

How long have you worked there?

1 Conversation Read, and fill in the spaces.

Scene: Tom is having a job interview. Sarah is asking him questions about his work history.

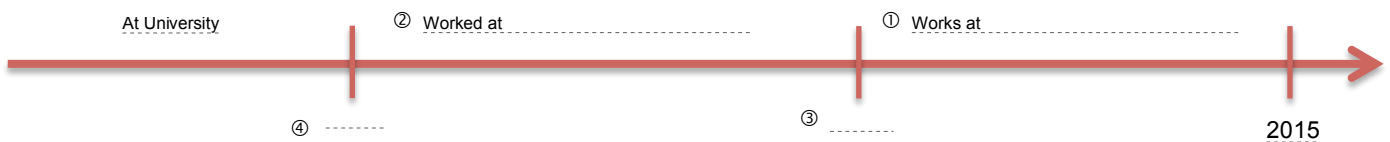


Sarah So Tom, tell me about your current ¹.....
Tom Sure. I work for ABC Chemicals. I'm ²..... international sales.
Sarah So, how long have you worked there?
Tom Um, I've worked at ABC since 2010.
Sarah OK. Where did you work ³.....that?
Tom I worked for Tennant Research. I was a Junior Analyst. I worked there for five years.
Sarah Was that your first job?
Tom Yes. Before that, I was at ⁴.....
Sarah That's fine. Thank you.

- university
- before
- in charge of
- job

2 Tom's Career History

Complete the chart. Write the company names in ① and ② and the years in ③ and ④.



3 Language Work Fill in the blanks with a verb from the box in the correct form.

Finished Past		Unfinished Past	
① I in Italy for one year.....	② I have my best friend for ten years.		
③ I university ten years ago	④ I have at my company since 1995.		

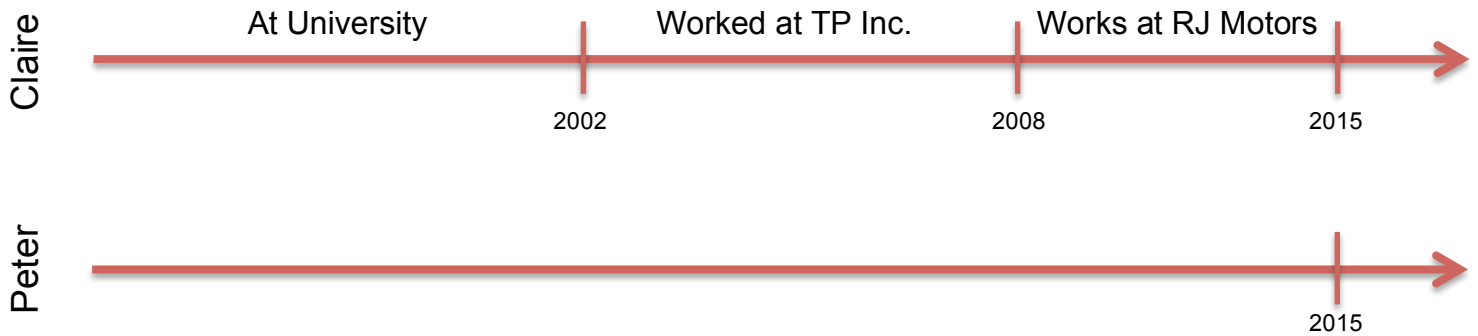
- | | | | |
|------|-------|------|------|
| work | leave | live | know |
|------|-------|------|------|

4 Do you remember? Fill in the spaces.

Andrew So Tom, tell me about your current job.
Tom Sure. I for ABC Chemicals. I'm in charge of international sales.
Andrew So, how long you there?
Tom Um, I at ABC since 2010.
Andrew OK. Where you before that?
Tom I for Tennant Research. I a Junior Analyst. I there for five years.
Andrew that your first job?
Tom Yes. Before that, I at university.
Andrew That's fine. Thank you.

5 Language Practice

Tell your partner about Claire's work history. Your partner will then tell you about Peter.



