

# 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 move sum example begin

- 1 I'll \_\_\_\_\_ by going through different ways of presenting your CV. \_\_\_\_
- 2 Finally, to \_\_\_\_\_ up, make sure you have a good CV, and prepare questions before the interview. \_\_\_\_
- 3 Now I'll \_\_\_\_\_ on to some of the questions that are typically asked at interviews. \_\_\_\_
- 4 Hello. I'd like to \_\_\_\_\_ to you today about how to get a job. \_\_\_\_
- 5 To give you an \_\_\_\_\_, a common question is, 'What personal qualities would you bring to this job?' \_\_\_\_

**Mark:** \_\_\_\_ / 5

## Listening

- 2 🎧 Listen to a job interview. Circle the correct words to complete the description of the job that is being offered.

It's a job <sup>1</sup>on weekday evenings / at the weekend in the <sup>2</sup>cosmetics / clothes department of a large shop.

- 3 🎧 Listen again. Indicate the correct answer (a–c).

- 1 If Amanda had had a choice, when would she have liked to work?
  - a Monday to Thursday evenings.
  - b All day at the weekends.
  - c Evenings on Thursday and Friday.
- 2 According to Amanda, why does she want to work for the shop?
  - a She would like to spend her career working for them.
  - b She wishes to improve her design skills with the company.
  - c She thinks the experience will help her future studies.
- 3 How would Amanda deal with a customer complaint?
  - a 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.
  - 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 Read 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 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 It's more difficult to put a thatched roof on a new house than on an old house. \_\_\_\_
- 9 Tim has nothing else to learn about his job. \_\_\_\_
- 10 Tim enjoys being outside in his job. \_\_\_\_

**Mark:** \_\_\_\_ / 10

## Challenge!

**5 Complete the text with the correct answer (a–d).**

### A first job

If you ask most young people, they <sup>1</sup> \_\_\_\_\_ you that they don't want to <sup>2</sup> \_\_\_\_\_ rely on their parents for money. That's why finding a first job is so important to young people. Here's some advice for getting off on the right <sup>3</sup> \_\_\_\_\_ in the workplace. A careers advisor told me that first <sup>4</sup> \_\_\_\_\_ were vital at an interview. Young job applicants <sup>5</sup> \_\_\_\_\_ be arrogant. She also suggested <sup>6</sup> \_\_\_\_\_ sure you <sup>7</sup> \_\_\_\_\_ lots of questions to ask at the interview. Some people recommend that you know as much as possible about the job you're applying for, and to make sure it's a job you've really decided <sup>8</sup> \_\_\_\_\_ ! You don't want to <sup>9</sup> \_\_\_\_\_ the wrong decision, and think, if only I <sup>10</sup> \_\_\_\_\_ 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
- 10 a didn't act b haven't acted c don't act d hadn't acted

## Vocabulary



**6 Match the adjectives below to the job descriptions (1–8).**

challenging   stressful   repetitive   highly-skilled   varied   dead-end   glamorous  
worthwhile

- 1 **Senior Engineering Consultant:** requires qualifications in civil engineering and training in bridge construction. \_\_\_\_\_
- 2 **Burger Sales Assistant:** regular hours, no qualifications required, no promotion prospects.  
\_\_\_\_\_
- 3 **Celebrity Personal Assistant:** required to live in Hollywood and travel the world with major film star. \_\_\_\_\_
- 4 **Oil Company Managing Director:** top job for ambitious professional who wants to manage major international company and really test themselves. \_\_\_\_\_
- 5 **Machine Operator:** required to operate machinery that puts tops on bottles every day.  
\_\_\_\_\_
- 6 **Aid Worker:** volunteers required to help orphaned children in Bangladesh – make a difference to people's lives! \_\_\_\_\_
- 7 **Firefighter:** join our team who attend emergencies and help carry out rescues. You need to be fit and healthy to deal with some of the dangerous aspects of this occupation.  
\_\_\_\_\_
- 8 **Zookeeper:** required to feed animals, advise visitors, work in ticket office, etc. – a hundred different jobs in one! \_\_\_\_\_

