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für wirtschaftliche Bildung

Office now!

Englisch für Kaufmann/ Kauffrau für Büromanagement

Barisch Müller Wessels

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Vorwort

Office now! ist ein neu konzipiertes Lehrwerk für das Unterrichtsfach „Englisch“ an beruflichen Schulen. Es orientiert sich an den Rahmenlehrplänen für die Ausbildung zum Kaufmann/zur Kauffrau für Büromanagement und bildet somit die dort beschriebenen Lernfelder ab. Insofern will **Office now!** die schulische Fachausbildung durch eine entsprechende sprachliche Fortbildung gezielt begleiten bzw. ergänzen. Darüber hinaus kann **Office now!** auch in der außerschulischen, d. h. vor allem in der betrieblichen und außerbetrieblichen Aus- und Weiterbildung genutzt werden.

Das Lehrwerk knüpft an Englischkenntnisse an, die bis zum Abschluss der Sekundarstufe I erworben wurden (Niveaustufe A2 des Europäischen Referenzrahmens). Ausgehend von Kompetenzen in wesentlichen Bereichen der englischen Grammatik und von einem Grundwortschatz von ca. 1000 Wörtern will **Office now!** die Lernenden befähigen, die Anforderungen der KMK-Zertifikatsprüfung (Niveaustufe II) – das entspricht der Niveaustufe B1 des Europäischen Referenzrahmens – erfolgreich zu bewältigen.

Die Texte und Übungen sind überwiegend **handlungsorientiert** angelegt. Sie greifen also gezielt Themen und Situationen aus den Lernfeldern auf, in denen fremdsprachliches Handeln erforderlich oder vorstellbar ist. Diese Handlungsorientierung spiegelt sich in der Fokussierung auf die sprachliche Fortentwicklung in den Kompetenzfeldern Hörverstehen, Leseverstehen, schriftliche und mündliche Kommunikation sowie Sprachmittlung wieder. Somit sind **Dialoge, Telefonate, Schriftverkehr auf elektronischem Wege, Diskussionen, Rollenspiele, aber auch Mediationsanlässe** häufig verwendete Formate in Texten und Übungen.

In 14 Units entwickeln die Lernenden ihre handlungsorientierte Sprachkompetenz themenspezifisch weiter. Hierzu werden neben dem variantenreichen Übungskanon zahlreiche Übungen für Partner- und Gruppenarbeit wie auch Gelegenheiten zur Präsentation und Diskussion in der Klasse angeboten. Auf die Erfahrungen der Lernenden im betrieblichen Alltag greift **Office now!** gezielt zurück. Mit dem systematischen Angebot von **binnendifferenzierenden Aufgaben** können auch leistungsstärkere Lernende angesprochen werden. Darüber hinaus gibt das Lehrwerk Gelegenheit, wichtige Gebiete der englischen Grammatik aufzufrischen.

Zusätzlich zu dem Lehrwerk und der **beiliegenden MP3-CD** besteht die Möglichkeit, einzelne Aufgaben (durch  gekennzeichnet) unter www.europa-lehrmittel.de/24640.html herunterzuladen.

Ein kostenloser, elektronisch verfügbarer **Vokabeltrainer** unterstützt die Lerner in der Weiterentwicklung ihrer Sprachkompetenz. Weitere Infos hierzu finden Sie auf der vorderen Umschlaginnenseite.

Wenn Ihnen dieses Lehrwerk gefällt, sagen Sie es weiter. Aber helfen Sie uns auch, die vorhandenen Texte und Übungen zu optimieren. Sagen Sie uns, was es im nächsten Druck, in der nächsten Auflage zu verbessern gilt. Schreiben Sie uns unter lektorat@europa-lehrmittel.de.

Das Autorenteam freut sich auf Ihr Feedback. Vor allem aber wünschen wir Ihnen erfolgreiches Arbeiten mit **Office now!**

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Unit 1 My first day at work

1.1 How to introduce yourself

¹ Ausbildung

² Kaufmann/frau für
Büromanagement

³ Unternehmen

⁴ sich vorstellen

⁵ Kollege/in

⁶ Arbeitsplatz



You are going to start your **training**¹ as an **office management assistant**² on August 1st. Your **company**³ is called Bulten Electronics LTD. While you are thinking about your first day at work, you remember that you will have to **introduce yourself**⁴ to your new **colleagues**⁵ and you are considering carefully how to do so correctly. After that they will probably take you to your **workplace**⁶ and explain your tasks to you.

