10 HOW LONG DID YOU WORK THERE?

LEARNING GOALS

In this unit, you

- start a job interview
- talk about your work experience
- give more details about your work experience
- read interview advice
- write a cover letter



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of an interview. What do you see?

C Now read Mandy's message. What is she interviewing people for?



MANDY WILSON

@MandyW

Interviewing people for the open marketing position this week. Hope to hire someone soon!

LESSON 1 START A JOB INTERVIEW



MANDY WILSON
@MandyW
I'm always nervous at job interviews—even when I'm the interviewer!

1 VOCABULARY Job interviews

A ▶10-01 Listen. Then listen and repeat.

a position: a job, or a title
a candidate: someone who is being considered for a job
human resources (HR): the department in a company that deals with hiring, training, and helping employees
an application: a formal, written request for a job, usually a form
a résumé: a written description of your education, abilities, and jobs
a cover letter: a letter you write that goes with your résumé, highlighting details about your work experience
a reference: someone who knows you well and can write a letter about you
a skill: an ability to do something well

B Complete the conversations with words from 1A.

1. A: I'm applying for a job at TSW Media.
   B: That's great. Feel free to use me as a _____ .
2. A: My brother filled out an _____ for a job.
   B: What _____ did he apply for?
3. A: Did you interview a lot of people?
   B: Yes, but there was only one good _____ .
4. A: Who should I send my _____ to?
   B: I'm not sure. You should call _____ .

C PAIRS Have you ever applied for a job? Discuss the steps you took.

2 GRAMMAR Tag questions

A tag question is a question added to the end of a sentence. Use an auxiliary verb and the subject of the sentence in a tag question. Speakers sometimes use tag questions to confirm information.

When the main verb of the sentence is affirmative, the tag question is negative.

Affirmative sentence	Negative tag
She's here for the interview,	**isn't she**?
I've given you a copy of my résumé,	**haven't I**?
They'll be here soon,	**won't they**?

I am becomes *aren't I* in a negative tag. ***I'm** a little late today, **aren't I**?*

When the main verb of the sentence is negative, the tag question is affirmative.

Negative sentence	Affirmative tag
You didn't have any trouble,	**did you**?
The interviews haven't started yet,	**have they**?
We can't park here,	**can we**?

Notes

- When the questioner's statement is correct, we use *yes* to agree with an affirmative sentence and *no* to agree with a negative sentence. The verb in the answer agrees with the main verb in the sentence.
- When the questioner's statement is ***not*** correct, we use *no* to disagree with an affirmative sentence and *yes* to disagree with a negative sentence. The verb in the answer contradicts the main verb in the sentence.

>> FOR PRACTICE, GO TO PAGE 152

3 PRONUNCIATION

COACH

A ▶10-03 Listen. Notice the stressed syllable in each word. Then listen and repeat.

ref•erence ré•su•mé de•part•ment ap•pli•ca•tion

B ▶10-04 Circle the word that does *not* have the stress shown. Then listen and check your answers.

1. ••	office	apply	business	cover
2. •••	position	directions	designer	manager
3. •••	company	computer	candidate	interview
4. ••••	information	education	experience	conversation

C PAIRS Write one more word for each line in 3B with the stress shown.

Stressed syllables in nouns

It can be hard to predict the stressed syllable in a word, but there are some rules that can help. In most nouns with two syllables, we stress the first syllable: let•ter. In most nouns with three syllables, we stress the first or second syllable: ré•su•mé, de•part•ment. In nouns that end in *-tion*, we stress the syllable just before *-tion:* ap•pli•ca•tion.

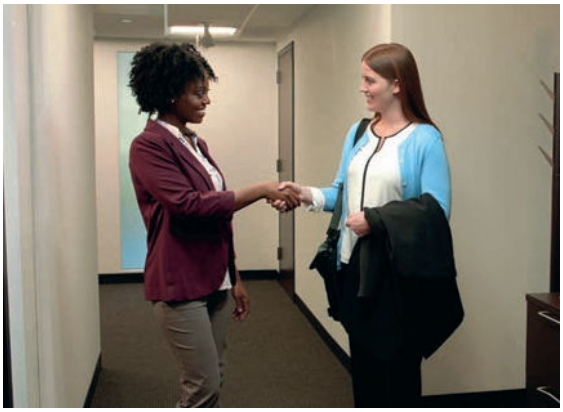
4 CONVERSATION

A ▶10-05 Listen or watch. Circle the correct answers.

