

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

## OVERVIEW

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## CASE STUDY

Youjuice



## STARTING UP

**A** Discuss these questions.

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

**B** Look at these activities (1–7). In pairs, match each activity to its corresponding area of work (a–g). Which of these areas do you work in or would you like to work in? Why?

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

**C** What should you do to get ahead in your career? Choose the four most important tips from this list. Compare your ideas in a group and try to agree on a final choice.

- |  |   |
|--|---|
| 1 Change companies often.                | 5 Be energetic and enthusiastic at all times.             |
| 2 Use charm with your superiors.         | 6 Be the last to leave work every day.                    |
| 3 Attend all meetings.                   | 7 Find an experienced person to give you help and advice. |
| 4 Go to your company's social functions. | 8 Study for extra qualifications in your free time.       |


## VOCABULARY

### Career moves

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

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

**B**  CD1.1–1.3 Listen to three people talking about their careers. Which person is at the beginning, in the middle and at the end of their career?

**C**  CD1.1–1.3 Listen again. Which of the phrases with *career* in Exercise A does each person use? Which of the experiences do you think are common?

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

climb decide ~~have~~ make offer take

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

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

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

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

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

See the **DVD-ROM** for the *i-Glossary*.



**READING**

**Be aware of your online image**

**A Discuss these questions in pairs.**

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

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

- 1 What percentage of employers research candidates online?
- 2 Which social-networking sites are mentioned?
- 3 Who do Peter Cullen and Farhan Yasin work for?

.....  
 by **Andy Bloxham**

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

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

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

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

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

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

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



**LIKE us on Facebook**



adapted from the *Telegraph*

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

- a) Complaining about your job could lose you your job
- b) Facebook profile 'could damage job prospects'
- c) Ambition is key to a successful career

**D** According to the article, how can social-networking sites make or break your career?**E** In pairs, write a short list of things you should *not* do on your social-networking pages. You can include your own ideas.**F** Should staff be allowed to use social-networking sites during the working day? Discuss.
**LISTENING**  
**Changing jobs**


Melissa Foux

**A** CD1.4 Melissa Foux is the Finance Director of CSC Media Limited, a television company. Listen to the first part of the interview and answer these questions.

- 1 How does she describe her current company?
- 2 What was her previous job?
- 3 Why is it easy to move from sector to sector in the finance world?

**B** CD1.5 Listen to the second part and complete this extract.

When I was a student, although I was studying .....<sup>1</sup>, I thought I would like to do something .....<sup>2</sup> afterwards, and I actually did a summer .....<sup>3</sup> with one of the big .....<sup>4</sup> firms, which was an excellent way to get an .....<sup>5</sup> of what the job would be like. I started off as an auditor, and it was through that .....<sup>6</sup> that I got my first job.

**C** CD1.6 Melissa is asked if she has had any good advice during her career. Listen to the third part and number these points in the order in which she mentions them.

- a) maintain clarity
- b) be able to see the key point and the key decision you have to make
- c) do not overcomplicate things

**D** CD1.7 Listen to the final part and decide which was the interviewer's question (a, b or c).

- a) What is the most interesting question you have been asked at interview?
- b) What is the key difference between people who work in finance and those who work in research?
- c) How would you advise people who are starting their careers?

**E** In groups, discuss these questions.

- 1 What do you hope to do in the future in your career?
- 2 Do you think there is an ideal career for you? What is it? Why?
- 3 What is the best advice you have been given during your career or your studies?

Watch the interview on the DVD-ROM.





## LANGUAGE REVIEW

## Modals 1: ability, requests and offers

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

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

- 1 **Can** you help me?  
**Could** you say that again, please?
- 2 **Can** I help you?  
**Would** you like a cup of coffee?
- 3 I **can** speak Polish and Russian.  
She **could** read and write before she was three.

➔ Grammar reference page 141

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

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

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

- a) It's €60,000 a year.
- b) Not very well, but I'm doing a course next week.
- c) I can let you know next week.
- d) Thank you. A cup of tea, please.
- e) The address is correct, but I've got a new mobile number.
- f) I'd love some. Thank you.
- g) Well, I'm currently supervising an HR project.
- h) Yes, I can speak Korean and Japanese.
- i) My notice period is two months.

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

Student A: Follow the instructions below.

Student B: Answer the questions truthfully.

