Office now!

Englisch für Kaufmann/ Kauffrau für Büromanagement

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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.


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!

Mai 2017

Autoren und Verlag
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1.1 How to introduce yourself

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

Hello. My name is Ann Wilking. I’m the teamleader of this team.

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

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

Hi, I’m Simon Lange. I’m training to become an office junior. It’s my first year.

workplace is the place/desk where you work
place of work means job/post/position
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 I started my training in this company. I was born in Hanover. I like playing computer games and I like snorkelling. I’ll take my final exams next year and I really hope I’ll pass.

Hello everyone. I’m __________. I’m 19 years old. After my A-levels 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 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 in Hanover I started working for this company. I like reading books and love to go swimming.

Introducting yourself
When you introduce yourself, you state your full name. You could also mention when and where you were born, where you live, where you went to school, what your interests and achievements are and what you are doing right now. Depending on who you are talking to and the situation, the amount and the kind of information and, of course, the language you use may vary. 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 the situation, and what your audience 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 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 in … and just graduated / passed my finals 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 …

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 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).

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 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.
My first day at work

Ann: Simon is our new trainee and has started work today. He’s just finished school and wants to start out 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 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 Jane. George will look after you for the first couple of weeks.

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

Ann: Hello, George.

Simon: And this is Jonathan …

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.

Info

Writing skills: How to write a memo

Business memos have a special format which is informal. They are used for internal 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**: Flush left, in capital letters, near the top of the page
- **Sender**: Flush left, in caps, immediately 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

Write a memo: “How to introduce yourself.”
1.2 How to equip one’s workplace

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 and tools that his employer 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 to arrange their workplaces according to their needs so that they feel comfortable,” he says. Simon is very excited now and keen 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.
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

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

**1.3 How to become an office junior**

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.

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.

Most employers will expect you to have reached at least\(^11\) GCSE standard\(^12\), 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\(^16\).

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\(^23\).

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?

---

1.4 Talking about school

<table>
<thead>
<tr>
<th>Britain</th>
<th>U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Age 4-5 Pre-school education(^15) Kindergarten (these programmes must be paid for by parents)</td>
<td></td>
</tr>
<tr>
<td>Age 5-10 Primary education(^16) Elementary school(^17)</td>
<td></td>
</tr>
<tr>
<td>Age 11-13 Middle school – Junior high school(^18)</td>
<td></td>
</tr>
<tr>
<td>Age 14-18 Secondary education(^19) High school – Senior high school(^20)</td>
<td></td>
</tr>
<tr>
<td>Age 18+ Tertiary education(^21) – College or university</td>
<td></td>
</tr>
</tbody>
</table>

---

1. Grundschule
2. Schulbildung in der Sekundarstufe I
3. allgemeines Niveau
4. (Schul-/Studien-)Fach
5. einschließen, umfassen
6. Ausbildung (meist gewerblich)
7. staatlicher Berufsbildungsabschluss
8. (Rohstoffe) Abbau
9. Ingenieurwesen
10. Herstellung, Produktion
11. bereitstellen
12. Kommunikation(-swesen)
13. fortsetzen
14. Ende des schulpflichtigen Alters
15. Vorschulerziehung
16. Grundschulausbildung
17. Grundschule
18. Mittelschule
19. Sekundarschulausbildung
20. Oberschule, Gymnasium
21. Hochschulausbildung
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.

**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.**

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

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE (Physical Education)</td>
<td>Sport</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Kunst</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Gestaltung &amp; Technologie</td>
</tr>
<tr>
<td>Computer Studies</td>
<td>Informatik</td>
</tr>
<tr>
<td>Environmental Management</td>
<td>Umweltmanagement</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Hauswirtschaft(-lehre)</td>
</tr>
<tr>
<td>Combined Sciences</td>
<td>Naturwissenschaften</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Betriebswirtschaftslehre</td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td>Nahrung &amp; Ernährung</td>
</tr>
<tr>
<td>Commercial Studies</td>
<td>Handelskunde</td>
</tr>
</tbody>
</table>

*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.
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. 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 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; others are definitely boring – but they’ve got to be done. You’ll have many things explained to you, 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 to see how you’re getting on 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. In the end, it all comes down to what you make of it.

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.

I love this office. It’s so easy to meet people and have a chat.

I hate making small-talk with everyone I meet.

Although it’s a complete waste of time, chatting gives you a chance to get to know your colleagues better.

My boss is really nice to me.

It’s interesting. I learn new things every day.

You’ve got clearly defined times when you start and finish. And that helps me to organise my day.

I miss meeting my schoolmates every day.

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

When you were interviewed for the training to become an office junior, your prospective employers were not only interested in your school career. They also wanted to find out about your activities and achievements outside 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 organised
- flexible
- able to put first things first
- detail-oriented and accurate
- trustworthy and reliable
- self-motivated
- articulate and good communicator
- good verbal and written skills in German
- experienced in using a computer (especially Word and Excel)
- able to work in a team
- punctual
- tidy with a neat appearance
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 adverts) 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 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.

- 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.

---

**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*
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.
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.

2.3 The time spent at work

Compare your normal days at work and find out how your working hours are organised (regular hours, extra hours, holidays etc.). Start with the time you arrive at the office and finish with the end of your working day. 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.

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>standard working week</td>
<td>Arbeitszeit</td>
</tr>
<tr>
<td>regular working hours</td>
<td>Überstunden</td>
</tr>
<tr>
<td>(to work) flexitime</td>
<td>Arbeitstag</td>
</tr>
<tr>
<td>flexitime account</td>
<td></td>
</tr>
<tr>
<td>core hours/time</td>
<td></td>
</tr>
<tr>
<td>to start/leave early</td>
<td></td>
</tr>
<tr>
<td>(to take) a day off</td>
<td></td>
</tr>
<tr>
<td>(to take) time off</td>
<td></td>
</tr>
<tr>
<td>employee benefits</td>
<td></td>
</tr>
<tr>
<td>lunchbreak, coffee break</td>
<td></td>
</tr>
<tr>
<td>holiday entitlement</td>
<td></td>
</tr>
<tr>
<td>annual holiday/leave/vacation [AE]</td>
<td></td>
</tr>
</tbody>
</table>

2.4 The job

Searching the internet (search words: administrative assistant, team assistant, office assistant, 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].