¹ Teamleiter/in

Hello. My name is Ann Wilking. I'm the **teamleader**¹ of this team.



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¹ Praktikum

² sich bewerben

Good morning. I'm Jane Rodriguez, and everyone calls me Jane. I'm doing an **internship**¹ at the moment, which takes six months. Maybe I'll **apply**² next year.

And I'm George Bayrak. I'll finish my training as an office management assistant next summer.



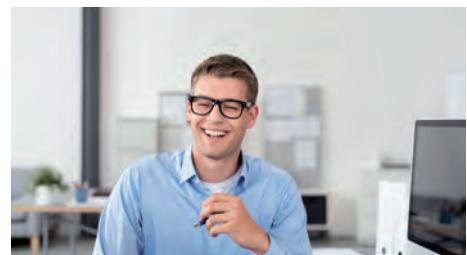
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¹ eine Ausbildung machen

² (beruflich) werden

³ jüngere/r Mitarbeiter/in
im Büro

Hi, I'm Simon Lange. I'm **training**¹ to **become**² an **office junior**³. It's my first year.



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Note

workplace is the place/desk where you work

place of work means job/post/position



Track 2

Read the introductions below and decide who it might be. Give reasons for your choice. Then listen to the CD.

Hi there. My name is _____. I'm 19. After finishing **secondary school**¹ I started my training in this company. I was born in Hanover. I like playing computer games and I like **snorkelling**². I'll take my **final exams**³ next year and I really hope I'll **pass**⁴.

Hello everyone. I'm _____. I'm 19 years old. After my **A-levels**⁵ this year I started my training in this company. I like playing soccer and meeting friends. My hometown is Bremen. At the moment I'm looking for a new flat, which is difficult to find in Hanover.

Hi guys. I'm _____. I'm 20 years old. I was born in Barcelona, Spain. I've been living in Germany for five months now. After my language course in Berlin I **decided**⁶ to stay in Germany for a while. I like to go window-shopping and I also like travelling.

Hello. My name is _____. I'm 39 years old and I live in Hanover. After studying **economics**⁷ in Hanover I started working for this company. I like reading books and love to go swimming.

Info

Introducing yourself

When you introduce yourself, you state your full name. You could also **mention**¹ when and where you were born, where you live, where you went to school, what your interests and **achievements**² are and what you are doing right now. **Depending on**³ who you are talking to and the situation, the **amount**⁴ and the **kind of**⁵ information and, of course, the language you use may **vary**⁶. Introducing yourself seems easy, because you know all the facts. But you must decide how much you say and what kind of facts you give. You will have to **consider**⁷ the situation, and what your **audience**⁸ is like, what may be important for the audience to know and also, of course, what the people listening to you may be interested in. **It just takes**⁹ a little bit of practice. So try it right now.

Useful phrases

My name is .../I am (called) ...

I live in ...

I went to/I **attended school**¹⁰ in ... and just **graduated**¹¹/passed my **finals**¹² in June this year.

In school I liked ... most. – I didn't like ... at all.

In August/September I started my training in ... company/at ... (name of the company)

I have been doing part-time work in a supermarket/delivering newspapers ...

My favourite sport is ...

I like playing/watching But I don't like ...

In my spare time .../Outside school I ...

¹ Realschule, Hauptschule

² Schnorcheln

³ Abschlussprüfung

⁴ (Prüfung) bestehen

⁵ (etwa) Abitur

⁶ sich entscheiden

⁷ Wirtschaftswissenschaften

¹ erwähnen

² Erfolge, Leistungen

³ abhängend/abhängig von

⁴ Betrag, Menge

⁵ die Art von

⁶ variieren, sich (ver)ändern

⁷ in Betracht ziehen

⁸ Zuhörer

⁹ man braucht nur

¹⁰ Schule besuchen

¹¹ Schule abschließen

¹² Abschlussprüfung

Note

Simon, Ann, Jane and George use short forms such as *I'll*, *I'm*, *we've* etc. These forms are mainly used in spoken English and in private written communication (text messages, e-mails, letters).



Write out the long forms.

