



Starting off

Work in groups.

- 1 Which of the jobs in the photos would be best for a student in their free time? Which job would be best during their holidays?
- 2 Which job would suit you best? Which would suit you least? Why?

Listening | Part 3

- 1 Work in pairs. You are going to hear five young people talking about their first job. For each speaker (1–5), you will have to choose from the list of options (A–H) which feelings or opinions they describe. Before you listen, paraphrase each option in your own words.

A I feel people enjoy chatting to me.

I get the impression people like talking to me.

B I find it surprisingly hard work.

C I'm learning a lot from the people I meet.

D I might have the opportunity to achieve an ambition.

E I feel I'm gaining useful skills.

F I enjoy some parts of the job more than others.

G I enjoy the financial independence.

H I feel frustrated with things I can't deal with.

Speaker 1 ☐ 1

Speaker 2 ☐ 2

Speaker 3 ☐ 3

Speaker 4 ☐ 4

Speaker 5 ☐ 5

- 2 20 Now listen. For speakers 1–5 above, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

Exam advice

- Before you listen, read each option carefully and think about what it means.
- Listen for the general idea of what each speaker is saying.
- Wait until each speaker finishes before you choose an answer.
- Remember that the speakers may talk about something connected with other sentences, but there is only one correct sentence for each speaker.

- 3 Work in groups.

- Would you be interested in doing any of the jobs the speakers talked about? Why? / Why not?
- What job would be 'a dream come true' for you?

Vocabulary

work or job; possibility, occasion or opportunity; fun or funny

1  Candidates often confuse the following words: *work or job; possibility, occasion or opportunity; fun or funny*. Read these sentences from Listening Part 3 and circle the correct word in *italics*. Then read the definitions on page 183 to check your answers.

- 1 This is my first student *job / work*, and I'm a part-time hospital porter.
- 2 It's hard physical *job / work*, but I think I expected that when I started.
- 3 They have the *possibility / occasion / opportunity* to talk about things outside the hospital.
- 4 On some *possibilities / occasions / opportunities*, I've also been left on my own in charge of the whole hotel.
- 5 It isn't a very well-paid *job / work* and it's not exactly fun, but then first *jobs / works* usually aren't.
- 6 The people are really *fun / funny*, so there are lots of laughs on set.
- 7 There's even the *possibility / occasion / opportunity* that I'll be given a small part.

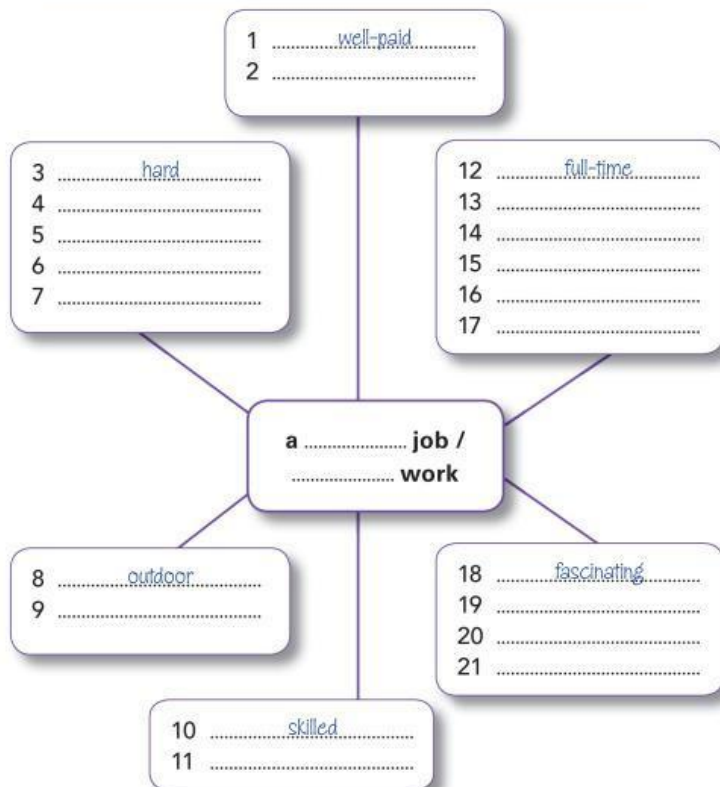
2 Circle the correct word in *italics* in these sentences.

