

**TEST
UNIT 1**

Selling yourself

A  Listening

Listen. Answer the questions.

1. What is Elaine giving Greg advice about?

2. What job does Greg want to apply for?

3. What is one thing Elaine tells Greg to change on her résumé?

4. Why does Elaine think it's important to tell about one's interests in the objective section?

5. Most likely, what is Elaine's job?

B Grammar

Complete the sentences by circling the correct *-ed* / *-ing* form of the adjective.

- Angela is not **bored** / **boring** with her job. She thinks it's **interested** / **interesting**.
- Nargis heard that the company served **amazed** / **amazing** food at staff lunches. She was **disappointed** / **disappointing** when she tried the food for herself.
- Santiago's business report was **detailed** / **detailing**, but unfortunately the information was **disorganized** / **disorganizing**.
- Theresa is **frightened** / **frightening** of public speaking, but Ben thinks speaking in public is fun and **excited** / **exciting**.
- Daniel feels **frustrated** / **frustrating** about the company's **delayed** / **delaying** response.

C Reading

Read the article. Circle *T* (true) or *F* (false).

Getting Your Dream Job

What is your dream job? Probably, it's a job that you think you would do well and enjoy doing every day. Most people have a dream job, but few know how to go about getting it.

The first step to getting your dream job is to make a list of the qualifications and skills you still need to obtain the position. Many jobs require a certain level of education and work experience, as well as hard and soft skills. Hard skills are skills that are specific to the type of position you want, such as being able to use a special computer program or other tools unique to the field. Soft skills include interpersonal and general problem-solving skills that can be useful in any job situation. Once you know what qualifications and skills you lack, make a list you can use later for setting personal goals.

After making your list, set goals for yourself of how you will gain the qualifications and skills you need for the job. It's important that the goals you set are realistic and have reasonable deadlines. Also, make sure that your goals

are measurable by concrete means. For example, perhaps you want to be an office assistant. Most office assistant positions require you to be able to type 40 to 50 words per minute. If you cannot meet the standard number of words per minute, you may need to improve your typing speed. You can do this by setting a goal to improve your speed by five more words per minute each week. You can measure your goal each week by taking free online typing tests. Continue doing this until you reach the standard number of words per minute. Setting realistic and measurable goals can help you get the qualifications and skills you need for your dream job.

Once you have completed your goals and can meet the position requirements, be confident in applying for the job. Don't be discouraged if you don't get your dream job immediately. It may take several applications and interviews before you get started in the career you've always wanted. Just be patient and work diligently toward your goals; then you can achieve your dream!

- | | |
|---|-------|
| 1. The main idea of the above passage is that you can get your dream job easily, even if you don't meet the job requirements. | T F |
| 2. You should make a list of the qualifications and skills required for your dream job. | T F |
| 3. Goals that you set should be realistic and measurable. | T F |
| 4. Communicating well with people is an example of a hard skill. | T F |
| 5. The last paragraph can be summarized by saying, "If you don't succeed at first, keep on trying." | T F |

D Vocabulary

Complete the sentences with the words in the box.

achieve	analyze	committed	maturity	progress
---------	---------	-----------	----------	----------

1. A dedicated employee is _____ to working hard and doing a good job.
2. Make sure you can measure your _____, or movement toward your goal.
3. Employers appreciate workers who show _____ by taking responsibility for their actions.
4. People should make realistic goals that aren't too difficult for them to accomplish, or _____.
5. Employers want to hire people who can _____ complicated problems, because being able to look closely at problems helps you solve them.

E Writing

- 1 Plan an essay that describes your résumé. What are the section headings? What is some of the information in each section? Use the chart to help you plan your ideas.

Section headings	Details

- 2 Write a description of your résumé. What are the section headings? What is some of the information in each section? Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use five adjectives ending in the correct *-ed / -ing* form;
- include five of the following vocabulary words: **achieve, analyze, experience, get along with, goal(s), position, problem solving, realistic, skill(s), value.**

**TEST
UNIT 2**

Building self-confidence

A  Listening

Listen. Circle *T* (true) or *F* (false).

- | | | |
|--|---|---|
| 1. The lecture is about hard skills. | T | F |
| 2. Having self-confidence means you believe in yourself. | T | F |
| 3. An employee with low self-confidence can learn what his strengths are by doing a self-assessment. | T | F |
| 4. The second aspect of self-confidence is believing in your co-workers. | T | F |
| 5. This lecture most likely takes place during a business class. | T | F |

B Grammar

Change the active sentences to present passive sentences. Change the passive sentences to active sentences.

1. Mike is always criticized by his co-workers for being lazy.

2. The new responsibilities stress Ana.

3. He is influenced by his classmates.

4. Sakiko's outstanding performance in school challenges other classmates.

5. The supervisor encourages employees to review their work schedules.

C Reading

Read the article. Circle the correct answers.

Self-Confidence Sells

Self-confidence may seem like only a popular word motivational speakers like to use, but the truth is that self-confidence is the key to success in the workplace. Employers value people who are confident in themselves and confident in the work they do.

Imagine an interview between a job applicant and the supervisor of the position. If the applicant slouches, or sits low and lazily in his chair, and answers the supervisor's questions without looking her in the eye, would she want to hire him for the position? She probably wouldn't. Bad posture and lack of eye contact are both indicators of low self-confidence. If the applicant appears to have little confidence in himself, the interviewer will have doubts about whether he would make a good employee. The supervisor cannot have much confidence in the applicant as a future employee if he doesn't believe in himself.

Employees need to have confidence in themselves, but they also need to have confidence in the work they do. Supervisors may

start to worry about their employees if they act shy or unsure about their work responsibilities. For example, a person with low self-confidence may be too embarrassed to ask for help when she feels she doesn't have enough experience to do her job well. Her shyness to seek advice or help might lead her to perform poorly on her work assignments. Once her supervisor notices her pattern of poor performance, he won't want to give her any kind of promotion and might even have to fire her.

Self-confident people usually have more success in their careers. Employers view their self-assurance as a sign of their ability to do their jobs well. People who do not show confidence in themselves or in the work they do are less likely to be hired and certainly less likely to earn a promotion. If they work on improving their confidence, they may improve their performance and increase their success in the workplace. Whether applying for a new job or seeking a promotion in a current career, remember this: self-confidence sells.

1. According to the article, having self-confidence can help you _____.
 - a) build relationships
 - b) feel happier
 - c) be successful
 - d) be creative
2. _____ is a sign of low self-confidence.
 - a) Being friendly
 - b) Not making eye contact
 - c) Helping a co-worker
 - d) Speaking clearly
3. *Slouch* probably means _____.
 - a) sit up straight
 - b) stand up straight
 - c) not make eye contact
 - d) sit poorly
4. According to the article, supervisors worry about employees that _____.
 - a) don't ask for help
 - b) make few mistakes
 - c) get promotions
 - d) complain a lot
5. Employers value self-confidence because they see it as a _____.
 - a) sign of work ability
 - b) tool for working faster
 - c) challenge to co-workers
 - d) normal habit

D Vocabulary

Complete the sentences with the words in the box.

assertive	conscientious	cooperative	influence	reliable
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1. Maribel is not afraid to express her opinions. She is very _____.
2. The supervisor wants to hire someone who will be _____, or a good team player.
3. Daniel's group members know that he is _____. They can count on him to get his work done and finish it on time.
4. Good employees are _____ about the work they do. They are always thinking about how to do a good job, and they pay close attention to details.
5. Anita is a positive _____ on her friends. She is a good student and gets good grades. This makes her friends care about their schoolwork, too.