1. When Mandy first sees Joanne, she ___.
   a. takes her coat b. shakes her hand c. offers her a drink
2. Joanne is in the office for ___.
   a. a job interview b. a market research conference c. a lunch meeting
3. Joanne meets with human resources to ___.
   a. give them her information b. fill out paperwork c. ask questions
4. Mandy asks Joanne to ___.
   a. put on her coat b. get her coffee c. have a seat

B ▶10-06 Listen or watch. Complete the conversation.

Mandy: Thanks for coming in for the interview today.
Joanne: I'm happy to be here.
Mandy: You _____ have any trouble finding the office, _____ ?
Joanne: No, not at all. Thank you.
Mandy: Great. I have a copy of your résumé and cover letter. Let's get started.



C ▶10-07 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

A WALK AROUND Start job interviews and talk to as many classmates as you can. Write down the names of all the people you talk to, and the jobs they're interested in.

A: You're here to interview for the assistant designer position, aren't you?
B: Yes, I am. I'm Marta Rivas.
A: It's nice to meet you, Marta. I'm Chris Kim. I will be interviewing you today.

B CLASS Report to the class. How many classmates did you interview? What jobs were they interested in?

☐ I CAN START A JOB INTERVIEW.

LESSON 2 TALK ABOUT YOUR WORK EXPERIENCE



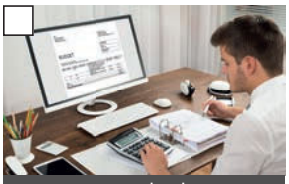
MANDY WILSON
@MandyW
I learn so much by listening to people at job interviews!

1 VOCABULARY Work experience

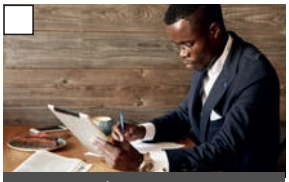
A 10-08 Listen. Then listen and repeat.

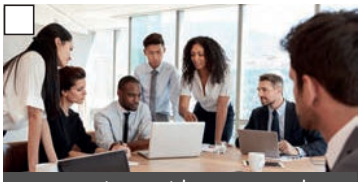

manage a team

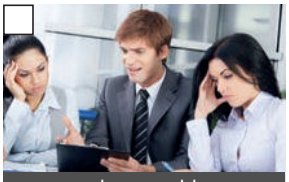

train new employees

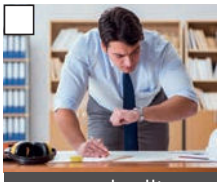

create a budget


give a presentation


write a report


communicate with team members


resolve a problem


meet a deadline

B 10-09 Listen to the descriptions. Number the pictures in 1A.

C PAIRS Look at the tasks in 1A. Brainstorm 3–5 jobs that need these skills.
Managers need to create budgets.

2 GRAMMAR Present perfect with *for* and *since*; *how long* and *ever*

COACH

Use the present perfect with *for* and *since* to talk about something that began in the past and continues up to now.

Present perfect statements with *for* and *since*					
Subject	***Have / Has***	***Not***	**Past participle**		***For / Since***
I / We / They	**have**		**worked**	there	**for** six months.
He / She	**has**	**not**	**been**		**since** 2017.

To ask about something that began in the past and continues up to now, use *how long*.

Question with *how long*					Short answers
How long	***Have***	**Subject**	**Past participle**		
How long	**have**	you	**worked**	there?	**For** a few weeks. / **Since** last month.

To ask about something that happened at a non-specific time in the past, use *ever*.

Question with *ever*					Short answers	
Have	**Subject**	***Ever***	**Past participle**		**Affirmative**	**Negative**
Have	you	**ever**	**managed**	a team?	Yes, I **have**.	No, I **haven't**.