- 1 I know he was trying to be *fun / funny*, but none of his jokes made us laugh.
- 2 The trip was *fun / funny* – we should do it again sometime.
- 3 I don't think there's much *possibility / opportunity* of him being chosen for the job.
- 4 I only wear these smart clothes on special *occasions / opportunities*.
- 5 Did you get a(n) *possibility / opportunity* to chat to Matt yesterday?
- 6 She's just filled out a form applying for a summer *job / work*.
- 7 I'm hoping to study engineering and to find *job / work* in the construction industry when I finish.
- 8 One of my *jobs / works* was to count the money at the end of the day.



3 Work in pairs. Complete the diagram below by grouping these words which form adjective collocations with *job* and *work* according to meaning. In some cases, more than one answer may be possible.

badly paid challenging demanding fascinating
full-time hard holiday manual office outdoor
part-time permanent pleasant responsible
skilled temporary tiring tough weekend
well-paid worthwhile



4 Work in pairs. Describe each of these jobs using two or three adjectives from Exercise 3. (Put the adjectives which express your opinion first and the adjectives which express a fact afterwards, e.g. *Being a lifeguard at a swimming pool is a pleasant, outdoor, temporary job.*)

- waiter
- doctor
- social worker
- babysitter
- accountant
- the job you would like to do in the future

Reading and Use of English | Part 5

- 1 You are going to read an extract from the autobiography of Lucy Irvine, whose first job was in her father's hotel. Before you read, work in groups. What do you think are the advantages and disadvantages of working with your parents?
- 2 Read the extract quickly to answer these questions.
 - 1 What was Lucy's job?
 - 2 What part of her job involved making things?

Lucy's first job

When I was just 16, my father bought an old guesthouse in the village where we lived and decided to turn it into a luxury hotel. At the early stages of the hotel, he experimented with everything. None of us had ever worked in a hotel before, but my dad had a vision of what guests would like to see. His standards were uncompromisingly high and he believed that in order to achieve those standards the most important thing was work.

- 5 For a month that summer, my name was down on the duty roster as waitress at breakfast and dinner, which included laying the tables in the dining room beforehand and Hoovering and glass polishing afterwards. This gave me the middle of the day free for studying because, predictably, my school report had not lived up to my father's high expectations.

Like all the other waitresses, I was equipped with a neat little uniform and instructions to treat the guests as though they were special visitors in my own home. Although I did not feel comfortable with this, I did not express my feelings. Instead I concentrated all my attention on doing the job as well as, if not better than, the older girls.

I soon learned how to tackle the two most daunting installations in the kitchen: the dishwasher and the chef, Gordon. He had an impressive chef's hat and a terrifying ability to lose his temper and get violent for no clear reason. His breath was strong and fishy, and I avoided close contact with him and always grabbed the dishes he set down with a forbidding expression on my face which was transformed into a charming smile in the brief space between kitchen and dining room.

Breakfast waitressing was, I found, more enjoyable than the dinner shift. The guests came wandering into the dining room from seven thirty onwards, staring with appreciation at the view of sea and islands through the dining-room window. If the day



looked promising, I would note down requests for boats and packed lunches along with their breakfast orders. It was a matter of pride to me that everyone got their order promptly, and I took pleasure in my ability to get on with the people at each table.

It was funny how differently people behaved in the evenings, dressed up and talking with louder, colder voices, not always returning my smile. However, that all changed when Dad, who was keen to make full use of my potential, created a special role for me which made me feel considerably more important.

It began with a few modest trays of cakes for the guests' packed lunches and progressed swiftly to fancy cakes for afternoon teas. I found that recipes were easy to follow and it was amusing to improvise. This led to the climax: a nightly extravaganza known as Lucy's Sweet Trolley. Every evening, I made a grand entrance, wheeling before me a trolley carrying the most extraordinary collection of puddings, cakes and other desserts ever to grace a Scottish hotel. Most were things I had invented myself and I had cooked all of them. Some - Jacobite Grenades, Mocha Genghis Khan and Goat's Milk Bavarios to name a few - were undeniably strange. It was Dad's idea that I should dress smartly and stop at each table and recite the name of each dish.