- 1 *We'll* go to the cinema tonight. _____
- 2 *They aren't* watching. _____
- 3 *I'm* coming to your party. _____
- 4 *He hasn't* read the text yet. _____
- 5 *They can't* see us from where they are. _____
- 6 *I mustn't* smoke at work. _____
- 7 *They won't* go to the fun fair. _____
- 8 *She shouldn't* have brought up this problem. _____
- 9 *You didn't* answer the phone last night. – *Why weren't* you at home? _____
- 10 *You needn't* worry. – *We've* got everything under control. _____

Revision

Use the **simple present** to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a **scheduled**¹ event or something that happens often. It can also be something a person often forgets or usually does not do.

The **simple present** is the **1st form of the verb**: *I work in London.* – *I go to work every morning.* But the 3rd person singular (he/she/it) adds an **-s** or **-es**: *She works in London.* – *She goes to work every morning.*

Note: Verbs ending in **-y** have **-ies** in the 3rd person singular: *He worries a lot.*

If there is a vowel (*a, e, o, u*) before the **-y**, you just add **"-s"** (*she plays, she enjoys*).

¹ geplant



Write these verbs in the 3rd person singular.

I forget	- she	_____	you go	- he	_____	they carry	- she	_____
we believe	- he	_____	they have	- it	_____	I tidy up	- she	_____
you enjoy	- she	_____	we write	- he	_____	you empty	- she	_____
they do	- he	_____	you hope	- she	_____	they fly	- it	_____



Now practise introducing your partner to the class and say a few words about her/him. To find out about your partner ask her/him questions beginning with **who, when, where, what** etc.



Simon's first day at work

Simon begins his first day at work. He is very nervous. His boss, Ann, takes him to her **department**¹ and introduces him to her team.

Ann: Good morning, everybody. – Excuse me! May I have your attention please? – Thank you. I'd like to introduce our new colleague. Please meet Simon – Simon Ballard.

Simon: Hello, everybody.

¹ Abteilung



Ann: Simon is our new **trainee**² and has started work today. He's just finished school and wants to **start out**³ as an office management assistant. His training in our company will last two years. And as I've already told you, he'll spend the first three months of his training in our department. Now, I hope you'll do all you can to make Simon feel welcome. – Well, Simon, first I want you **to meet**⁴ everyone in our department. Now, this is Jane. Her desk is over there by the window.

Simon: Hello, Jane, pleased to meet you.

Jane: Hello, Simon, welcome to our team.

Ann: And this is George. He sits **opposite**⁵ Jane. George will **look after**⁶ you for the first **couple of weeks**⁷.

George: Hi, Simon, hope you'll like it here.

Simon: Hello, George.

Ann: And this is Jonathan ...

² Auszubildende/r

³ beginnen

⁴ kennen lernen

⁵ gegenüber

⁶ sich um jdn. kümmern

⁷ ein paar Wochen



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Please answer these questions.

- 1 In your own words describe what happened.
- 2 How does Ann call the members of her team?
- 3 How does Simon greet the team?
- 4 For how long will Simon be in Ann's department?
- 5 What are the names of Simon's new colleagues?
- 6 Where do they sit?

Ann is really pleased about the way Simon has introduced himself to his new colleagues. This is why she tells Simon to write a short memo on how to introduce oneself for future **applicants**¹.

¹ Bewerber/in

Info

Writing skills: How to write a memo

Business memos have a special format which is **informal**¹. They are used for **internal**² information only. If you have something private to say, do not write a memo.

The tone of memos usually is informal and friendly. Keep them short (not more than 100 words). The memo is written to inform the reader about important facts and give answers to these questions: *who?/when?/where?/what?/which action?*

Memos generally have the same structure. And you will find these elements:

- **Addressee**³: Flush left⁴, in **capital letters**⁵, near the top of the page
- **Sender**: Flush left, in caps, **immediately**⁶ below the addressee's name
- **Date**: Flush left, in caps, immediately below the sender's name
- **Subject**: Flush left, in caps, immediately below the date

¹ formlos

² innertrieblich

³ Empfänger/in

⁴ linksbündig

⁵ Großbuchstabe

⁶ unmittelbar, direkt



Write a memo: "How to introduce yourself."

1.2 How to equip one's workplace



Track 4

- ¹ Ausstattung, Ausrüstung, Geräte
- ² Werkzeuge, (Hilfs-)Mittel
- ³ Arbeitgeber
- ⁴ wollen/mögen, dass jd. etw. tut
- ⁵ einrichten, anordnen
- ⁶ sich wohl/zuhause fühlen
- ⁷ begierig, sehr interessiert

Jonathan takes Simon to his desk. On their way Jonathan explains that Simon will be spending many hours at his desk every week and that he will be using the **equipment**¹ and **tools**² that his **employer**³ gives him. Then they arrive at Simon's desk. At first Simon is quite amazed. – There is just an empty desk!