Notes

- Use *for* + a length of time to show how long something lasted.
- Use *since* + a point in time to show when something started.
- Use the simple past, not the present perfect, to refer to events that happened at a specific time in the past. *He **has given** a presentation on this topic.* = exact time is not clear
  *He **gave** a presentation on this topic **in March**.* = *in March* is a specific time in the past

>> FOR PRACTICE, GO TO PAGE 153

3 PRONUNCIATION

COACH

A ▶10-11 Listen. Notice the weak and contracted pronunciations of *have* and *has*. Then listen and repeat.

A: How long have you been a manager?
B: I've been a manager for six months.
A: How long has she worked there?
B: She's worked there for two years.

Weak and contracted pronunciations of *have* and *has*

Have and *has* usually have a weak or contracted pronunciation when they come before another word. When *have* and *has* come *after* another word, the *h* is often silent. Notice that the contracted form of *has* sounds the same as the contracted form of *is*.

B ▶10-12 Listen. Circle the word you hear. Then listen and repeat.

1. I / I've had a lot of different jobs.
2. I / I've studied computer science.
3. I / I've worked in a restaurant for two years.
4. I / I've managed a business.
5. I / I've lived in another country.
6. I / I've trained other employees.

C PAIRS Talk about the statements in 3B. Which statements are true for you?

4 CONVERSATION

A ▶10-13 Listen or watch. Circle the correct answers.

1. Joanne started as a marketing ***manager*** / ***analyst*** / ***assistant***.
2. She has managed two small teams since she ***started her career*** / ***became an analyst*** / ***became a team leader***.
3. Problem-solving is a ***big*** / ***fun*** / ***small*** part of her job.
4. She feels proudest about ***her first project*** / ***being a team leader*** / ***meeting her deadlines***.



B ▶10-14 Listen or watch. Complete the conversation.

Mandy: How long _____ at your current job?
Joanne: I've worked there for five years.
Mandy: OK. Have you ever managed a team?
Joanne: Yes, I've managed two small teams _____ I started.
Mandy: That's great. What's the hardest part of being a team leader?**Joanne:** For me, it's having to solve all of the problems that come up.

C ▶10-15 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Look at the list of jobs and skills in 1C. Choose one job from the list.

B ROLE PLAY Student A, you are a candidate applying for this job. Student B, you are the interviewer. Ask about his or her experience.

A: Have you ever given a presentation?
B: Yes, I've given many presentations since I was hired.

☐ I CAN TALK ABOUT MY WORK EXPERIENCE.

LESSON 3 GIVE MORE DETAILS ABOUT YOUR WORK EXPERIENCE



MANDY WILSON
@MandyW

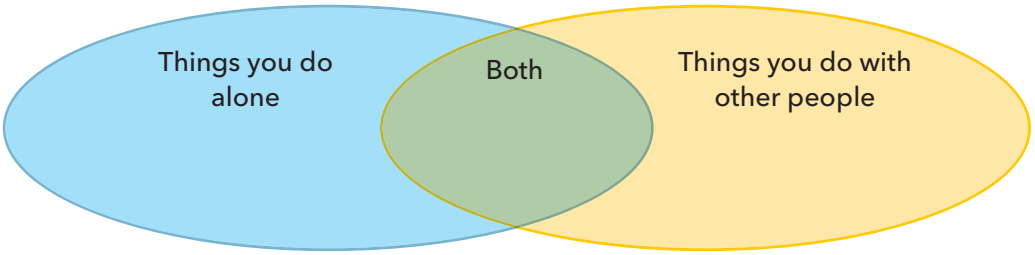
The average interview is 40 minutes long but 33% of managers know within the first 90 seconds if they're going to hire that candidate.

1 VOCABULARY Soft skills

A ▶10-16 Listen. Then listen and repeat.

give feedback: to tell someone how well they have or haven't done something, and usually how they can improve
manage your time: to use your time in a productive and useful way
stay focused: to pay attention to a specific thing
think outside the box: to think creatively using original ideas
show leadership: to take actions that show you are good at leading people
work as a team: to work with a group of people, as on a project
work independently: to do your job by yourself, without supervision
think critically: to use logic to think carefully about something
deal with conflict: to help solve problems between people
handle challenges: to manage problems or tasks that are difficult or complicated
build good relationships: to develop positive connections with other people

B Put the soft skills from 1A in the correct category.