E Writing

- 1 Plan a summary of how your self-confidence is influenced by the people you know. Think about how your family, friends, supervisors, and/or teachers affect your self-confidence. How are you encouraged or discouraged by them? Use the chart to help you plan your ideas.

People I know	How they affect my self-confidence

- 2 Write a summary of how your self-confidence is influenced by the people you know. Think about how your family, friends, supervisors, and/or teachers affect your self-confidence. How are you encouraged or discouraged by them? Write your summary on a separate page. Use the information in the chart above to help you.

Your summary should:

- be at least 10 sentences long;
- use five present passive verbs;
- include five of the following vocabulary words: **assertive, conscientious, cooperative, creative, criticism, influence, motivated, reliable, problem solving, stress, succeed.**

**TEST
UNIT 3**

Volunteering

A  Listening

Listen. Circle the correct answers.

- Tonight's show is about _____.
 - applying for jobs
 - a new movie
 - a new café
 - volunteering
- Jim likes to help _____ at the Lunch Café.
 - clean tables
 - prepare the food
 - greet people
 - wash dishes
- Many volunteers say that _____ is their favorite part of the Lunch Café.
 - buying the food
 - building homes
 - talking with the people
 - decorating
- Jim thinks helping at the Lunch Café is _____.
 - good job experience
 - exhausting
 - a waste of time
 - a good way to help others
- Most likely, Rachel will _____ the Lunch Café this weekend.
 - volunteer at
 - go to eat at
 - not go to
 - have a party at

B Grammar

Change Maria's direct statements to indirect statements.

- "I am going to volunteer at the soup kitchen next week."

- "I serve food to the homeless people."

- "I like serving food and talking with the homeless people."

- "Many people don't have enough money to buy food."

- "I want to help people in my community."

C Reading

Read the article. Circle *T* (true) or *F* (false).

The Benefits of Volunteering

Many people think that volunteering only benefits people who need help. But volunteering actually offers several benefits to the people who do the volunteering. Some of these benefits include a sense of belonging to the community, increased problem-solving ability, and even health benefits.

One benefit that volunteering offers is the heightened sense of belonging to a community. Nowadays, people feel that they are too busy to get to know their neighbors or be involved in their communities. After working all day long, most people just want to go home and relax. But sometimes, this busy schedule can make people feel isolated and lonely. However, when people volunteer, they meet many new people. Volunteering is a good way to combat feelings of loneliness and make connections with new people.

Another benefit of volunteering is increased problem-solving ability. People who volunteer often have to come up with quick and creative

ways to solve problems. For example, volunteers at a hospital may notice that some patients have fewer visitors than others and seem bored or unhappy. These volunteers have to consider their resources, think quickly, and find a solution to the problem. They might begin a patient "coffee break" where people on the same floor can meet and get to know each other while drinking coffee. Being a volunteer increases a person's ability to solve problems, and problem solving is an important skill that can be used in any situation.

Some recent reports show that volunteering can even improve a person's health. Dr. Raj Singh, a researcher at Springfield Medical Institute, found that people who volunteer frequently seem to be healthier overall than people who do not volunteer. When asked why this is the case, Dr. Singh said that no one was sure why, but that he believed it may be because of volunteers' active lifestyles and positive attitudes.

In conclusion, some people may not be sure why they should volunteer. They may think it only helps people in need. But volunteering has many benefits that will also help the volunteers.

- | | | |
|---|---|---|
| 1. Volunteering only helps people in need. | T | F |
| 2. According to the article, many people do not volunteer because they think they are too busy. | T | F |
| 3. Most likely, people can make new friends while volunteering. | T | F |
| 4. Better problem-solving strategies can be a result of volunteering. | T | F |
| 5. Volunteers are less healthy than people who do not volunteer. | T | F |

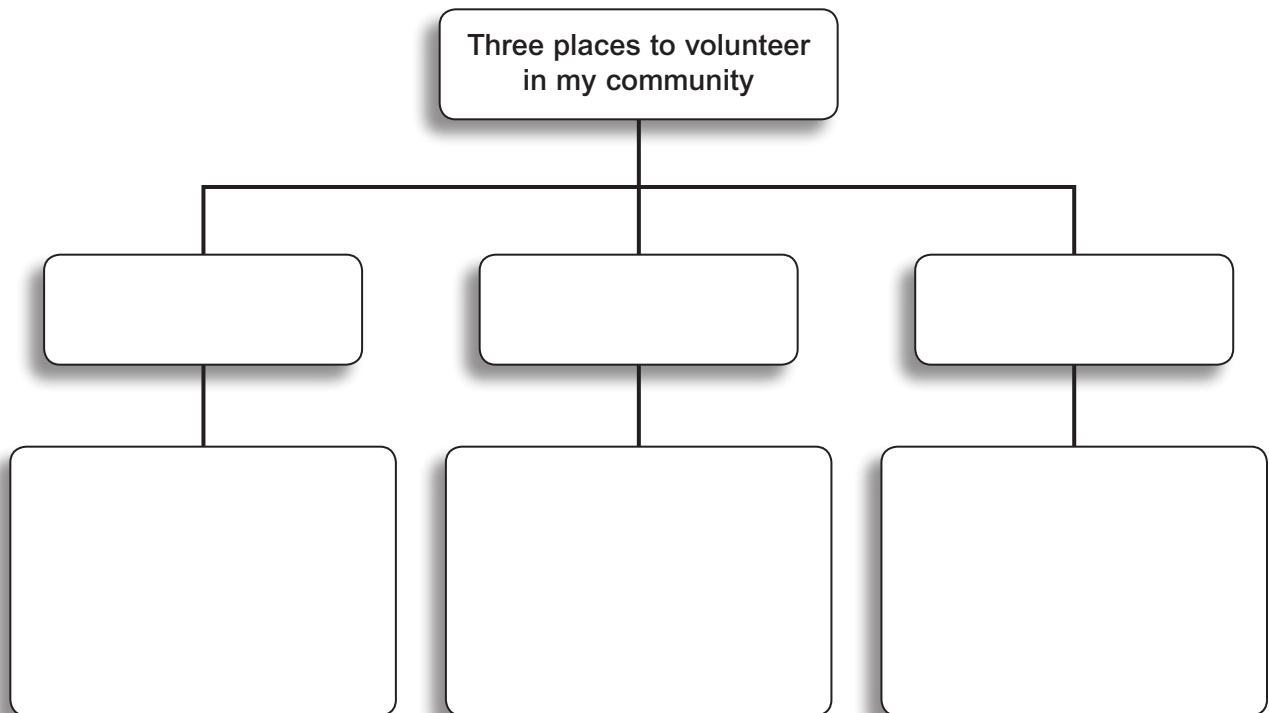
D Vocabulary

Match the words with their definitions.