**Mark: \_\_\_\_ / 8**

**7 Choose the correct words in the idiomatic phrases (1–6) (first box). Then match phrases 1–6 to the phrases (A–F) with a similar meaning (Second box).**

- |   |  |
|---|--|
| 1 I had a lot on my <b>dish / plate</b> .       | A I taught the new employee what to do.                |
| 2 I put my <b>feet / legs</b> up.               | B I was really busy.                                   |
| 3 I started the ball <b>rolling / falling</b> . | C I had to start working immediately.                  |
| 4 I showed him the <b>edges / ropes</b> .       | D I relaxed.   |
| 5 I <b>rose / lifted</b> to the challenge.      | E I made the first suggestion in the debate.           |
| 6 I was thrown in at the <b>far / deep</b> end. | F I worked hard and did well in a difficult situation. |

**Mark: \_\_\_\_ / 12**

**8 Choose the correct word (a–c) to complete the sentences.**

My brother came <sup>1</sup> \_\_\_\_\_ <sup>2</sup> \_\_\_\_\_ a 'brilliant' scheme to make money at school. He <sup>3</sup> \_\_\_\_\_ 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 <sup>4</sup> \_\_\_\_\_ this idea, but I thought it was stupid. I tried to <sup>5</sup> \_\_\_\_\_ his mind, or, at least, make him <sup>6</sup> \_\_\_\_\_ his decision, but he had <sup>7</sup> \_\_\_\_\_ up his mind to go <sup>8</sup> \_\_\_\_\_ with the plan. Once he's <sup>9</sup> \_\_\_\_\_ a decision, my brother never has <sup>10</sup> \_\_\_\_\_ thoughts. Of course, the plan failed. He bought lots of expensive sweets but nobody at his school wanted to buy 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

**Mark: \_\_\_\_ / 10**

**9 Match the words (1–6) to the sentences (A–F). Write the word number in the box**

- 1 threat
- 2 boycott
- 3 discrimination
- 4 demonstration
- 5 injustice
- 6 march

- A Students are walking through the city centre, shouting 'Down with the government!' \_\_\_\_
- B People believe that the decision of the judge was unfair. \_\_\_\_
- C 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. \_\_\_\_
- E 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'. \_\_\_\_

**Mark: \_\_\_\_ / 6**

## Grammar

### 10 Complete the third conditional sentences.

- 1 If you \_\_\_\_\_ (apply) for the job, you would probably have got it.
- 2 We \_\_\_\_\_ (not go) on the march if we'd known it was going to be violent.
- 3 In which countries \_\_\_\_\_ (you / work) if you had taken that job?
- 4 Sally \_\_\_\_\_ (not buy) the toothpaste if she hadn't seen the advertisement.
- 5 The demonstration wouldn't have been successful if fewer people \_\_\_\_\_ (attend) it.

**Mark: \_\_\_\_ / 5**

### 11 Write sentences using *I wish* or *If only*.

- 1 I don't have a job.  
\_\_\_\_\_
- 2 We didn't go on the demonstration.  
\_\_\_\_\_
- 3 Rachel hasn't been promoted.  
\_\_\_\_\_
- 4 Tom is in a dead-end job.  
\_\_\_\_\_
- 5 The protesters were arrested during the march.  
\_\_\_\_\_

**Mark: \_\_\_\_ / 5**

**12 Complete the sentences with *must*, *might* or *can't* and the correct form of the verb in brackets.**

- 6 I'm absolutely certain that Jo isn't going on the march. In fact, she \_\_\_\_\_ (leave) the house because she feels really ill.
- 7 Julie sometimes likes to go into the office on Saturdays, so she \_\_\_\_\_ (decide) to go there this morning. 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 this morning.

**Mark: \_\_\_\_ / 8**

**TOTAL MARKS: \_\_\_\_ / 60**