Skills Test Unit 8 Test A

Everyday English

1	Complete the sentences from a presentation with the words below. Then put them in the order (1–5) that somebody would say them during a presentation.							
	talk	k mov	ve sum example begin					
	1	ľII	by going through different ways of presenting your CV					
	2	5%	, to up, make sure you have a good CV, and prepare questions before					
	2		erview					
	3	NOW II	I on to some of the questions that are typically asked at interviews.					
	· ·							
	4		I'd like to to you today about how to get a job					
	5		e you an, a common question is, 'What personal qualities would you					
		bring to	o this job?'					
	Ma	ark:	_/5					
	ict	ening						
	ısı	Cimi	9					
2			to a job interview. Circle the correct words to complete the description of the s being offered.					
	It's	a job 1	on weekday evenings / at the weekend in the ² cosmetics / clothes department of a					
	lar	ge shop						
3	G	Listen	again. Indicate the correct answer (a-c).					
	1		nda had had a choice, when would she have liked to work?					
		а	Monday to Thursday evenings.					
		b	All day at the weekends.					
		С	Evenings on Thursday and Friday.					
2 According to Amanda, why does she want to work for the shop?								
		а	She would like to spend her career working for them.					
		b	She wishes to improve her design skills with the company.					
		С	She thinks the experience will help her future studies.					
	3		ould Amanda deal with a customer complaint?					
	si c ili	а	She would immediately take back the wrong item of clothing.					
		b	She would only give money back if she was sure there was a problem.					
			one would only give money back it one was sufe title was a problem.					

c She would ask the customer to be more polite before returning the money.

4 What do you find out about the pay and expenses on offer?



- a The pay is better after 6.30 p.m. on weekdays.
- b Travel expenses are very important to Amanda.
- c Amanda had hoped the pay would be more generous.

Mark: ___ / 10

Reading

The thatcher

Our popular feature *Amazing Jobs* takes a look at a really unusual occupation this week. Tim Darby left school at sixteen with very few qualifications, but, although he does admit to wishing he'd worked just a little bit harder at his studies, he has no regrets about leaving the classroom and finding a job. Only two years on from his last day at school, Tim finds himself up on a roof each day, working as a thatcher – one of the oldest, most traditional crafts that still survives in England. If you've ever visited a small English village, you may have seen the beautiful old roofs on ancient cottages which are made of thousands of long, thin water reeds, all packed tightly together. Well, they are difficult to maintain, and that's Tim's job. He spends his working life up a ladder in all weathers, putting together thatched roofs.

In his job, Tim travels all over southern England, so it wasn't easy to track him down, but eventually I found him on top of a 17th century cottage in a small village in the county of Dorset. He told me how he had been spending the last few weeks and what he would have been doing if it hadn't been the middle of summer.

'At this time of year, when it's warm and sunny, I'm up on the roofs restoring and reconstructing houses like this one,' said Tim. 'But if you'd met up with me back in February, you would have seen me doing a very different job – my favourite. In the colder months, our job is to cut the water reed, which grows in rivers. It's a thick, straight grass and if you gather it together in bundles and dry it, you'll have great thatch. It's traditionally used near the coast. If I was working in a village in the middle of the country, I'd be using something else – wheat, perhaps. So, our job is very seasonal and varied – preparing the thatch in the winter and repairing roofs in the summer.'

As we chatted, Tim went on to add that most of the work he got to do was on historic houses, and that he never got to work on anything new. He pointed out there were older, more experienced thatchers in his company whose expertise lay in the challenging art of creating new roofs on houses that had just been built. However, he has no great desire to get into that line of work.

'What I enjoy most about my job is having to push myself every day,' Tim told me. 'Thatching is highly-skilled work, so there's always something new to learn – and, of course, being in the open air in the summer is fantastic. If I hadn't got into this line of work, I'd probably be spending most of my days in an office or a shop in a dead-end job, and, of course, I'd be neither fit nor sun-tanned!'



4	Re	ead the text. Are the sentences true (T) or false (F)?								
	1	According to the text, Tim Darby has a typical job								
	2	Tim wishes he'd worked harder at school								
	3	Tim left school approximately two years ago								
	4	During the warmer months you will often find Tim working in a village								
	5	Tim works in lots of different places throughout the year								
	6	6 Tim prefers the work he does in the summer to the work he does in the winter								
	7	Roof thatch can be made from different raw materials								
	8	8 It's more difficult to put a thatched roof on a new house than on an old house								
	9	9 Tim has nothing else to learn about his job								
	10	10 Tim enjoys being outside in his job								
	Ma	Mark: / 10								
С	ha	allenge!								
		# 15								
5		omplete the text with the correct answer (a–d).								
	A	first job								
	Herady 5 que	y on their parents for money. That's why finding a first job is so important to young people. re's some advice for getting off on the right 3 in the workplace. A careers risor told me that first 4 were vital at an interview. Young job applicants be arrogant. She also suggested 6 sure you 7 lots of estions to ask at the interview. Some people recommend that you know as much as possible out the job you're applying for, and to make sure it's a job you've really decided 8 ! You don't want to 9 the wrong decision, and think, if only I 10 so quickly.								
	1	a tell b will tell c told d are telling								
	2	a have to b ought to c should d must								
	3	a foot b hand c face d head								
	4	a appearances b impressions c considerations d enquiries								
	5	a shouldn't b wouldn't c haven't d needn't								
	6	a make b made c making d to making								
		7 a has b have c have had d are having								
	8	a do b doing c to do d to doing								
	9	a do b make c get d have								
	(1050) 1000-00	a didn't act b haven't acted c don't act d hadn't acted								
	.0	a didition a flatoritation a dollitation a flating dollitation								