- | | |
|----------------------|---|
| ___ 1. reuse | a. someone who organizes people, events, or things in order |
| ___ 2. coordinator | b. to put together |
| ___ 3. participating | c. taking part or being involved in something |
| ___ 4. supervise | d. to use again |
| ___ 5. combine | e. to oversee or manage something |

E Writing

- 1** Plan an essay about three places to volunteer in your community. What have you heard about them? What kind of services do they offer? Who do they help? Use the graphic organizer to help you plan your ideas.



- 2** Write an essay about three places to volunteer in your community. What have you heard about them? What kind of services do they offer? Who do they help? Write your essay on a separate page. Use the information in the graphic organizer above to help you.

Your essay should:

- be at least 10 sentences long;
- use five instances of reported speech;
- include five of the following vocabulary words: **collection, combine, committed, community, coordinator, graduating, helping, participating, recycle, reuse, studying, supervisor, volunteering.**

**TEST
UNIT 4**

Effective job applications

A  Listening

Listen. Circle *T* (true) or *F* (false).

1. Mr. Kelly begins his talk by telling the audience that it is a bad idea to look for jobs on the Internet. T F
2. Mr. Kelly says that only honest people use the Internet. T F
3. According to Mr. Kelly, a real job announcement will never ask for your Social Security number or bank account number. T F
4. The main idea of this lecture is that the Internet is a good place to look for jobs if you know how to avoid scams. T F
5. Frank Kelly is probably a career counselor. T F

B Grammar

Read each set of events. Decide which happened first and which happened second. Then combine the two sentences. Use the past perfect for the first event.

1. ____ Maria felt more prepared to write her cover letter.
 ____ She visited the career center.
 _____ after _____.
2. ____ Joel's brother knew he got scammed on the Internet.
 ____ It was too late.
 By the time _____.
3. ____ Kerala started waiting tables.
 ____ She talked to a friend at a restaurant.
 Before _____.
4. ____ Katherine reflected for a long time on her dream career.
 ____ She started to apply for jobs.
 _____ before _____.
5. ____ It was much better.
 ____ Pierre revised his résumé.
 After _____.

C Reading

Read the article. Answer the questions.

Five Tips for Choosing Your References

Employers ask for three references when you are applying for a job. This list of references is a very important part of your application. Your future employer will call your references to learn about you from the people who know you the best. He or she will ask them many questions about you, for example: *Does she work well on a team? Is she reliable, and can she be trusted with responsibility? What are her best skills?* You need to make sure that the person answering those questions will give answers that show you in a positive light.

Before you ask someone to be a reference for you, here are five tips to remember.

1. Don't choose your friends or family. Employers want to know what you are like as an employee, not as a daughter, brother, or friend. Your friends and family can certainly say good things about you, but they aren't the experts on how you handle yourself in the workplace.

2. Choose people whose opinion you trust. You want your references to highlight your strengths, not your weaknesses. Choose people who you know will give you a good review to your future employer.

3. Choose people who know you well. Your references should all be people you've known for at least three to six months. The longer someone has known you, the more authority they have to talk about your strengths.

4. Choose people who know you in different ways. After your employer has talked to all your references, he or she should have a complete picture of your many strengths. Asking people who know you in different ways is a good way to show an employer that you're talented at different things. For example, ask a teacher, a former employer, and someone you volunteered with to be your references.

5. Ask your references before applying. When you decide who you want your references to be, always ask their permission first. When they've said yes, make sure to tell your references when you're applying for a job. This way, they won't be surprised to get a call from your future employer. Nothing is worse than having your application ruined because your reference wasn't ready to talk about you to an employer.

1. Why do employers ask for a list of references on a job application?

2. Name one example of a question an employer would want to ask your references.

3. Who would be a bad example of someone to ask for a reference?

4. Why should you know your references for at least three to six months?

5. Why is it a good idea to ask people to be your references before you give out their names?

D Vocabulary

Circle the correct word.

1. Be **honest** / **honestly** with yourself when you're deciding what kind of job you want.
2. It is important to **complete** / **completion** every answer on a job application.
3. Before you fill out an application for a job you find on the Internet, make sure it is real and not a **scam** / **scammer**.
4. When James wrote his cover letter, he took great **care** / **careful** to include how he heard about the job, his interests, and his skills.
5. Molly was surprised when an employer refused to **accept** / **acceptance** her job application because she had skipped questions on it.

E Writing

- 1 Think about a time when you applied for a job or to a school. Describe the main steps of the application process. What did you do well during the application process? What things did you not do well? Use the chart to help plan your ideas.

Application for:	
Steps of the application process:	1. 2. 3.
Things I did well during the application process:	
Things I didn't do well:	

- 2 Write a paragraph that describes a time when you were an applicant for a job or to a school. What were the steps of the application process? What did you do well during the application process, and what did you not do well? Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use at least five instances of the past perfect;
- include five of the following vocabulary words: **application**, **beware**, **care**, **cautious**, **educate**, **end up**, **figure out**, **fill out**, **find out**, **go over**.

**TEST
UNIT 5**

Successful interviews

A  Listening

Listen. Answer the questions.

1. Why does the speaker say that once you get an interview, the work is not over?

2. What was the first thing Marissa did to prepare for her interview?

3. How did Marissa find out how to pronounce the name of the person interviewing her?

4. According to the speaker, what's one more thing Marissa could have done to prepare for her interview?

5. Why should you reread your résumé and cover letter before an interview?

B Grammar

Write sentences about Jeannette using *should have* and *shouldn't have* + past participle.

Jeannette did not make a good first impression at her interview.

1. She didn't wear a suit.

2. She yawned and looked bored.

3. She didn't turn off her cell phone.

What could Jeannette have done differently? Use the cues to make sentences with *could have* + past participle.

4. make eye contact and stand up straight
Jeannette _____
5. ask more questions
Jeannette _____

C Reading

Read the article. Circle *T* (true) or *F* (false).

Going on an interview

is not an easy task. Even if you know the list of interview dos and don'ts, you can still walk away from an interview feeling like your first impression was not your best impression. How can you improve the odds of having a good interview experience?

The answer is practice. You might be thinking, *practice talking? That seems unnecessary.* Indeed, many people think that an interview is just like any other conversation where two people talk. But consider this: An interview is in fact very different from a normal conversation. In everyday talk, we do not always go back and forth from question to answer to question to answer. Rather, a normal conversation happens naturally with both speakers sharing their ideas and opinions.

In an interview, however, we do rely on questions and answers

to make conversation move on. Not only do we rely on questions and answers, but we also decide who gets to ask questions and who gets to give answers. The interviewer is in charge of asking questions. As the interviewee, your role is to give answers to those questions and to those questions alone. You do not get to say whatever you want in an interview.