Jonathan starts laughing. "That's what happened to all of us. But Ann **wants all employees**⁴ to **arrange**⁵ their workplaces according to their needs so that they **feel comfortable**⁶," he says. Simon is very excited now and **keen**⁷ to start. "Would you please help me to get the information I need?" he asks Jonathan.

"Yes, of course. It's a pleasure. Let's get started," Jonathan answers.



Get to know your office equipment.

- 1 Look at the items of office equipment below and link the words to the pictures. Then decide which you really need.
- 2 Which would be useful?
- 3 Can you think of any other items of office equipment that you might want to have around?

Use your dictionary if you don't know.



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punch

smartphone

printer

file folder

computer keyboard

ring binder

memory stick

screen

mouse

computer

writing pad

mouse

printer paper



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Your office seems to be fully equipped now. There are a lot of items which you need to do your job. Decide which of the definitions below fit the terms. There are more words than definitions.

1 window envelope	a – open box where you can keep your biros ¹ , pencils, rubber etc.
2 board marker	b – container ² with ink ³ used to produce texts on paper
3 sticky tape*	c – cover for business letters where you can see the address of the letter inside
4 highlighter	d – hard paper where you can write down information
5 pen tray	e – holder of documents that hangs down
6 index cards	f – little device ⁴ used to save information and transfer it to another computer
7 printer cartridge	g – special pen that helps you to mark words or passages of a text
8 post-it note	h – little metal devices used to stick paper together
9 staples	i – writing tool often used in seminars, meetings ⁵ or school
10 hanging file	
11 printer paper	
12 memory stick	

¹ Kugelschreiber, Kuli

² Behälter

³ Tinte

⁴ Gerät

⁵ Sitzung, Konferenz

Note

*In the US they call it *Scotch* (*tape*); in GB it is called *Sello tape*. Both these names are trade names. *Tesa* is a German trade name.



Track 5

It's a good **career**¹ to get into, as your hours will usually be 9 am to 5 pm Monday to Friday. At **particularly**² busy times there might be some **overtime**³. It's an **office-based**⁴ job. Don't expect to spend a lot of time at your desk, as there is a lot to be seen all around the office.

5 As you'll be greeting visitors, you should always look clean and tidy to make a good first **impression**⁵ for your company.

Your most likely **career path**⁶ is to take on more **responsibility**⁷ and work your way up to become **office manager**⁸ even if you work hard and **obtain further qualifications**⁹. But since it is **junior role**¹⁰, you won't always have the most exciting of tasks to do – so be ready for lots of photocopying.

10 Most employers will expect you to have reached **at least**¹¹ GCSE standard¹², including English and Maths.

Depending on the tasks in the **job description**¹³ and the level of support that you will get, some employers expect you to have either two good **A-levels**¹⁴ or a few years of **experience**¹⁵ in **office administration**¹⁶.

15 Most of the **training**¹⁷ will be **on the job**¹⁸. You'll be taught how to use the equipment and about **office procedures**¹⁹ by more **experienced**²⁰ colleagues. If you work in a bigger company, you may get the chance to **work towards**²¹ some **vocational qualifications**²² in **Business Administration**²³.

¹ Karriere, Berufslaufbahn

² insbesondere, besonders

³ Überstunden

⁴ Büro-

⁵ Eindruck

⁶ Berufslaufbahn, beruflicher Werdegang

⁷ Verantwortung

⁸ Büroleiter/in

⁹ sich weiterqualifizieren

¹⁰ Stelle von untergeordneter Bedeutung

¹¹ zumindest, mindestens

¹² Abschluss Sekundarstufe I

¹³ Stellenbeschreibung

¹⁴ Fachprüfung im engl. Abitur

¹⁵ Erfahrung

¹⁶ Büroverwaltung

¹⁷ Ausbildung

¹⁸ im Betrieb

¹⁹ Büoroutine

²⁰ erfahren

²¹ hinarbeiten auf

²² berufliche Qualifikation

²³ Betriebswirtschaft



Please answer the following questions.