Adapted from *Runaway* by Lucy Irvine

3 Read these questions and copy out (or underline) the parts of the text which provide the answers.

- 1 In paragraph 1, what does Lucy say the people working at the hotel had in common?
- 2 What does the writer mean by *daunting* in line 24?
- 3 What did Lucy do while she carried food to the dining room?
- 4 Why did Lucy enjoy serving breakfasts more than dinners?
- 5 What was special about the food on Lucy's Sweet Trolley?

4 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text. Use the words you underlined in Exercise 3 to help you.

- 1 What did the people working at the hotel have in common?
 - A They all understood the guests' expectations.
 - B They all shared the same goals.
 - C They all lacked experience.
 - D They were all hard-working.
- 2 What does the writer mean by *daunting* in line 24?
 - A disgusting
 - B frightening
 - C interesting
 - D strange
- 3 What did Lucy do while she carried food to the dining room?
 - A She smiled at Gordon in a friendly way.
 - B She avoided touching Gordon.
 - C She checked the food Gordon gave her.
 - D She started to look more friendly.

- 4 Lucy enjoyed serving breakfasts more than dinners because the guests were
 - A more demanding.
 - B more friendly.
 - C more punctual.
 - D more relaxed.

- 5 What was special about the food on Lucy's Sweet Trolley?
 - A It was inspired by traditional recipes.
 - B It was prepared along with food for picnics.
 - C It was made following her father's instructions.
 - D It contained a number of new creations.

- 6 What impression does Lucy give of her job throughout the passage?
 - A She found many opportunities to laugh.
 - B She looked for ways of doing it better.
 - C She found all aspects of it enjoyable.
 - D She could do it with little effort.

Exam advice

- First read the text quickly to get a general idea of what it is about.
- Read the first question, find where it is answered in the text and read that section carefully more than once before you read the options A, B, C and D.
- Read each of the options A, B, C and D carefully and choose the one which matches what the text says.

5 Work in pairs.

- Would you enjoy doing a job like Lucy's? Why? / Why not?
- Which parts of her job would you enjoy more and which would you enjoy less?
- Do you think being a waiter is a good holiday job for a teenager? Why? / Why not?



Speaking | Part 2

1 Work in pairs. When you compare photos, you can say what the photos have in common as well as what is different about them. Discuss how you could answer the examiner's instructions below to say:

- which things are similar
- which things are different.



I'd like you to compare the photographs and say what you think the people are learning from doing these two types of work.



What are the people learning from doing these two types of work?



2 How could you use these words or phrases to talk about the photos?

- a involve b deal with c not well-paid d coaching
e full-time f part-time g keep somebody in order
h work under pressure i keep cool

3 21 Listen to Nikolai and Antonia doing this part of the test. Which photo do they use each word or phrase with? Write 1, 2 or B (both) by each word or phrase (a-i).

4 Which of these strategies (a or b) does Nikolai use when doing the task?

- a He describes the first photo and answers the question before moving on to the second photo and doing the same.
b He points out similarities as well as differences between the two photos and switches between them as he answers.

5 Listen again. Which of these phrases does Nikolai use? Tick (✓) the ones you hear.

- Both photos show ... ✓
- Both the jobs in the photos involve ... / ... neither of them ...
- Anyway, the first photo shows ...
- While the girl in the first photo ...
- ... whereas in the second photo ... / ... whereas the boy's ...
- Another thing in the second photo is ...
- I think both can ...
- On the other hand ...
- not just ... but also ...

6 Pronunciation: sentence stress (2)

We can use stress to contrast ideas or information.

1 Which ideas or information does Nikolai contrast in this sentence?

Anyway, the first photo shows a girl serving young people in a restaurant, whereas in the second photo a boy is working with children.

2 22 Listen to the sentence and underline the stressed words.

3  23 Decide which words are stressed in these sentences. Then listen to check your answers.