C PAIRS Compare your answers in 1B. Add another soft skill to each category.

2 GRAMMAR Information questions with the present perfect

COACH

To ask information questions with the present perfect, use a question word + *have / has* + the past participle.

Question word	*Have / Has*	Subject	Past participle	
What	have	you	**tried**	to change?
Why		we	**waited**	so long?
Where		they	**worked**	in the past?
Who	has	he	**worked**	with on a team?
How		she	**dealt**	with conflict?
When		he	**shown**	leadership?

Notes

- It's possible to use *what* + a noun. ***What problems*** *have you solved?*
- It's possible to use *how* + *much / many* + a noun.
  How much time *have we spent on this project?* ***How many interviews*** *have you had?*

>> FOR PRACTICE, GO TO PAGE 154

3 CONVERSATION



A ▶10-18 Listen or watch. Circle the correct answers.

1. What does Joanne say is one of her strengths?
   a. She is very positive.
   b. She is very friendly.
   c. She is very creative.
2. Why does Joanne think feedback is important?
   a. It helps her understand how to improve.
   b. It helps her think critically.
   c. It helps her resolve problems.
3. What difficult situation did Joanne have at work?
   a. She wasn't giving good feedback to her team members.
   b. She had some team members who weren't getting along.
   c. She didn't know how to build good relationships.
4. What did she do to resolve this conflict?
   a. She helped them to see each other's point of view.
   b. She met with them as a group to discuss the issue.
   c. She divided up the team.

CONVERSATION SKILL
Express an opinion

To express an opinion, say: *In my opinion…, It seems to me (that)…, I feel that…, In my experience…, I believe (that)…, I think (that)…,* or *I find (that)…*

A: Tell me about your strengths, Joanne.

B: I believe that I deal with challenges well.

Listen to or watch the conversation in 3A again. Underline the expressions that you hear above.

B ▶10-19 Listen or watch. Complete the conversation.

Mandy: What are your strengths?

Joanne: I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? _____ you used feedback?

Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.

Mandy: That's interesting. Are there any work skills you're still working on? _____ you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

C ▶10-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A MAKE IT PERSONAL What soft skills do you have? What are your strengths? Take notes.

B PAIRS Tell a partner about your soft skills and strengths. Ask questions to get more information.

A: In my opinion, I manage my time well.
B: When have you used this skill?

☐ I CAN GIVE MORE DETAILS ABOUT MY WORK EXPERIENCE.

LESSON 4 READ INTERVIEW ADVICE



MANDY WILSON
@MandyW
Great article with some helpful interview tips. A good read for anyone who's preparing for an interview.

1 BEFORE YOU READ

A PAIRS Have you ever had an interview to get a job or to get into a school? What happened? Talk about it.

I went on an interview for...

B VOCABULARY ▶10-21 Listen. Then listen and repeat.

a positive attitude: to think or feel in a happy or hopeful way about someone or something
a tip: advice or something you say to help someone
impressive: very good or great
mumble: to speak very quietly and not clearly
convince: to make someone think or believe something
body language: showing thoughts and feelings through movements rather than spoken words
slouch: to stand, sit, or walk with your shoulders bent forward
fidget: to keep moving your hands or feet because you are bored or nervous

>> FOR PRACTICE, GO TO PAGE 158

2 READ

A PREVIEW Look at the title. What do you think the article is about?

B ▶10-22 Listen. Read the article.

INTERVIEWS: MORE THAN JUST THE BASICS!



It is important to look relaxed and confident in an interview.

Everyone knows (or should know) the basics about going on a job interview. You need to be on time. You should have a positive attitude and dress well. You also need to know about the company and the position. These are all helpful tips, aren't they? But sometimes, even if someone gets all those things right, the interview can still go very, very wrong. I should know—I've worked in human resources for 20 years! Here are the most common mistakes I've seen in an interview.

Right Candidate, Poor Interview Skills

The perfect candidate applied for a position in our sales department. His application and résumé were impressive, but he was really shy and nervous. He wouldn't even make eye contact. Throughout the interview, he mumbled his answers to all my questions and spoke really quickly. His interview skills convinced me that he wasn't a good fit for this position.