6 Discussion Ask your classmates about their work histories.

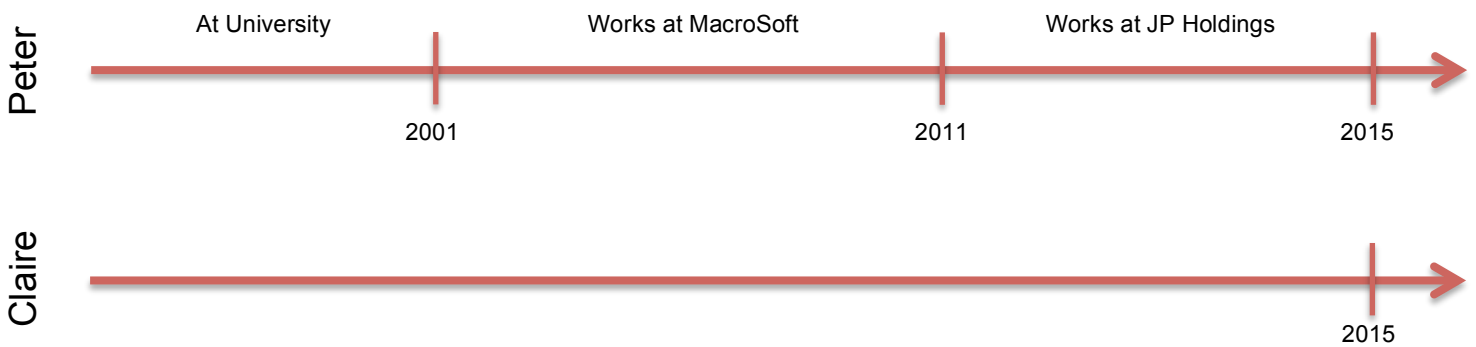
Name	Current Job	Previous Job(s)
Janet Smith	Works at ManuTech. Sales Manager since 2012. In charge of European sales	Worked at BBD Inc. Sales Person 2008 - 2012. Also worked in an Italian restaurant 2005-8 while at university.

4 Do you remember? Fill in the spaces.

Andrew So Tom, tell me about your current job.
Tom Sure. I for ABC Chemicals. I'm in charge of international sales.
Andrew So, how long you there?
Tom Um, I at ABC since 2010.
Andrew OK. Where you before that?
Tom I for Tennant Research. I a Junior Analyst. I there for five years.
Andrew that your first job?
Tom Yes. Before that, I at university.
Andrew That's fine. Thank you.

5 Language Practice

Tell your partner about Peter's work history. Your partner will then tell you about Claire.



6 Discussion Ask your classmates about their work histories.

Name	Current Job	Previous Job(s)
Janet Smith	ManuTech. Sales Manager since 2012. In charge of European sales	BBA Inc. Sales Person 2008 - 2012 Worked in an Italian restaurant 2005-8 while at university.

How long have you worked there?

Teaching Notes

Target Structure:	Present Perfect with 'For' and 'Since'
Vocabulary:	Business or General
Level:	Intermediate
Time:	45 - 60 minutes
Preparation:	None

Suggested Teaching Method

This worksheet compares the Present Perfect Simple with the Past Simple for finished and unfinished events. The worksheet also includes practice of 'for' and 'since'.

Important: There are two versions of the second page. The difference is the information gap activity in exercise five. Make sure that half of your class has one version (page 2a), and the other half has the other version (page 2b).

- 1** Have students speculate on the picture. What is happening? Who are the two people? If your students suggest a job interview, you might want to elicit or teach the words *interviewer* and *applicant / interviewee*.

Direct your students' attention to the words in the box. Students should read through the conversation, filling in the blanks. When finished, they should check in pairs. Finally, students should practise the conversation aloud once, and then change roles. Answer any vocabulary questions the students have.
- 2** Follow the instructions. Students can work in pairs for this exercise. Go through the answers on the board.
- 3** Students can work alone, and check their answers in pairs.
- 4** Students can work in pairs and check their answers against the original conversation.
- 5** Assign pairs. One person should have Peter's information. The other student should have Julian's information.

Students should ask questions and create a time line in the same style as exercise two.

You could offer additional assistance by having students ask questions about your job history. Write the time line on the board.

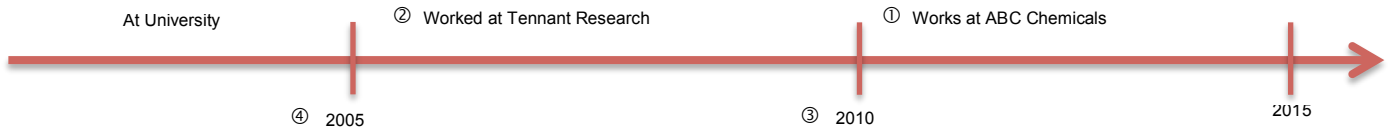
Students should swap roles when finished and then compare their answers with their partner.
- 6** Demonstrate with a confident student. If your students need extra help, run through the questions they will need before beginning.

Monitor the activity, making notes on errors you hear. When your students have finished, elicit some feedback and go through on the board some of the errors you heard.

The answer key is on the next page.

Answer Key**1**

1. job
2. in charge of
3. before
4. university

2**3**

1. lived
2. known
3. left
4. have worked

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