An interview is therefore not a very familiar way of having a conversation. Practicing how to talk in an interview can help you feel more relaxed and ready when the real day comes. So, how do you practice talking in an interview?

First, ask a friend or family member to help you. It takes two people to have a conversation after all! Next, write down a list of questions you think an employer would ask you in an interview. Try to make your list of possible questions as long as

you can. Here are some example interview questions: *What are your strengths? What are your weaknesses? Why do you want this job?*

Give this list to your friend or family member and ask them to pretend to interview you. Try to give complete answers that are thoughtful, accurate, and honest. If you get flustered by a question or don't like the answer you gave, pause for a moment, and then try answering it again.

Take this practice interview seriously; remember to sit up straight, smile, and be positive. You could even put on your interview outfit to make it feel more real.

Practicing for interviews may feel silly or unnatural at first. However, when you finally go to the real interview, you will feel more relaxed because you are better prepared. Remember, practice makes perfect!

1. A good title for this article is "Things You Shouldn't Say in an Interview." T F
2. Talking in an interview is the same thing as talking in normal conversation. T F
3. The article suggests that you should ask your future employer for a practice interview before your real interview. T F
4. The author probably says that making a long list of possible interview questions is a good idea because it gives you more practice. T F
5. Wearing your interview outfit during a practice interview could help it to feel more real. T F

D Vocabulary

Complete the sentences with the words in the box.

flustered inappropriate move on scenario stand out from the crowd

- Sending a thank-you note the day after your interview will make you _____. This is because a thank-you note helps the interviewer to remember you and your interview.
- Even though Lou felt nervous and _____ at the interview, he remembered to smile and act calm.
- It was the worst _____ possible. Jamal spilled coffee on his suit as he was leaving to go to his interview.
- Amanda's behavior during her phone interview was completely _____. She was rude and disrespectful to the interviewer and then hung up without saying thank you.
- Valerie was really disappointed that she didn't get her dream job, but she is now ready to _____ and look for other opportunities.

E Writing

- 1** Think about a time when you interviewed for a job or for a school. What did you do well during the interview? What is one mistake you made? What would you have done differently if you had had a second chance? Use the chart to help plan your ideas.

What I interviewed for:	
Things I did well during the interview:	
One mistake I made during the interview:	
What I would have done differently:	

- 2** Write a paragraph that describes a time when you were an interviewee. What did you do well, and what is one mistake you made? What would you have done differently? Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use at least five instances of past modals. Use at least one instance each of **should have**, **shouldn't have**, and **could have** and then two instances of your choice.
- include five of the following vocabulary words: **desperate**, **go well**, **flustered**, **improve the odds**, **inappropriate**, **interviewee**, **make the most of**, **unacceptable**, **unmotivated**, **scenario**.

MIDTERM TEST

Units 1–5

A Listening

Listen. Circle the correct answers.

- Why does Marnie like her job at Cramer Engineering Company?
 - She likes math, so creating budgets and working with money is fun.
 - She likes writing, so writing contracts is fun for her.
 - She likes science, so engineering is interesting.
- Why did Marnie decide to go with John to tutor kids in math?
 - He needs help with math.
 - She didn't want to say no to her brother.
 - Her job requires her to do volunteer service.
- What did the speaker find most surprising about Marnie's experience tutoring?
 - Marnie now wants to become a teacher.
 - Marnie tutored multiplication, not division.
 - Marnie only stayed for two hours.
- How serious do you think Marnie is about changing her dream job?
 - Not at all. She will not change her dream job.
 - Not very. She is confused and doesn't know what she wants.
 - Very. Tutoring was a life-changing experience for her.
- Marnie's story proves that your dream job _____.
 - always stays the same
 - changes every day
 - can change based on important experiences

B Grammar

Circle the correct grammatical form.

- Jonah was unsure about how to handle a very **challenging** / **challenged** scenario at work.
- He prefers to work independently, but his co-worker Karen always wants to talk. Every day, Jonah's work is **affected by** / **affects** Karen.
- Jonah talked to his friend Amy about Karen. She suggested he talk to his boss. Amy said that she **will have** / **would have** a practice conversation with him.
- Jonah knew she was right. After he **had practiced** / **has practiced** with Amy how to talk respectfully about the problem, Jonah arranged a private meeting with his boss.
- Jonah **could have** / **should have** ignored Amy's advice and refused to talk to his boss. However, Jonah learned from Amy that addressing a problem is always the best thing to do.

C Reading

Read the article. Circle *T* (true) or *F* (false).

Turning Weaknesses into Strengths

When you're interviewing for a job, you can be sure that in addition to being asked what your strengths are, your potential employer will ask you to describe your weaknesses, too. Without a doubt, describing your weaknesses during an interview is difficult because you want to appear confident and capable to your potential employer. However, describing your weaknesses is not necessarily the same thing as listing things you're bad at. How can you talk about your weaknesses without making yourself out to be a bad employee?

To help answer that question, consider how Juliette and Luke responded when asked, "What are your weaknesses?"

Juliette: *Weaknesses? Well . . . I mean, this is a hard question. I haven't really thought about it, I guess. If I had to pick one, I'd say that I'm pretty bad at time management. Something will take me longer to do than I think it will, and then I spend so much time on it, I forget about other things I have to do. So, yeah, time management. That's something I'm awful at.*

Luke: *Time management has been a struggle for me in the past. I know I need to work on it, so at the start of every day, I write a list of the things I need to do and how long I'll need to accomplish them. This system has helped me to improve my time management skills, and I'm still working on it.*

What's the difference between Juliette and Luke? Juliette was obviously not prepared to talk about her weaknesses. Her answer shows a potential employer that she doesn't think very hard about how to improve as an employee. Her answer most certainly will *not* help her get the job.

Luke, on the other hand, had a well-planned response that showed his awareness of a weakness and his efforts to improve. Rather than focus on how bad his weakness is, he talked about time management as a learning opportunity. He showed a potential employer that he can take action to fix a problem. His answer will help him improve his chances at landing a job.

So the next time you sit down for a job interview, remember to be prepared to talk about your weaknesses not as something you're bad at, but as learning opportunities you're in control of.

1. The main idea of this article is that you should be prepared to talk about your weaknesses in a job interview. T F
2. Describing your weaknesses is the same thing as making a list of things you're bad at. T F
3. Juliette had thought about her weaknesses before coming to the interview. T F
4. Luke knows time management is a weakness for him, but he doesn't have a plan for improving that skill. T F
5. Most likely, *landing a job* means "getting a job." T F

D Vocabulary

Complete the sentences with the words in the box.

figure out go well make the most of move on reliable

1. Cala is still trying to _____ what her dream job is. The only thing she knows is that her dream job will combine her love of cooking with her desire to work with children.
2. Vince is frustrated by the lack of progress in his job search. He is trying to _____ a tough situation, however, by viewing every job application as a learning opportunity.
3. She is a very _____ employee. She is never late for work, she always finishes her projects on time, and everyone likes her friendly attitude.
4. Dimitri wants to resign from his current job at the bank and _____ to a different organization.
5. Mila is in charge of organizing a day of community service for the English department. It's been challenging to get all the details and logistics right, but she's confident the day will _____ and be a success.