- The girl's job may be full time, // whereas the boy's is probably part time.
- The girl can learn how to keep customers happy, // while the boy has to keep children in order.
- He'll probably learn not just to deal with children, // but also their parents.
- I'd prefer to coach children than work in a restaurant // because really I enjoy being in the fresh air more than being indoors.

4 Work in pairs. Student A: read the first half of each sentence up to each // using the same stress as above. Student B: read the second half of the sentence using the same stress as above.
 Student A: *The girl's job may be full-time ...*
 Student B: *... whereas the boy's is probably part-time.*

7 Work alone.

- Write three sentences to compare the photos and say which job you think is more difficult. Use phrases from Exercise 5 in your sentences.
- When you are ready, work in pairs and take turns to read your sentences aloud using stress to contrast your ideas.

8 Work in pairs.

Student A: Do the speaking task in Exercise 1 on page 66.
Student B: Time your partner and make sure they speak for one minute.

9 Work in pairs.

Student B: Follow the examiner's instructions in the next column.
Student A: Time your partner and make sure they speak for one minute.

Then change roles.



Here are your photographs. They show people doing different part-time jobs. I'd like you to compare the photographs and say what you think the people might enjoy about doing these jobs.



What do the people enjoy about doing these jobs?



Exam advice

- Compare the general differences between the two photos and also spend time answering the printed question.
- You can talk about one photo first and then the other (as you saw in Unit 2), or both at the same time (as in this unit).
- Keep speaking till the examiner says 'Thank you'.

Grammar

Countable and uncountable nouns

- 1  Most of these sentences contain mistakes which are often made by candidates. Two of them are correct. Find and correct the mistakes.

- 1 Could you please send me some informations about the job?
- 2 I hope you don't mind if I give you an advice about how to apply for the job.
- 3 She's just found a work as an ambulance driver.
- 4 Public transport is still the best way to get around the city.
- 5 The hotel also provides accommodations for its employees.
- 6 Congratulations! The news about your job is very good.
- 7 He works in a shop selling furnitures.
- 8 Sorry to hear about the accident. Did it do many damages?
- 9 Unfortunately, when we arrived at the airport terminal, we couldn't find our luggages.
- 10 Everyone loves the band, because they play such fantastic musics.



→ page 165 Language reference: Countable and uncountable nouns

- 2  Candidates often make mistakes with countable and uncountable nouns. Circle all the *uncountable* nouns in each list.

- 1 accommodation hotel luggage suitcase scenery
- 2 advice information knowledge news suggestion
- 3 accident bus damage transport
- 4 bed furniture
- 5 dish food meal
- 6 homework job service task work
- 7 equipment tool
- 8 instrument music

- 3 Complete these sentences by writing a word from the box in the gaps. In some cases, more than one answer may be possible.

piece bit deal number amount

- 1 Can I give you a of advice about shopping in this town?
- 2 During the storm, quite a large of trees were blown down.
- 3 Have you brought that of equipment I asked for? The amplifier, I mean.
- 4 I've just been given a great of news – I've passed my exams!
- 5 Seb put a great of effort into organising the party.
- 6 There were a large of guests at the party, judging by the of food that was eaten!

Articles

- 4 Look at the underlined examples from the reading text in extracts 1–6. Then match them with the rules for articles (*a, an, the*) below (a–f).

- 1 When I was just 16, my father bought an old guesthouse ... (lines 1–2) b
 - 2 ... my father bought an old guesthouse in the village where we lived ... (line 2)
 - 3 At the early stages of the hotel, he experimented with everything. (line 4)
 - 4 ... but my dad had a vision of what guests would like to see ... (line 6)
 - 5 ... the most important thing was work. (lines 8–9)
 - 6 ... the most important thing was work. (lines 8–9)
- a No article is used when using uncountable nouns in the singular.
b a and an are used with singular countable nouns mentioned for the first time.
c the is used when it's clear who or what we are referring to from the context.
d No article is used when talking in general and in the plural.
e the is used with superlative adjectives and adverbs.
f the is used with things mentioned before.

→ page 163 Language reference: Articles

- 5 Complete this text by writing *a*, *an*, *the* or *'-'* if no article is needed in the gaps.



- 6  Candidates often make mistakes with articles. Correct the mistakes in these sentences. Some sentences contain more than one mistake.