When you're at an interview, it's important to make good eye contact, but look away once in a while so you don't make the interviewer uncomfortable. If you feel nervous, pause to think about your answers before you speak. It's also okay to speak slowly. Speaking slowly is better than speaking too quickly.

Incorrect Body Language

A candidate came in to interview for a project manager position and she made a great first impression. She had all the right answers to my questions. Sounds great, doesn't it? Well, during the interview she kept looking at her watch. She couldn't sit still, and she kept crossing her arms. Her body language was telling me that she didn't want to be in the interview.

During an interview, pay attention to what your body is doing. Your body movements are just as important as your answers to the questions—they're a language of their own. First, remember the basics: Sit up straight and don't slouch in your chair. Then remember to be still when you're listening and to think about each movement when you're talking. And of course, avoid nervous habits like crossing your arms, shaking your legs, or fidgeting in general.

3 CHECK YOUR UNDERSTANDING

A **Which statement best describes the main idea of the article?**

a. The way you speak is more important than the way you move in interviews.
b. Most people make mistakes in interviews and don't get the job.
c. How you speak and move are both important during interviews.

B **Read the article again. Circle the correct answers.**

1. Why did the first person described in the article not get the job?
   a. He spoke too slowly and seemed uninterested.
   b. He mumbled and didn't look at the interviewer.
   c. He was not prepared for the interview.
2. What did the interviewer not like about the second person described in the article?
   a. She didn't seem interested in the position.
   b. She didn't have good answers to the questions.
   c. She didn't know anything about the company.
3. Why did the author choose these interview examples for the article?
   a. They show the most common interview mistakes people make.
   b. They show that most people are bad at doing job interviews.
   c. They show the worst interview mistakes she has ever seen.
4. Why is the author a good source of information about interviewing?
   a. She has a lot of experience looking for work.
   b. She only ever worked for one company.
   c. She has been interviewing people for many years.

READING SKILL Make associations

When you read, think about what you already know about the subject of the text. Think about other texts you have read and experiences you have had that can help you understand what you are reading.

C FOCUS ON LANGUAGE **Reread lines 13–24 in the article. Think about the phrases *a good fit* and *a first impression*. Then answer the questions.**

1. What does the author mean by the phrase *a good fit* ?

_____

2. What does *a first impression* mean?

_____

D **Read the Reading Skill. Answer the questions.**

1. What else have you read about interviews? What kind of advice does the article give that is similar or different?

_____

2. What experience have you had with interviews? How does this experience help you understand the examples in the article?

_____

E PAIRS **What is the article about? Retell the most important ideas. Use your own words.**

The article is about job interviews and...

Find out about other interviewing tips.

4 MAKE IT PERSONAL

A **Think about the article you just read. Brainstorm. What other things or behaviors are important during an interview? How or why are they important?**

B CLASS **Take a survey. Make a list of all the things and behaviors from 4A.**

☐ I CAN READ INTERVIEW ADVICE.

LESSON 5 WRITE A COVER LETTER



MANDY WILSON

@MandyW

I've seen a lot of great résumés. But I'm surprised that people don't spend more time on their cover letters!

1 BEFORE YOU WRITE

A Have you ever written or read a cover letter? What do you think needs to be included?

B Joanne sent this cover letter with her résumé. What position is she applying for?

Joanne Martin
40 Grove Street
New York, NY 10001

Mandy Wilson
Market Researcher, TSW Media
100 Main Street
New York, NY 10001

September 17, 2019

Dear Ms. Wilson:

I am writing in response to the open marketing position with TSW Media. I believe I am a strong candidate for the position.

I have worked at Parrot Creative for five years. During that time, I have gained the experience needed to face the challenges of this position. For example, I led the marketing team that was responsible for creating a new line of products. I also developed new market research surveys for many different clients. Finally, I improved the company's overall sales by leading creative marketing campaigns.

I love working as part of a team and enjoy building strong relationships with my colleagues. I am comfortable with both giving and receiving feedback. I can think outside of the box when my team is brainstorming ideas, but when it is time to build a plan, I stay focused to meet the deadline.