- 1 What does the text say about the job of an office junior?
- 2 Why should an office junior look smart?
- 3 Describe the career of an office junior.
- 4 What kind of education should young people have who want to become office juniors?
- 5 How are office juniors trained?



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1.4 Talking about school

	Britain	U.S.A.
¹ Grundschule	After primary school ¹ (age 5-11) students move on to secondary education ² (age 11-16) which they complete with GCSE exams (GCSE O-levels = general certificate of secondary education – ordinary level ³). The number and the subjects ⁴ can be chosen by the student, but must include ⁵ English and Mathematics. Students can then start an apprenticeship ⁶ , go to college to get a vocational qualification (NVQ = national vocational qualification ⁷) or continue their secondary education. The NVQ can be obtained in many different areas: plants and land, extracting ⁸ and providing natural resources, engineering ⁹ , manufacturing ¹⁰ , transporting, providing ¹¹ business services, communicating ¹² . If students stay on at school for another two years they can take A-level (advanced level) exams in two or three core subjects which will then qualify them to continue ¹³ their education at university. The school-leaving age ¹⁴ is 18. The Scottish school system of education is a little different.	There are several systems of school education in the U.S.A. The data below show the most common one. American children generally start school at the age of 5.
² Schulbildung in der Sekundarstufe I		Age 4-5 Pre-school education ¹⁵ Kindergarten (these programmes must be paid for by parents)
³ allgemeines Niveau		Age 5-10 Primary education ¹⁶ Elementary school ¹⁷
⁴ (Schul-/Studien-)Fach		Age 11-13 Middle school – Junior high school ¹⁸
⁵ einschließen, umfassen		Age 14-18 Secondary education ¹⁹ High school – Senior high school ²⁰
⁶ Ausbildung (meist gewerblich)		Age 18+ Tertiary education ²¹ – College or university
⁷ staatlicher Berufsbildungsabschluss		In the U.S.A. compulsory schooling ²² ends at the age of 16. Students can then take up a job or go on to high school. When students have graduated from high school they can choose whether they want to start to work or go to college. Graduation from high school or senior high school is required for students wanting to go to college or university.
⁸ (Rohstoffe) Abbau		
⁹ Ingenieurwesen		
¹⁰ Herstellung, Produktion		
¹¹ bereitstellen		
¹² Kommunikation(-szenen)		
¹³ forsetzen		
¹⁴ Ende des schulpflichtigen Alters		
¹⁵ Vorschulerziehung		
¹⁶ Grundschulausbildung		
¹⁷ Grundschule		
¹⁸ Mittelschule		
¹⁹ Sekundarschalausbildung		
²⁰ Oberschule, Gymnasium		
²¹ Hochschalausbildung		
²² Schulpflicht		

A friend of yours wants to know about the education system in Britain. Tell her/him the basic facts in German.



Some of your classmates can do the same for the U.S.A.

Info

What is mediation?

Mediation means that the content of a text is told in another language. It is not a translation! You choose your own words and sentence structures. But you must make sure that you "transport" the main ideas and/or facts.



Decide which is the right German translation for the English terms and phrases.

English	German
at the age of	(bei einer Prüfung) durchfallen
average grade	(Zeit) im Ausland verbringen
comprehensive school	die Schule/den Unterricht besuchen
form teacher	Durchschnittsnote
grade	ein Jahr wiederholen
pupil	ein Praktikum machen
school report	eine Prüfung machen
school year	eine Prüfung wiederholen
student	Gesamtschule
summer holidays/vacation [AE]	im Alter von
to attend school/classes	in den Kindergarten/ in die Schule gehen
to decide to go to ... (school)	junge/r Schüler/in
to do a work experience	Klassenlehrer/in
to fail an exam	Klassenfahrt
to leave school	Note
to pass an exam	Schüler/in
to repeat a year	Schulferien
to resit an exam	Schuljahr
to spend (time) abroad	sich entscheiden auf die ... (Schule) zu gehen
to start kindergarten/school	Sommerferien
	(Schul-)Zeugnis

Note

There is no one-to-one translation for the following:

*Gymnasium** ≈ grammar school

Realschule/Hauptschule ≈ secondary school

Berufsschule ≈ vocational school

Abitur ≈ A-levels [BE]; (senior) high school [AE]

Abitur machen ≈ to do one's A-levels [BE]; to graduate from high school [AE]

Mittlere Reife; Realschulabschluss, Hauptschulabschluss ≈ high school diploma [AE], GCSE O-level exams [BE], secondary school leaving certificate

Realschulabgänger(in) ≈ secondary school leaver [BE]/high school [AE] graduate

* The English term *gymnasium* (or short: *gym*) stands for a hall where you do physical exercises.