E Writing

- 1** Think about a time when you set a goal at work or at school, and then you accomplished it. What was the goal? What did you do to accomplish it? How did you feel afterward? Use the chart to help plan your ideas.

What was your goal?	
What did you do to accomplish it?	1. 2. 3.
How did you feel afterward?	1. 2. 3.

- 2** Write a paragraph that describes a time when you set and accomplished a goal. What did you do to accomplish it? How did you feel afterward? Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use at least one instance of the past perfect, two instances of *-ed / -ing* adjectives, and one instance of the passive voice;
- include five of the following vocabulary words: **achieve, desperate, end up, flustered, honest, impress, improve the odds, realistic, stressed, success.**

**TEST
UNIT 6**

Small talk

A  Listening

Listen. Circle *T* (true) or *F* (false).

1. The speaker's main purpose is to describe why she does not like her job. T F
2. According to the speaker, there is a lot of small talk on airplanes. T F
3. Most likely, *putting your nose in a book* means that you are intensely focused on reading. T F
4. The elderly man eventually gave up trying to start up small talk with the woman. T F
5. When the woman finally did talk to the old man, she apologized, and they then had a long conversation. T F

B Grammar

Complete the sentences. Make tag questions and answers.

1. **A** You ride the bus to work, _____?
B _____. I don't own a car.
2. **A** Sheena's favorite books are mysteries, _____?
B _____. She likes romance novels the most.
3. **A** You don't drink coffee, _____?
B _____. I don't like the bitter taste.
4. **A** You're going to Professor Trester's lecture this afternoon, _____?
B _____. I'm really looking forward to it.
5. **A** It's not raining outside, _____?
B _____. You'll definitely need your umbrella.

C Reading

Read the article. Answer the questions.

SMALL TALK

SMALL TALK doesn't usually last for more than a few minutes, right? Think about it: In most cases, it's when you're waiting for something that small talk starts up. For example, you're in line at the post office or you're a few minutes early to your three o'clock meeting. Rather than be bored and wait silently, you talk about the weather or sports with the people around you. Then, once it's your turn at the front of the line or the meeting begins, the waiting and small talk finishes.

I know a lot of people think small talk is difficult because once you've talked about the weather report and you've covered all the news in sports, what else do you say to someone who you don't know very well? While I can certainly understand that viewpoint, I personally don't struggle with small talk. I think those minutes you have to spend waiting for something just fly by in small talk. Then, before you know it, the conversation is done.

Although I think time usually passes quickly when I'm having small talk, I do remember one experience when each minute of small talk felt like an hour. I live on the sixth floor of my apartment building, which means I take the elevator to go up and down. One morning on my way to work, I got in the elevator, and another woman was already in there. We smiled at each other but didn't start

small talking. There was no need; the elevator ride takes less than a minute, right?

Wrong. Between the fourth and third floors, the elevator began shaking, and the lights flashed. As soon as the shaking stopped, the elevator stopped. We were stuck! I looked over at the woman. "Well, this isn't normal, is it?" I said. "No, not in the least," she replied. "Go ahead and press the emergency button." I pressed it, and then we began to wait for help.

While we were waiting, we began to small talk. We talked about how long we had each lived in this apartment building, where we go grocery shopping, and what our jobs are. We also talked about her recent vacation to France and my upcoming vacation to California. I thought we must have been talking for at least 45 minutes, but when I looked at my watch, it had only been 15! I got even more nervous then.

Finally, after two hours of waiting and small talk, the elevator started shaking and moving again. We made it down to the ground floor, and the doors opened. To be polite, I let the woman exit first. I then rushed out after her – I wanted out of that elevator! As we both hurried off to work, we called out, "Nice to meet you!" Only after I got to work and settled down did I realize that after spending two hours in an elevator with her, I forgot to ask the woman's name!

1. Why does the author think that small talk usually only lasts a few minutes?

2. Why didn't the author start small talk with the woman when he first got in the elevator?

3. What are two of the topics the narrator and the woman talked about?

4. How did the narrator feel about being stuck in the elevator?

5. Most likely, why did the author forget to ask the woman's name?

D Vocabulary

Complete the sentences with the correct preposition for each phrasal verb.

down	in	on	up	up
------	----	----	----	----

1. Jason's dream is to start _____ his own computer company.
2. I forgot to write _____ the directions to the restaurant, so I was nearly an hour late arriving to dinner.
3. Enis needs to focus _____ studying for her biology test, but she's watching television instead.
4. It still surprises Mr. Rand when an interviewee does not follow _____ with a thank-you note.
5. Francesca's company is very formal and serious. She always wears a suit to work so she fits _____ with her co-workers.

E Writing

- 1** Small talk is very common in the United States. What do you like about small talk, and what do you not like? Use the chart to help you plan your ideas.

Two things I like about small talk:	1.
	2.
Two things I don't like about small talk:	1.
	2.

- 2** Write a paragraph that describes what you do and do not like about small talk. Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use at least five instances of tag questions;
- use at least five of the following vocabulary words and phrases: **be interested to know, call on, fit in, focus on, follow up, look forward to, start up, write down.**

**TEST
UNIT 7**

Improving relationships

A  Listening

Listen. Circle *T* (true) or *F* (false).

1. Rodney asked Jim to be on the team. T F
2. Alice is very familiar with Jim and the way in which he works on a team. T F
3. Jim is not good at admitting that something is going wrong. He never wants to address a problem head-on. T F
4. Most likely, Rodney and Jim have worked together on a team before. T F
5. The main topic in this conversation is Rodney's frustration at having to work with Jim. T F

B Grammar

Complete the sentences. Use the present unreal conditional. Use *would*, *could*, or *might* in the main clause.

1. Mario never lets anyone else be the team leader. If I (be) _____ him, I (let) _____ others have a chance at taking a leadership role.
2. You're having trouble writing a research paper? Julie is a good writer. She (give) _____ you some helpful hints if you (talk) _____ to her.
3. Sheila is uncomfortable asking for help from her team members. She (find) _____ her job a lot easier, though, if she (ask) _____ for help from time to time.
4. The deadline is tomorrow, but we're not completely finished with the project. If we (have) _____ just one more day to work on it, we (deliver) _____ a better product to the client.
5. This project is going slowly because there are not enough people on the team. We (finish) _____ faster if the boss (have) _____ assigned another person to our team.

C Reading

Read the article. Answer the questions.

Tips on Being a Good Team Player

There is no question that teamwork is an essential feature of the modern workplace. It doesn't matter if you work for an international bank doing business all over the world, a national department store with locations in all 50 states, or the local independent grocery store down the street – every job requires its employees to work together.

Organizations encourage teamwork because it has many benefits, including saving time and money on projects and reducing employee absenteeism. So if you can be certain that you will need to work on teams during your career, what can you do to make sure it's a positive experience? How can you help your team do the best job possible? How can you be a good team player?