I have attached my résumé, which has more information about my skills, work experience, and education. I look forward to hearing from you. Thank you for considering my application.

Sincerely,

Joanne Martin

C Read the letter again. Notice how it is organized. What kinds of details does Joanne include?

Purpose	Details
Start the letter *contact information, date, and greeting*	includes names, addresses, the date, and a greeting
Paragraph 1 *why she is writing*	
Paragraph 2 *past experience that relates to the job*	
Paragraph 3 *skills that relate to the job*	
End the letter *thank you and closing*	

2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the letter again. Answer the questions.

1. Who is the audience?

   _____

2. What does the audience need and want to know?

   _____

   _____

3. What language, style, and tone does Joanne use?

   _____

WRITING SKILL Consider your audience

An audience is the person(s) who is going to read your piece of writing. Whether you are submitting a cover letter or simply sending an email, you should always write with your audience in mind. When you know your audience, you can choose the correct style, language, and tone. Before you start writing, ask yourself these questions: *Who is my audience? What information do I want to communicate? How do I want to communicate this information? What is the appropriate language, style, and tone?*

3 PLAN YOUR WRITING

A Imagine you are responding to a posting for a job that you're interested in. Complete the chart.

Purpose	Details
Start the letter *contact information, date, and greeting*	
Paragraph 1 *why you are writing*	
Paragraph 2 *past experience that relates to the job*	
Paragraph 3 *skills that relate to the job*	
End the letter *thank you and closing*	

B PAIRS Discuss your ideas. In the first paragraph, I will include...

4 WRITE

Write a cover letter using the information from 3A. Remember your audience. Use the letter in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange letters and read your partner's.

1. Did your partner explain why he or she is writing?
2. Did your partner include important past experience and skills that relate to the job?
3. Did your partner remember the audience?

B PAIRS Can your partner improve his or her letter? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

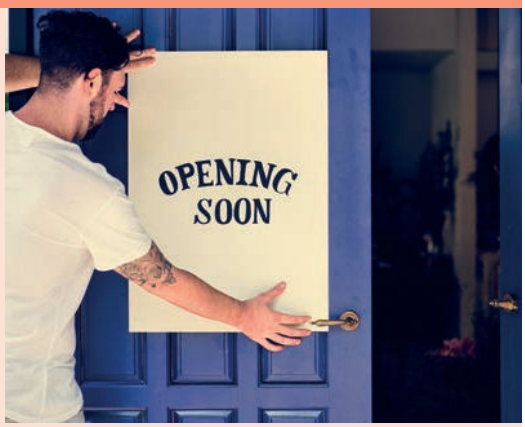
6 PROOFREAD

Read your letter again. Can you improve your writing?

☐ I CAN WRITE A COVER LETTER.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶10-23 Listen or watch. What does Alex talk about?

B ▶10-23 Listen or watch again. Answer the questions.

1. What is Alex's dream job? _____
2. What skills or experience does he already have?
3. What skills or experience does he still need? _____

C Make your own video.

Step 1 Think of your dream job or a job you're interested in. What skills and experience do you already have? What skills and experience do you still need?

Step 2 Make a 30-second video. Talk about the skills you already have, and the skills that you still need.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

TELL A STORY TO PRACTICE VERB TENSES

Telling a story about an event, or moment, can help you practice verb tenses. Choose a moment to talk about in the past, present, or future. Then choose the correct verb tense to talk about that moment.

I've been a cook in Italian and Chinese restaurants. I've also worked as a restaurant manager.

Practice the present perfect tense by writing about a past event without saying a specific time. Practice by reading your stories aloud.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Start a job interview
- ☐ Talk about your work experience
- ☐ Give more details about your work experience

Vocabulary
- ☐ Job interviews
- ☐ Work experience
- ☐ Soft skills

Pronunciation
- ☐ Stressed syllables in nouns
- ☐ Weak and contracted pronunciations of *have* and *has*

Grammar
- ☐ Tag questions
- ☐ Present perfect with *for* and *since*; *how long* and *ever*
- ☐ Information questions with the present perfect

Reading
- ☐ Make associations

Writing
- ☐ Consider your audience

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