Do you know the terms for the subjects you had in secondary school? Make a list.



Did you have any of these subjects? In which year?

English	German
PE (Physical Education)	Sport
Fine Arts	Kunst
Design & Technology	Gestaltung & Technologie
Computer Studies	Informatik
Environmental Management	Umweltmanagement
Home Economics	Hauswirtschaft(-lehre)
Combined Sciences	Naturwissenschaften
Business Studies	Betriebswirtschaftslehre
Food & Nutrition	Nahrung & Ernährung
Commercial Studies	Handelskunde

Note

¹ großschreiben

In English, school subjects are often **capitalised**¹, especially in official documents.



Explain your school career to an English-speaking visitor to your company/institution. Also give reasons for your decision to join a particular school and do the subjects that you finished your final year with.

Unit 2 Working in an office



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Office work through the ages

Let's get going!

- 1 What is your experience after the first few weeks in your company/institution?
- 2 What are the things you like most about your new life?
- 3 And what is there that you don't like at all?



2.1 Office work: What's it like?

Like any other job, office work has its **pros and cons**¹. Much depends on how you feel about your work – which is difficult to say, because you, as an office junior, are just beginning to see what it's like. You've met new people – your team. You're getting to know new people almost every day, colleagues and possibly **customers**² as well. Some of them are interesting to talk to, others less so.

You're given things to do. Some of them you find **challenging**³; others are definitely boring – but they've got to be done. You'll have many things **explained to you**⁴, some are really complicated; others you find easy to understand. Maybe you find it difficult to accept that there are always people telling you what to do and how to do things, when to do them and then **look over your shoulder**⁵ to see how you're **getting on**⁶ and whether you're doing it right. Sometimes there are meetings, and you may have to talk to business partners and customers.

Your daily routine has changed. You're no longer free to organise your afternoon as you like. Maybe you can't dress as you used to, because your company has a **dress code**⁷. In the end, it all **comes down to**⁸ what you make of it.



Track 6

¹ Vorteile und Nachteile

² Kunde/in

³ schwierig, anspruchsvoll

⁴ man erklärt Ihnen

⁵ jdm. über die Schulter sehen, jdn. kontrollieren

⁶ vorankommen, klar kommen

⁷ Kleiderordnung

⁸ darauf hinauslaufen

Based on what is said in the text, how has your life changed? Give examples.

List the pros and cons of office work that you find in the text.

Find one or two examples to explain the expression "**what you make of it**" in the last line of the text.





Now study these comments about office work.

- ¹ Bürozelle, Kabine
- ² Großraumbüro
- ³ Smalltalk machen, sich unterhalten
- ⁴ Zeitverschwendungen
- ⁵ plaudern



What do you think? Can you make such statements about life in your office? Say why or why not.

2.2 The ideal office junior

- ¹ Vorstellungsgespräch führen
- ² zukünftig
- ³ Tätigkeit
- ⁴ außerhalb von
- ⁵ blendend organisiert, mit super Organisationstalent
- ⁶ detailbewusst, detailgenau
- ⁷ genau, präzise, sorgfältig
- ⁸ vertrauenswürdig, verlässlich
- ⁹ zuverlässig
- ¹⁰ (selbst)motiviert
- ¹¹ wort-, sprachgewandt
- ¹² mit verbindlichen Umgangsformen
- ¹³ mündlich und schriftlich
- ¹⁴ sauber, ordentlich
- ¹⁵ gepflegte Erscheinung, gepflegtes Äußeres

When you were interviewed¹ for the training to become an office junior, your prospective² employers were not only interested in your school career. They also wanted to find out about your activities³ and achievements outside⁴ school. They wanted to know what kind of person you are and whether you would fit into the existing team. Here is a list of qualities and skills they may have been looking for.