Every teamwork experience is different based on who is on the team. This happens because the team members involved can change the group dynamic. However, you can make sure to be a good team player regardless of whom you're working with. Here are four concrete features of good team players:

1 Team players offer to help. Working on a team means other people are depending on you. You can demonstrate to your fellow team members

that you're dependable and committed to success by offering to help when the work gets tough.

2 Team players ask for help. Part of the point of working on a team is to improve the work process by relying on other people. If you're struggling to figure out a problem or you're worried about making a deadline, ask your team members for help. Show them that you depend on them, too.

3 Team players communicate often. Because everyone on a team depends on each other, it's important to always know how everyone else's work is going. Good team players communicate often to their teammates. They give progress reports on their own work, ask how other people are doing, and talk about what needs to be done next.

4 Team players give praise. When you are working on a team, it is not just your experience that is important; your fellow team members' experiences are important, too. To make sure that your team members feel good about their contributions to the project, be sure to give them praise when they deserve it. *A Good job!* or *Thank you for doing that!* can help your team members feel positive about their work. And the best part is that it can make you feel good, too!

1. What is the main purpose of the article?

2. Why will every teamwork experience be different?

3. Name one way that working on a team is different from working independently.

4. Why do good team players communicate often?

5. What is one benefit of giving praise to your fellow team members?

D Vocabulary

Complete the sentences with the words in the box.

bullying clear the air gossiping pet peeves turns a blind eye

1. Monique is always _____. If you tell her something private about your personal life, you can be sure she will tell everyone in the office.
2. Clara is late for work at least twice a week, but Mr. Duval never says anything to her about it. He just _____.
3. _____ will not be tolerated at the Jones Paper Company. If someone makes you feel uncomfortable by repeatedly criticizing you in front of your co-workers, you need to tell your manager.
4. Ray and Steven have been fighting all week. Everyone agrees it's time for them to make up. They just need to sit down together, talk out their problem, and _____.
5. One of my worst _____ at work is when people leave only a few drops of coffee in the pot instead of making a new pot. It annoys me so much!

E Writing

- 1** Think about a time at school or at work when you gave advice to someone. What problem was that person having? What advice did you give? Why? Use the chart to help plan your ideas.

When and where did you give advice?	
Who did you give advice to?	What was the problem?
What advice did you give?	Why did you give that advice?

- 2** Write a paragraph that describes a time when you gave advice to someone. Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use at least three instances of the present unreal conditional;
- use at least five of the following vocabulary words and idioms: **address a problem head-on, bully or bullying, clear the air, drive you nuts, gossiping, intimidating, make a big deal, pet peeve, take into account, turn a blind eye.**

**TEST
UNIT 8**

Giving and receiving criticism

A  Listening

Listen. Answer the questions.

1. What is Tracey Simon's lecture about?

2. Most likely, what is Miguel Cruz's job at Twin Oaks County Bank?

3. Why does Miguel Cruz think receiving criticism is tough?

4. What is one reason why Miguel Cruz thinks giving criticism is tough?

5. What does Miguel Cruz try to do when an employee is nervous and defensive during a performance evaluation?

B Grammar

Complete the sentences. Use the past unreal conditional.

- Natalie didn't know to send a thank-you note after her interview. If someone (tell) _____ her it's a good idea to do, she (send) _____ one to the interviewer.
- You're going out for lunch today? I (not bring) _____ a sandwich from home if I (know) _____ you were going out.
- Nicola's car is in the shop for repairs, so she took the bus to work today. However, James (drive) _____ Nicola to work if she (ask) _____ him for a ride.
- Only five students out of twenty came to English class on the Friday after Thanksgiving. If Mr. Cox (realize) _____ how many students would be absent, he (cancel) _____ ahead of time.
- Carmen forgot to turn off her cell phone before class. If she (turn it off) _____ before class, it (not ring) _____ during class.

C Reading

Read the article. Circle *T* (true) or *F* (false).

Meaningful Apologies

Everyone makes mistakes. It is impossible to be an active member of a community (be it your workplace, your school, or your home life) and not do something wrong at one point or another. Now, not only does everyone make mistakes, but everyone also makes big mistakes from time to time. Big mistakes can sometimes cause bigger problems. For example, yelling at a professor because you're disappointed in the grade you received on the first paper of the semester is no small mistake. In this scenario, you have potentially ruined your relationship with that professor, and there's still the rest of the semester to finish! In a case such as this, an apology is in order.

Apologizing, though, is much more than saying the words *I'm sorry*. A meaningful apology is the first step toward rebuilding respect and trust after you've hurt both. After you've made a big mistake and need to apologize, keep in mind the following tips as to what makes for a sincere apology.

1. Apologize sooner, rather than later.

As communications expert Kare Anderson points out, apologizing sooner, rather than later, is always a good idea. A timely apology

demonstrates both your awareness of your mistake and your maturity in acknowledging your error. The longer you wait to apologize, the more difficult it will be to explain your actions.

2. Say *I'm sorry*.

As mentioned earlier, a meaningful apology does not simply consist of these two words. However, you *do* need to say them. In U.S. culture, an apology needs to include *I'm sorry* in order to be recognized as such. *I'm sorry* can be the first thing you say or the last, but you do need to say it.

3. Say what you did wrong.

To show that you know why you're apologizing, you need to identify what you did wrong. You don't need to go into a lot of detail, but you should name your mistake for what it was.

4. Say why you did it.

You probably did not have a predetermined reason to make your mistake, especially if it was an accident. However, if you can identify what your thinking was or what you were trying to do when you made the mistake, you will show the other person that you weren't trying to be wrong.

5. Say what you will do to fix it.

Indeed, some mistakes can't be fixed right away. Yet it's always a good idea to name the steps you will take to fix the problem. Show that you will use this mistake as a learning opportunity and will know how to do things better in the future.

- In U.S. culture, an apology must include the words *I'm sorry* in order to truly function as an apology. T F
- The author of the article probably thinks that once you've damaged respect and trust by making a mistake, you'll never get them back. T F
- Saying what you will do to fix your mistake is a good way to demonstrate that you're learning from the experience. T F
- According to the article, the more detail you give when you say what you did wrong, the more meaningful your apology will be. T F
- A major theme in this article is that all apologies are the same. T F

D Vocabulary

Match the expressions in bold to their meanings.

- | | |
|--|--|
| <p>1. ____ Mrs. Shala makes sure all of her employees pull their own weight.</p> <p>2. ____ Mrs. Shala knows that everyone messes up once in awhile.</p> <p>3. ____ Mrs. Shala never loses her cool and blows up.</p> <p>4. ____ Mrs. Shala thinks it's good for morale to let her employees chitchat when they get to work.</p> <p>5. ____ Mrs. Shala doesn't let anyone blab for too long in a meeting.</p> | <p>a. gets angry and upset</p> <p>b. makes a mistake</p> <p>c. talk casually</p> <p>d. talk a lot</p> <p>e. contribute equally</p> |
|--|--|

E Writing

- 1** Think about a time when you criticized someone. Who was it, and why did you need to criticize the person? Did you give negative criticism or constructive criticism? How did you feel giving the criticism? How did the person react? What did you learn from the experience? Use the chart to help plan your ideas.

