to find our offices easily?
_____?
- 5 Is this your first real job?
_____?
- 6 Would you be able to work part-time?
_____?

A job interview**6** How would you feel if you were asked these questions? How would you reply?

- 1 Can you tell me why you think you'll be good at this job?
- 2 Why should I employ you?
- 3 You don't have much experience in this field, do you?
- 4 You've taken quite a lot of time out from work. Why is that?
- 5 You are quite a quietly-spoken person. Do you have trouble asserting yourself?
- 6 Now, your last job. Did you choose to leave?
- 7 And what do you know about our company?
- 8 So tell me what you did yesterday.

**7** Work with a partner. Each choose one of the following jobs to be interviewed for.

Prepare five questions each and then take it in turns to adopt the role of interviewer and interviewee. Try to put your interviewee 'on the spot'!

firefighter restaurant manager web designer
fundraiser for local sports club trainee investment advisor

7 Interviews

Berkley

Interview Rubrics

Category _____
Teacher _____

Student _____
School _____

Criteria	1	2	3	4	Score
Appearance	<ul style="list-style-type: none"> ▪ Overall appearance is untidy ▪ Choice in clothing is inappropriate for any job interview (torn unclean, wrinkled) ▪ Poor grooming 	<ul style="list-style-type: none"> ▪ Appearance is somewhat untidy ▪ Choice in clothing is inappropriate (shirt untucked, tee-shirt, too much jewelry, etc.) ▪ Grooming attempt is evident 	<ul style="list-style-type: none"> ▪ Overall neat appearance ▪ Choice in clothing is acceptable for the type of interview ▪ Well groomed (ex. Shirt tucked in, jewelry blends with clothing, minimal wrinkles) 	<ul style="list-style-type: none"> ▪ Overall appearance is very neat ▪ Choice in clothing is appropriate for any job interview ▪ Very well groomed (hair, make-up, clothes pressed, etc.) ▪ Overall appearance is businesslike 	
Greeting	<ul style="list-style-type: none"> ▪ Unacceptable behavior and language ▪ Unfriendly and not courteous 	<ul style="list-style-type: none"> ▪ Used typical behavior and language – did modify behavior to fit the interview ▪ Attempts to be courteous to all in interview setting 	<ul style="list-style-type: none"> ▪ Acceptable behavior, well mannered, professionalism lacking ▪ Courteous to all involved in interview 	<ul style="list-style-type: none"> ▪ Professional behavior and language (handshake, "hello", "thank you", eye contact, etc.) ▪ Friendly and courteous to all involved in interview 	
Communication	<ul style="list-style-type: none"> ▪ Presentation shows lack of interest ▪ Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling) ▪ Facts about job not included ▪ Volume is inappropriate for interview (ex. Spoke too loudly, too softly) 	<ul style="list-style-type: none"> ▪ Showed some interest ▪ Speaking is unclear – lapses in sentence structure and grammar ▪ Knowledge of job is minimal <p>Volume is uneven (varied)</p>	<ul style="list-style-type: none"> ▪ Showed interest throughout the interview ▪ Speaking clearly ▪ Minimal mistakes in sentence structure and grammar ▪ Knowledge and facts are included/shared ▪ Volume is appropriate 	<ul style="list-style-type: none"> ▪ Very attentive ▪ Speaking clearly ▪ Appropriate use of sentence structure and grammar ▪ Commitment & enthusiasm for job is conveyed ▪ Volume conveys business tone 	
Body Language	<ul style="list-style-type: none"> ▪ Fidgeted – ex. constant movement of hands and feet ▪ Lack of eye contact ▪ Slouching all the time 	<ul style="list-style-type: none"> ▪ Fidgeted – ex. movement of hands and feet frequently ▪ Eye contact is made intermittently ▪ Occasionally slouching 	<ul style="list-style-type: none"> ▪ Minimal fidgeting (ex. occasionally shifting) ▪ Occasional loss of eye contact ▪ Brief slouching, but quickly correcting self 	<ul style="list-style-type: none"> ▪ No fidgeting ▪ Eye contact made ▪ Sitting straight in chair 	
Responding to Questions	<ul style="list-style-type: none"> ▪ Inappropriate answers to questions ▪ Did not attempt to answer questions 	<ul style="list-style-type: none"> ▪ Gives inaccurate answers ▪ Attempts to answer questions 	<ul style="list-style-type: none"> ▪ Answers are acceptable and accurate ▪ Answers questions 	<ul style="list-style-type: none"> ▪ Thorough answers to questions 	
Asking Questions	<ul style="list-style-type: none"> ▪ No questions asked 	<ul style="list-style-type: none"> ▪ Student asked questions that were not related to the job 	<ul style="list-style-type: none"> ▪ Asked questions relating to the desired position 	<ul style="list-style-type: none"> ▪ Asked questions relating to the desired position. (Evidence is shown that the applicant had researched the business or career field) ▪ Asked questions related to the business or career field 	
Total					