#### Then switch roles.

##### Student A

- Offer tea or coffee.
- Find out Student B's ability to:
  - 1 speak any languages;
  - 2 use Excel, PowerPoint or Publisher;
  - 3 drive.
- Ask Student B:
  - 1 to tell you about themselves;
  - 2 for the best number to contact them on tomorrow;
  - 3 to repeat the number;
  - 4 if they would like to work abroad;
  - 5 if there are any hours they wouldn't be able to work.

## SKILLS

Telephoning:  
making contact

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

**B** CD1.8–1.10 Listen to three phone calls and answer these questions.

- 1 What is the purpose of each call?      2 Do the callers know each other?

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

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

**D** CD1.9 Listen to the second call again and complete this extract.

A: Hello. Could I speak<sup>1</sup> to Giovanna, please?

B: .....<sup>2</sup> she's not here at the moment. Can I .....<sup>3</sup> a .....<sup>4</sup>?

A: Yes, please. ....<sup>5</sup> Johan from Intec. ....<sup>6</sup> you .....<sup>7</sup> her I won't be able to .....<sup>8</sup> the training course on Saturday? She can .....<sup>9</sup> me .....<sup>10</sup> if there's a problem. I'm .....<sup>11</sup> 0191 498 0051.

**E** CD1.10 Listen to the third call again. Choose the phrases the speakers use.

Matt: Hello, Matt speaking.

Karl: Hi, Matt. Karl here.

Matt: Oh, hello, Karl. How are *things / you*<sup>1</sup>?

Karl: Fine, thanks. Listen, just a quick *word / question*<sup>2</sup>.

Matt: Yeah, go ahead.

Karl: Do you think you could *give me / let me have*<sup>3</sup> the other number for Workplace Solutions? I can't get through to them. Their phone's always *busy / engaged*<sup>4</sup>.

Matt: I've got it *here / right in front of me*<sup>5</sup>. It's 020 9756 4237.

Karl: Sorry, I didn't *hear / catch*<sup>6</sup> the last part. Did you say 4227?

Matt: No, it's 4237.

Karl: OK. Thanks. Bye.

Matt: *No problem / Don't mention it*<sup>7</sup>. Bye.

**F** Study the Useful language box below. Then role-play the phone calls.

Student A: Turn to page 132. Student B: Turn to page 136.

## USEFUL LANGUAGE

## MAKING CALLS

Could I speak to Carmela Cantani, please?

Yes, this is Erika Mueller from KMV.

Is this the sales/finance/marketing department?

I'm calling about ...

Could you transfer me to the IT department, please?

Could you tell him/her that I called?

Could you ask him/her to call me back?

Can I leave a message, please?

## RECEIVING CALLS

Who's calling, please?

Could you tell me what it's about?

I'll put you through.

Can you hold?

He seems to be with someone right now. Can I get him to call you?

I'm afraid there's no answer. Can I take a message?

I'm sorry, there's no answer. I can transfer you to his/her voice mail.



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

## Background

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

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

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

## A new appointment

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

### The successful candidate will be responsible for:

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

### The successful candidate will be:

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

### He/She will have:

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

The position will involve frequent travel in the three countries.



## Profiles of the candidates

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

CD1.11, 1.12 Juana Ramos

Sanderson

### Juana Ramos

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



#### Education

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

#### Experience

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

#### Achievements

Top sales representative in the last five years

#### Languages

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

#### Interviewer's comments

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

CD1.13, 1.14 Chantal Lefevre

### Chantal Lefevre

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



#### Education

- University degree in Business Administration
- Diploma in Marketing

#### Experience

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

#### Achievements

A good sales record in all her previous positions

#### Languages

Fluent Portuguese; intermediate Spanish; excellent English

#### Interviewer's comments

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

CD1.15, 1.16 Jeff

### Jeff Sanderson

American, aged 54  
Single



#### Education

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

#### Experience

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

#### Achievements

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

#### Languages

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

#### Interviewer's comments

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

## Task

- 1 Work in groups. You are members of the interviewing team. Discuss the strengths and weaknesses of each candidate. Decide who to select for the vacant position. Note down the reasons for your choice.
- 2 Meet as one group. Discuss your choices. Decide who should fill the vacant position.

Watch the Case study commentary on the DVD-ROM.



## Writing

Complete this e-mail from the head of the interviewing team to Claudia López, Regional Director of YouJuice. Write about at least three strengths of the candidate you have chosen. Explain how these strengths relate to the job description.

To:

From:

Subject:

Dear Claudia

We recently interviewed three candidates for this position.

We have decided to appoint ...

I will briefly describe the candidate's strengths and explain the reasons for our decision.

→ Writing file page 126