Who did you criticize and why?	
Was your criticism negative or constructive?	
How did you feel giving the criticism?	
How did the person react?	
What did you learn from the experience?	

- 2** Write a paragraph that describes a time when you criticized someone. Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use at least five instances of the past unreal conditional;
- use at least five of the following vocabulary words and idioms: **blab**, **blow up**, **extremely**, **fully**, **gracefully**, **mess up**, **pull one's weight**, **totally**, **usually**, **verbally**.

**TEST
UNIT 9**

The right attitude

A  Listening

Listen. Circle *T* (true) or *F* (false).

1. Sarah's problem is that her co-worker has a positive attitude. T F
2. The co-worker sits close to Sarah at work. T F
3. Sarah thinks talking to her co-worker about the problem is a good idea. T F
4. Andy Johnson suggests that Sarah write a letter to her supervisor about the problem. T F
5. Andy Johnson is most likely Sarah's boss. T F

B Grammar

Combine the two sentences into one sentence with an adverb clause of concession. Keep the order of the clauses the same. Put the words in parentheses in the correct place and use a comma when necessary.

1. Victor got a good job. He doesn't have much experience. (even though)

2. Alejandra received a poor evaluation from her boss. She asked for a raise. (although)

3. Cara just started a new job. She is applying for a different position. (although)

4. Brad wants to be a doctor. He doesn't like math or science. (even though)

5. Eva needs to study for her test. She watches TV all day. (even though)

C Reading

Read the article. Circle the correct answers.

You may believe that having a positive attitude is just a strategy for feeling better about yourself or the circumstances around you. However, it is also an important factor in the workplace. For example, positive thinking can be a tool for reducing stress, building healthy relationships with your co-workers, and developing a more successful career.

No matter what kind of job you have, learning to think positively will help you reduce stress. You will no doubt face difficult challenges as an employee. For example, you may have to accomplish many tasks in a small amount of time. It may seem impossible to finish everything you need to do before the deadline. You may think, *There's no way I can do this!* This kind of negative attitude only adds to the stress you have about trying to finish all your tasks. When you use positive thinking, you learn to change your mindset from *I can't* to *I can*. Having a positive attitude toward the problem can help reduce the pressure you feel and enable you to think more clearly and handle the issue with greater confidence.

Second, practicing positive thinking can help you build healthier relationships with your

co-workers. Often, one person's poor attitude can negatively affect the attitudes and opinions of the rest of the group. If you always complain about your job and never have anything positive to say, your co-workers may begin to feel unhappy in their own positions or even start to lose respect for you as a co-worker. But when you consistently have a positive attitude, your co-workers will be encouraged by your optimism and will appreciate your presence in the workplace.

Lastly, having the right attitude not only helps lower stress and build relationships, it opens the door for future advancement in your career. Being able to face challenges head-on with a positive attitude and using optimism to motivate fellow employees are the kinds of skills that employers look for in a potential leader. If you are interested in receiving a raise or a job promotion, one of the most important skills you should improve is having a positive attitude. When you show an employer that you can handle any problem and motivate your peers with your positive attitude, your employer will know that you are ready for more responsibility.

- Which effect of having a positive attitude is **not** mentioned in the article?
 - earn a promotion
 - increased energy
 - lowered stress
 - better relationships
- _____ is an example of having a negative attitude.
 - Encouraging others
 - Smiling
 - Complaining
 - Facing challenges
- The article suggests that having a good attitude can improve _____.
 - your family relationships
 - your work experience
 - your appearance
 - your health
- According to the article, one consequence of having a negative attitude may be _____.
 - more trust
 - more confidence
 - increased stress
 - clearer communication
- A good title for this article would be "_____."
 - Positive Attitudes at Work
 - Reducing Stress
 - Getting a Promotion
 - Friends with Positive Attitudes

D Vocabulary

Complete the sentences with the words in the box.

absenteeism	determined	focused	idyllic	persevere
-------------	------------	---------	---------	-----------

1. Even when faced with a difficult challenge in school, a _____ student does not give up.
2. Making perfect scores on all your assignments would be _____, or perfect.
3. When you face challenges in school, you have to _____ and continue doing your best.
4. You may have many other responsibilities, but you must stay _____ and concentrate on your most important goal in school.
5. Attend class as much as possible. Excessive _____ can indicate that you don't care about learning.

E Writing

- 1 Plan an essay that describes someone you know who has a positive attitude. Tell about his or her personality, challenges the person has faced, and how he or she has dealt with those challenges. Use the chart to help you plan your ideas.

Person's name and personality	
Challenges faced	How he/she dealt with these challenges
	→
	→
	→

- 2 Write an essay that describes someone you know who has a positive attitude. Tell about his or her personality, challenges he or she has faced, and how he or she has dealt with those challenges. Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use five instances of adverb clauses of concession with *even though* and *although*;
- include five of the following vocabulary words: **adored, anxiety, combat, count one's blessings, determined, focused, idyllic, persevere, setback, stunned.**

**TEST
UNIT 10****Writing at work
and school****A  Listening**

Listen. Answer the questions.

1. What are the top two skills employers look for in a potential employee?

2. What can employers train you to use?

3. If you write an e-mail with lots of errors, whom does it reflect poorly on?

4. What is one standard form of writing you will be expected to do on the job?

5. Which form of business writing will the speaker most likely talk about next?

B Grammar

Circle the word that matches the meaning of the word in parentheses.

1. The teacher **made** / **had** / **got** Galen take the test again. (required)
2. Hector's boss **made** / **had** / **got** his employees complete a survey. (asked)
3. The supervisor **made** / **had** / **got** his staff work extra hours. (required)
4. Deborah **made** / **had** / **got** her daughter to try out for the regional soccer team. (persuaded)
5. Mr. Dyer **made** / **had** / **got** his assistant take notes at the meeting yesterday. (asked)

C Reading

Read the article. Circle *T* (true) or *F* (false).

BUSINESS WRITING*Ashley's Story*

ASHLEY WAS A DEDICATED WORKER. SHE showed up to work on time every day and always turned her work assignments in by the deadline. She got along well with her co-workers and had a lot of good ideas about how to improve the company's performance. When Ashley went to her supervisor's office for her yearly evaluation, she was sure she would receive positive remarks and possibly a raise.

But she was wrong. Ashley's boss, Mr. DiAngelo, told her that he couldn't give her a positive review because of her writing skills. "I'm sorry to tell you this, but your writing is atrocious," he said. "You need to work on improving your writing so that when you send an e-mail or a letter, the person reading it can clearly understand what you're saying and not be distracted by all the errors." Mr. DiAngelo suggested that Ashley participate in a workshop the following week to improve her business writing skills.