Vocabulary



M	lato	h the adj	ectives b	elow to the	job desc	ription	ıs (1–8).			
		enging s while	stressful	repetitive	highly-s	killed	varied	dead-e	nd	glamorous
1	S	enior Eng	ineering	Consultant	: requires	qualifi	cations i	n civil eng	ineer	ring and training in
	br	ridge cons	truction.							
2	Burger Sales Assistant: regular hours, no qualifications required, no promotion prospects.									
3	C	elebrity P	ersonal	Assistant: re	equired to	live in	Hollywo	od and tra	ivel t	he world with major
	fil	film star								
4	0	il Compa	ny Manag	ging Directo	r: top job	for am	bitious p	rofession	al wh	o wants to manage
	m	major international company and really test themselves								
5							entrance de la constante de la	99 99		tles every day.
6	Ai	id Worke	 r: volunte	ers required	to help or	rphane	d childre	n in Bang	lades	h – make a
	di	difference to people's lives!								
7	Fi	Firefighter: join our team who attend emergencies and help carry out rescues. You need to								
	be	e fit and he	ealthy to	deal with sor	ne of the	danger	ous aspe	ects of this	occ	upation.
	_									
8	Z	ookeeper	: required	to feed anin	nals, advi	se visit	ors, wor	k in ticket	office	e, etc. – a hundred
	di	fferent job	s in one!							
		c: / 8								
				ords in the i -F) with a si). Th	en match phrases
	1	I had a lo	ot on my	dish / plate.	Α	I taug	ht the ne	ew employ	ee w	hat to do.
	2	I put my	feet / leg	s up.	В	I was	really bu	ısy.		
	3	I started	the ball r e	olling / fallin	ıg. C	I had	to start v	vorking im	ımed	iately.
	4	I showed	him the	edges / rope	es. D	I rela	ked.			
	5	l rose / I	ifted to th	ne challenge.	E	I mad	e the firs	st suggest	ion ir	the debate.
	6	I was threend.	own in at	the far / dee	p F	I work		and did w	/ell in	a difficult
М	ark	c: / 12	2							
		100								



8	C	hoose the correct word (a-c) to complete the sentences.							
My brother came 1 2 a 'brilliant' scheme to make mon									
		nool. He ³ a crazy idea to buy sweets and chocolate in a local shop then sell							
		them at a profit to students at his school. I don't know how he dreamed 4 this							
	ide	idea, but I thought it was stupid. I tried to ⁵ his mind, or, at least, make him ⁶ his decision, but he had ⁷ up his mind to go ⁸ with							
	41.	his decision, but he had ' up his mind to go 8 with							
	Of	e plan. Once he's ⁹ a decision, my brother never has ¹⁰ thoughts course, the plan failed. He bought lots of expensive sweets but nobody at his school wanted to y any from him!							
	1	a up b off c after							
	2	a for b with c over							
	3	a conceived b perceived c deceived							
	4	a for b off c up							
	5	a change b solve c alter							
	6	a recover b reconsider c repair							
	7	a done b taken c made							
	8	a over b ahead c across							
	9	a made b done c brought							
	10	a first b second c last							
	Ma	ark: / 10							
9		atch the words (1–6) to the sentences (A–F). Write the word number in the box							
•		aten the words (1-0) to the sentences (A-1). Write the word humber in the box							
	1	threat							
	2	boycott							
	3	discrimination							
	4	demonstration							
	5	injustice							
	6	march							
	Α	Students are walking through the city centre, shouting 'Down with the government!'							
	В	People believe that the decision of the judge was unfair							
	С	The terrorists say that if their demands are not met, they will blow up the plane							
	D	In protest, citizens refused to buy the company's products							
	Е	The students were not allowed into the university because of the colour of their skin							
	F	People stood outside the embassy with signs saying 'Free the prisoners'							
	Ma	ark: / 6							



Grammar

UC	omplete the thir	rd conditional sentences.					
1	If you	(apply) for the job, you would probably have got it.					
2	2 We (not go) on the march if we'd known it was going to be violent.						
3	In which countr	ies (you / work) if you had taken that job?					
4	Sally	(not buy) the toothpaste if she hadn't seen the advertise	sement.				
5	The demonstra	tion wouldn't have been successful if fewer people	(attend) it				
	ark: / 5						
		using I wish or If only.					
1	I don't have a jo	DD.					
2	We didn't go on	the demonstration.					
3	Rachel hasn't b	peen promoted.					
4	Tom is in a dea	d-end job.					
5	The protesters	were arrested during the march.					



	omplete the senter rackets.	nces with must, might or can't and the correct for	m of the verb in			
6	I'm absolutely certa	ain that Jo isn't going on the march. In fact, she	(leave			
	the house because	she feels really ill.				
7	Julie sometimes lik	es to go into the office on Saturdays, so she	(decide) to			
	go there this morni	ng. I'm not sure though.				
8	Who knows where Paul is? He never tells me what he's doing. I suppose he					
	(go) away for the weekend.					
9	My boss	(take) the afternoon off. He looked really ill the	nis morning.			
	ark: / 8 OTAL MARKS:	/ 60				