- 1 Have you heard a latest news about Bayern Munich in the Champions' League?
- 2 I bought my first motorcycle at my age of 16.
- 3 I'm hoping to visit your town the next year.
- 4 She found a lot of useful information on Internet.
- 5 My mum had difficulty parking in city centre on Saturday.
- 6 I think that bicycles are most effective means of transport.
- 7 The money can cause a lot of problems.
- 8 I really enjoy listening to the music of all sorts on my iPod.
- 9 When I visit the foreign cities, I really like the shopping for clothes.
- 10 I'm having wonderful time with my friends.
- 11 I've got a plenty of spare time at this moment, so we can have a dinner together if you like.
- 12 We can provide an accommodation for you in a comfortable hotel.

Reading and Use of English | Part 2

- 1 Read this article quickly, ignoring the gaps. What activities does the programme include?

A new summer programme

This summer, a group of 16-year-old students are taking (0) *part* in a three-week programme designed to teach them new skills and (1) them used to working with people they have never met before. (2) things go according to plan, in two years' time, nearly one in six teenagers will be involved in the programme with (3) eventual aim of offering it to (4) young person in the country. (5) far, our group has spent two weeks living (6) from home (many for the first time), initially on an outdoor course, with activities (7) as rock climbing, rafting and trekking, and then spending a week in self-catering accommodation where they are planning and setting up a volunteering project. At the moment, the students are putting their plans into action not (8) by cooking for themselves, but also by organising a night outside sleeping rough in order to raise money for a local homeless shelter.

Adapted from *The Independent*



- 2 Read the text again and think of the word which best fits each gap (1–8). Use only one word in each gap. There is an example at the beginning (0).

3 Check or complete your answers using these clues.

- 1 a verb
- 2 a conditional
- 3 an article
- 4 a synonym of *all*
- 5 a synonym of *up to now*
- 6 the opposite of *at home*
- 7 a synonym of *for example*
- 8 *not but also*

4 Work in groups.

- 1 Do you think all 15–17-year-olds should get experience of:
 - living away from home?
 - doing outdoor activities?
 - cooking for themselves?
 - helping other people?
 Why? / Why not?
- 2 Which of the experiences above are the most useful for them to have?



Exam advice

- Read the text quite quickly to get a general idea what it is about.
- Look at the words before and after the gap and decide what type of word you need (an article, pronoun, preposition, etc.).
- When you've chosen a word, read the completed sentence to make sure it makes sense.
- Words may sometimes be part of fixed phrases, e.g. *in order to*, *as far as I know*, etc.

Writing | Part 2 A letter or email



- 1 Read this writing task and underline the three points you must deal with in your reply.

You have received an email from an English friend, Rosie. Read this part of the email.

I'm doing a college project on jobs students do. Can you help me by describing the sort of jobs students do in your country, any problems they have and the best way to find a good student job?