Ashley was deeply disappointed, but she tried to have a positive attitude and registered for the writing workshop. She printed out a few e-mails, memos, and business letters she had written to take with her so she could ask one of

the workshop volunteers for specific help. After the workshop volunteer read over her work, she said that she could immediately see several issues that Ashley needed to work on to improve her writing. "The biggest problems you have," she said, "are your spelling and punctuation." A lot of the words Ashley had trouble spelling were ones that sound exactly the same but have different spellings, like *there*, *their*, and *they're*. As far as punctuation, Ashley seemed to always forget to use a comma before conjunctions such as *and*, *but*, and *or*. The volunteer explained, "These are easy problems to fix. So just pay attention to these two areas, and you'll be writing more professionally in no time."

Ashley had at first felt embarrassed to attend the workshop. But after working with the volunteer, she realized how helpful the workshop had been and that she could immediately put into practice what she had learned. When she wrote her first e-mail the next morning, she read it over twice and checked for spelling and comma mistakes. Ashley has registered for the next writing workshop and plans to continue improving her writing skills before her evaluation next year.

- | | | |
|--|---|---|
| 1. The word <i>atrocious</i> probably means "very bad." | T | F |
| 2. Mr. DiAngelo gave Ashley a raise. | T | F |
| 3. Ashley received a poor evaluation because of her writing skills. | T | F |
| 4. Ashley thought the workshop was useless and a waste of time. | T | F |
| 5. Ashley's biggest writing issues were spelling and capitalization. | T | F |

D Vocabulary

Match the words with their definitions.

- | | |
|-------------------|-----------------------------------|
| ___ 1. skim | a. unclear |
| ___ 2. innovative | b. knowledgeable; well informed |
| ___ 3. vague | c. advanced; modern; new |
| ___ 4. savvy | d. major; important |
| ___ 5. key | e. to read over something quickly |

E Writing

- 1** Imagine you are the boss at a company. You have noticed that many employees have poor writing skills. Plan an office memo to your employees about their poor writing skills. What are the major issues in their writing? What are the consequences of their poor writing skills? What are some suggestions for how they can improve? Use the chart to help you plan your ideas.

From	
To	
Issues	
Consequences	
Suggestions	

- 2** Now write the memo to your employees about their poor writing skills. What are some issues in their writing? What are the consequences of their poor writing skills? What are some suggestions for how they can improve? Write your memo on a separate page. Use the information in the chart above to help you.

Your memo should:

- be at least 10 sentences long;
- use five instances of causative verbs (*make, have, and get*);
- include five of the following vocabulary words: **concrete, crisp, fuzzy, key, proper, respectful, savvy, skim, timely, vague.**

FINAL TEST

Units 6–10

A Listening

Listen. Circle *T* (true) or *F* (false).

1. You can improve teamwork by getting to know your co-workers, learning to give and receive feedback, and motivating others through a positive attitude. T F
2. Small talk is one way to get to know your teammates. T F
3. Talking about a business report is an example of small talk. T F
4. When giving negative feedback, you should focus on the task, not the person. T F
5. Negative feedback is more important than positive feedback. T F

B Grammar

Complete the sentences by circling the correct answer.

1. **A** You heard about the meeting today, **aren't you** / **didn't you**?
2. **B** Yeah. If I had known about it sooner, I **would have gotten** / **would get** my lunch earlier.
3. **A** Yup. It's going to be a long meeting. Where's Charlotte? I need to **make** / **get** her to look at this report before the meeting.
4. **B** I haven't seen her. She's always on time, **even though** / **if** it looks like she might be late today.
5. **A** If I **had been** / **were** Charlotte, I wouldn't care about being on time today. No one likes these staff meetings.

C Reading

Read the article. Circle the correct answers.

Recent surveys have found that increasingly more Americans are dissatisfied with their new jobs after only three weeks in the position. After those three weeks of feeling great on the job, the honeymoon phase seems to end, and new employees begin to feel dissatisfied and unhappy. They often think, *What went wrong?* Career counselors offer the following advice to those suffering from job-related “post-honeymoon blues”:

1. Try to get to know your co-workers better. Having positive relationships with co-workers is rated as one of the most important factors that affects job satisfaction. If you’ve just started a new job, chances are you don’t know many of your colleagues. This may cause you to feel a little awkward and isolated at first. Practice small talk in order to get

When the Honeymoon Wears Off

to know people in your office on a more personal level. Once you’ve made a few friends at work, you will more than likely feel much more satisfied with your job.

2. Make a list of all the reasons why you applied for the position in the first place. Was it for the salary? Or the experience, perhaps? Why did you accept the position? What benefits are you enjoying now that you didn’t have before? If you take just 10 minutes to complete this list, you’ll be surprised at how many reasons you come up with. Use the list as a reminder of all the positive reasons why you chose the position you’re in now.

3. Consider where your job will take you in the future. Maybe your new job isn’t exactly what you had hoped it would be. But perhaps it is a step closer to the job you really want. Your dream, for example, may not have been to be an administrative assistant in a dentist’s office, but your experience working in a dentist’s office will help you work toward becoming a dental hygienist. Although your current job may not be perfect, it may be a step toward the career you’ve always wanted.

4. If you have followed all of the above advice but still feel a deep dissatisfaction with your job, you probably should consider looking for a new position. Making friends at work and reflecting on the positive aspects of your job may help boost your attitude, but these strategies can’t replace your job satisfaction.

- A *honeymoon phase* is a time of _____.
 - difficulty
 - wealth
 - happiness
 - patience
- Use _____ to help you get to know your co-workers better.
 - staff meetings
 - surveys
 - office parties
 - small talk
- Making a list of reasons you took the job should take about _____.
 - two hours
 - 10 minutes
 - three days
 - one hour
- You should make a list of reasons why you chose your job and _____ before looking for another job.
 - make friends
 - formally complain
 - request a raise
 - take a vacation
- If none of the advice seems to work, you should _____.
 - look for another job
 - write a memo
 - talk to a co-worker
 - not work hard

D Vocabulary

Complete the sentences with the words in the box.

gracefully head-on innovative start up stunned

1. Mishael wanted to _____ a café in her hometown.
2. She knew that developing a successful business model was a big challenge, but she was determined to address the problems _____. She wasn't afraid of the challenge.
3. Mishael accepted criticism _____ and wanted to hear other people's ideas.
4. Some of her colleagues had truly _____ ideas. Their ideas helped her incorporate several new strategies to make her business more efficient.
5. Mishael was _____ when the café earned an unexpected \$100,000 the first month.

E Writing

- 1** If you could develop any three skills to make you more successful in the workplace, what would they be? Plan an essay about the three skills. What are they? Describe all three skills and give an example of each. Use the chart to help you plan your ideas.

Skill	Description	Example

- 2** Write an essay about the three skills you would want to have. What are they? Describe all three skills and give an example of each. Write your essay on a separate page. Use the information in the chart above to help you.

Your essay should:

- be at least 10 sentences long;
- use three instances of present or past unreal conditionals, one instance of adverb clauses (*although* or *even though*), and one instance of causative verbs (*make*, *have*, and *get*);
- include five of the following vocabulary words: **address a problem head-on, anxiety, concrete, crisp, determined, focus on, focused, fully, gracefully, key, persevere, proper, respectful, savvy, timely.**