- friendly and helpful
- super organised⁵
- flexible
- able to put first things first
- detail-oriented⁶ and accurate⁷
- trustworthy⁸ and reliable⁹
- self-motivated¹⁰
- articulate¹¹ and good communicator¹²
- good verbal and written¹³ skills in German
- experienced in using a computer (especially Word and Excel)
- able to work in a team
- punctual
- tidy¹⁴ with a neat appearance¹⁵



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5

10

15

Becoming an office junior

- 1 Looking at your experience of talks with prospective employers, which of the descriptions on p. 18 (all of them found in British job adverts¹) would you consider important for a trainee in office management? State your reasons.
- 2 Find other aspects which you would add to this list.
- 3 **Rearrange**² the list above together with your own ideas by order of importance. In class, give reasons for your choice.
- 4 Find out why your partner decided to begin her/his training as an office junior. Present your results in class. Discuss the reasons given by your classmates.



¹ Stellenanzeige

² neu anordnen

Use phrases such as the following:

- I always liked ... That's why I decided to (do) ...
- It seemed a good idea to me to (do) ...
- I chose this training/traineeship because ...
- I like/enjoy ...ing. Therefore ...
- I very much wanted to (do) ...
- When I heard about ... it was clear to me at once that ...
- My friends told me that ... Therefore ...
- During my work experience I got to know ... That's why I ...

- 5 Describe what your first few weeks were like and what you had to do. Discuss your experience with your classmates.



Revision

The time

There are several ways of telling the time. Please note the following:

It's seven o'clock. I'll meet you at seven (or: *at seven o'clock*).

It's a quarter past seven. Or: It's seven fifteen.

It's ten (minutes) past seven.

It's half past seven. Or: It's seven thirty.

It's twenty (minutes) to eight.

It's a quarter to eight. Or: It's fifteen minutes to eight.

Use *o'clock* only for full hours. The short forms *am* (= *ante meridiem* meaning *before midday*) and *pm* (= *post meridiem* meaning *after midday*) are used only to make clear which half of the day is meant.

In connection with timetables (train, bus, etc.) people also use the 24-hour clock and they say: *eight fifteen* (= 8.15), *fifteen thirty-seven* (15.37).

Examples: *The train leaves at seven twenty-nine. Or: The bus arrives at nineteen twenty-two.*

Note the prepositions: *at noon* (meaning 12 o'clock sharp), *at midday*, *at night*, *at midnight* (meaning 12 o'clock at night)

But: *in the morning, in the afternoon, in the evening.* Similar to German usage you may add: *early* or *late* (*in the early morning, early in the morning, in the late afternoon, late in the afternoon*)

Learn these expressions of time: *today, tomorrow, yesterday, the day before yesterday, the day after tomorrow, two/three ... days ago, in two/three ... days' time, in a week's/month's time, in a fortnight, last/next week/month/year, in 2017*

D – E

Practise using the time and translate these sentences.

- 1 Der Film beginnt um 8 Uhr.
- 2 Das Konzert dauert bis viertel nach zehn.
- 3 Mein Zug fährt um 12.42 Uhr ab.
- 4 Es ist jetzt genau 12.00 Uhr.
- 5 Die erste Stunde beginnt heute um 9.45 Uhr.
- 6 Mein Flug kommt um 19.25 Uhr in Düsseldorf an.
- 7 Wir treffen uns um 15.00 Uhr.
- 8 Um 18.30 Uhr gibt es Abendessen.
- 9 Ich treffe dich heute Abend um halb acht am Bahnhof.
- 10 In zwei Wochen beginne ich meine Ausbildung als Bürokaufmann/-frau.

Use these verbs:
begin/start
last/go on (until)
arrive
leave/depart
meet so.

2.3 The time spent at work



Compare your normal days at work and find out how your **working hours**¹ are organised (regular hours, **extra hours**², holidays etc.). Start with the time you arrive at the office and finish with the end of your **working day**³. Also say what breaks you have and how long they are. Before you start, make sure you understand the words and phrases in the list below.



Vocabulary

Find the German for the following. When you have finished, check your solutions in an online dictionary.

standard working week	(to take) a day off
regular working hours	(to take) time off
(to work) flexitime	employee benefits
flexitime account	lunchbreak, coffee break
core hours/time	holiday entitlement
to start/leave early	annual holiday/leave/vacation [AE]

2.4 The job

¹ Verwaltungsassistent/in

² Teamassistent/in

³ Büroassistent/in

Searching the internet (search words: **administrative assistant**¹, **team assistant**², **office assistant**³, **office junior**), you will find long lists of tasks. Some of them are listed in the table on p. 21 (Columns 1 & 2).

Note

Mind the spelling: Assistent [German], but assistant [English].