Thanks,

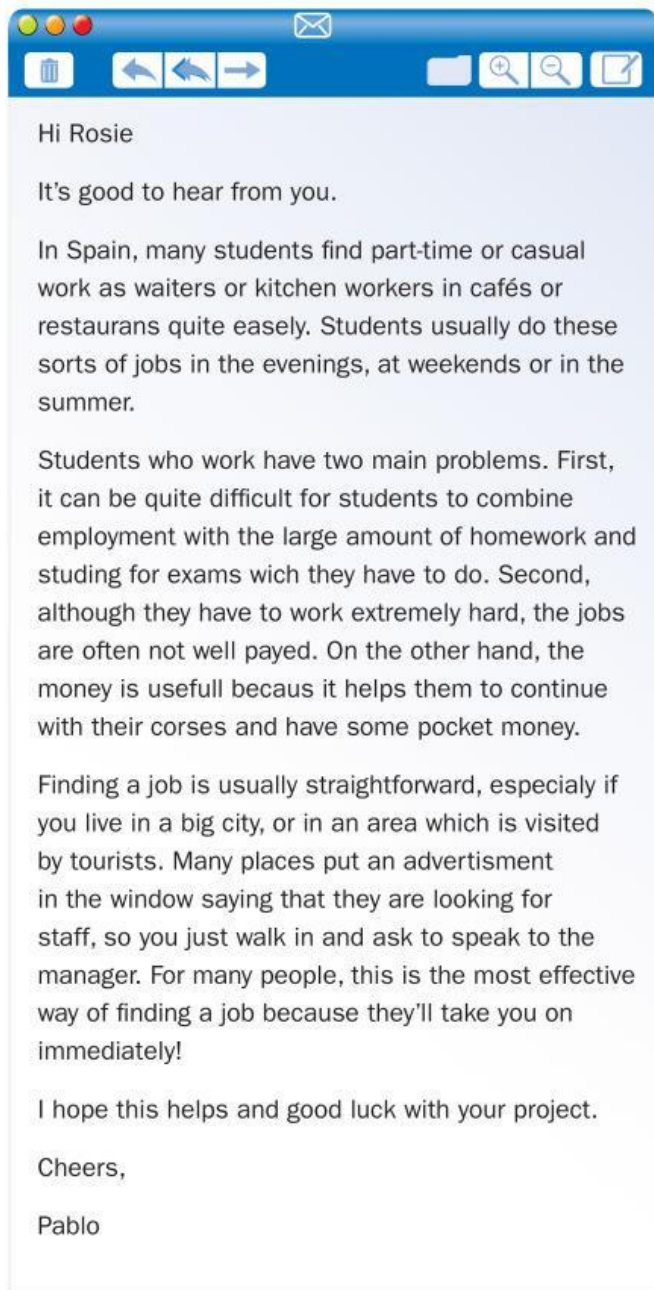
Rosie

Write your **email**.

- 2 Work in pairs. Discuss what you can say to answer the three points. Note down your ideas as you speak.
- 3 Write a brief plan for your reply (in note form).
 - How many paragraphs do you need?
 - What ideas or information will you include in each paragraph?

- 4 Read Pablo's email to Rosie, ignoring the spelling mistakes, and answer these questions.

- 1 How does Pablo begin and end his email?
- 2 How do we know the subject of each of the three main paragraphs straight away?



Hi Rosie

It's good to hear from you.

In Spain, many students find part-time or casual work as waiters or kitchen workers in cafés or restaurants quite easily. Students usually do these sorts of jobs in the evenings, at weekends or in the summer.

Students who work have two main problems. First, it can be quite difficult for students to combine employment with the large amount of homework and studing for exams wich they have to do. Second, although they have to work extremely hard, the jobs are often not well payed. On the other hand, the money is usefull becaus it helps them to continue with their corses and have some pocket money.

Finding a job is usually straightforward, especialy if you live in a big city, or in an area which is visited by tourists. Many places put an advertismen in the window saying that they are looking for staff, so you just walk in and ask to speak to the manager. For many people, this is the most effective way of finding a job because they'll take you on immediately!

I hope this helps and good luck with your project.

Cheers,

Pablo

- 5  Pablo's email contains ten spelling mistakes often made by candidates. Find and correct the mistakes, e.g. ~~restaurants~~ restaurants

- 6  Decide whether these words are spelled correctly or not. Where they are spelled wrongly, write the correct spelling.

accomodation	accommodation	experience
embarassing		begining
oportunity		comunicate
comfortable		excelent
convenient		foward
greatful		preffer
believe		recieved
enviroment		recomend
necesary		wich

→ page 176 Language reference: Spelling

- 7 Read the writing task below and:

- underline the points you must deal with in your answer
- write a short plan.

You have received an email from an American friend, Bob. Read this part of his email.

I'm doing a project in college on people's first jobs. Can you help me by describing your first job (or the first job of someone you know well), when you did it, what you learned from it and any problems you had with it?

Thanks

Bob

Write your **email**.

- 8 Write your email. You should write between 140 and 190 words.

→ page 189 Writing reference: Emails and letters

Exam advice and information

Writing Part 2 tests your ability to respond to a letter or email you have received, often from an English-speaking friend.

When writing a letter or email for this task:

- read the letter/email in the task carefully and underline the points you must deal with
- use the underlined points to write a plan, dealing with one point in each paragraph
- write following your plan.