



STUDENT A XTA

<i>Company</i>	XTA
<i>Activities</i>	Produces electronic components for the automobile and aerospace industries
<i>Workforce</i>	11,000
<i>Headquarters</i>	Tokyo
<i>Date founded</i>	1955
<i>Notes</i>	XTA is a Japanese multinational with offices in 16 countries. They are very well-established and have a good name in the industry. They are also quite bureaucratic and highly structured. Most of the top jobs are in the headquarters in Tokyo.
<i>Job title</i>	Accounts Assistant
<i>Salary</i>	£12,500
<i>Contract</i>	2 years
<i>Responsibilities</i>	Working in XTA's administration centre for the British Isles in Culloch, a village of 2,000 people in Northern Scotland, under the supervision of a Junior Accountant. The job consists of processing expense claims.

STUDENT B SUTTON'S

<i>Company</i>	SUTTON'S
<i>Activities</i>	Designs and markets computer-controlled restaurant equipment
<i>Workforce</i>	100
<i>Headquarters</i>	Oxford
<i>Date founded</i>	1995
<i>Notes</i>	SUTTON'S was set up by Jeff Sutton. It is privately held (there are five shareholders). Its products are designed by Jeff Sutton, who is an ex-chef. The company has been very successful and is growing rapidly. It is also a young company: the average age of the staff is 28.
<i>Job title</i>	Accountant
<i>Salary</i>	£13,500
<i>Contract</i>	6 months
<i>Responsibilities</i>	Working in Sutton's offices in Oxford under the supervision of the Chief Accountant. Working on day to day accounts and participating in a project to set up a new accounting system.

STUDENT C VOUVRAY

<i>Company</i>	VOUVRAY
<i>Activities</i>	Designs, produces and markets cosmetics and perfume
<i>Workforce</i>	2,000
<i>Headquarters</i>	Paris
<i>Date founded</i>	1932
<i>Notes</i>	VOUVRAY is a family firm. All shares in the company and most top jobs are held by members of the Vouvray family. There are offices in New York and London, though policy is set from Paris. The company has a well-known name and a high-quality, upmarket image.
<i>Job title</i>	Junior Accountant
<i>Salary</i>	£12,000
<i>Contract</i>	12 months
<i>Responsibilities</i>	Working in Vouvray's Central London offices under the supervision of a Senior Accountant. The job consists of running the pay roll programme, and working on quarterly accounts for the UK operation.

Choosing a job

Worksheet 14b

ACTIVITY

Groupwork: reading, speaking

AIM

To discuss a set of job offers and decide which would be the best for a recent graduate.

GRAMMAR AND FUNCTIONS

Comparing

Conditionals

Relative clauses

VOCABULARY

electronic components, aerospace, multinational, well-established, a good name, bureaucratic, headquarters, top job, supervision, expense claim, privately held (ie not traded on the stock market), shareholders, shares, family firm, upmarket, pay roll, quarterly, accounts, accountant

PREPARATION

Make one copy of the worksheet for each group of three students and cut it up as indicated. For pairs, miss out the last of the three sections.

TIME

20-30 minutes

PROCEDURE

- 1 Tell the students that they are going to talk about the qualities of a job.
- 2 Write *looking for a job* on the board.
- 3 Brainstorm factors that a person might consider when looking for a job, such as salary, possibilities for advancement, hours of work, the culture of the company, job interest, opportunities to learn, reputation of the company.
- 4 Set up the situation, adapting the following information as you wish to suit the students' interests. (*Phillipe*) is a 23 year old (French) man who recently qualified as an accountant. He wants, eventually, to (have his own business as a consultant). He has received three job offers.
- 5 Divide the class into three equal sized groups: *XTA*, *Sutton's* and *Vouvray*.
- 6 Give out copies of the appropriate sections of the worksheet.
- 7 Ask the students to read the texts and discuss the advantages and disadvantages of the offer they have with other members of their group. Allow 5-10 minutes.
- 8 Redistribute the students into new groups, each containing at least one student from each of the three previous groups.
- 9 Ask the students to exchange information about the three offers, to compare them and to decide (as far as possible) which one they think *Phillipe* should accept. Allow 10-15 minutes.
- 10 Ask different groups what they decided and why.

FOLLOW-UP 1

Students role play a conversation between *Phillipe* and an older person, for example his English uncle, a retired company chairman. The older person asks *Phillipe* about the jobs and then advises him.

FOLLOW-UP 2

Students write a letter in which *Phillipe* accepts or refuses one of the jobs.