

Vocabulary**1 Match the jobs with the statements.**

architect cleaner dentist paramedic pilot
receptionist sales assistant sports coach travel agent

- 1 'I design beautiful houses and large buildings.'

- 2 'I greet people when they first come into our offices.'

- 3 'I wash and vacuum floors, take out the rubbish and keep things tidy.'

- 4 'I can help you find the right clothes to suit you.'

- 5 'I think that being in charge of an aeroplane full of people can be stressful, but I love my job.'

- 6 'I do everything I can to help the players on my football team succeed.'

- 7 'I need to stay calm in emergencies and do everything I can to help people who are hurt.'

- 8 'Strong teeth are important to your health – and my job is to look after them.'

- 9 'I help people to find just the right holiday for them.'

Mark: / 9

2 Complete the sentences with the words below.

badly-paid creative repetitive rewarding
stressful tiring well-paid

- 1 My job as a solicitor is so _____ that I can't always relax after work.
- 2 I am so _____ that I don't have enough money to go out with my friends.
- 3 As a hairdresser, I'm on my feet all day. It's really _____!
- 4 I work on the same machine in a factory every day, and it becomes very _____.
- 5 It's very _____ to be a teacher and see my students improve every day.
- 6 You might think a musician's work is always _____, but there is a lot of repetition too.
- 7 Bankers are usually very _____, and some people think they earn too much money.

Mark: / 7

3 Complete the sentences with the words below.

answer deal earn (x2) on my feet travel wear work

- 1 I am an international businesswoman. I'm almost never at home because I _____ a lot. I don't mind, though, because I _____ a lot of money.
- 2 As a receptionist, I _____ the phones and _____ with the public.
- 3 I'm a doorman in a hotel, so I have to _____ a uniform, and I _____ long hours.
- 4 I am a cook in a fast-food restaurant, so I'm _____ all day. I don't _____ a lot, but I enjoy the job.

Mark: / 8

4 Match the jobs below with definitions 1–9.

builder estate agent groundskeeper journalist
photographer pizza delivery man police officer
stunt performer video game developer

This person:

- 1 helps people buy and sell houses. _____
- 2 constructs houses and other buildings. _____
- 3 writes about current events for the media. _____
- 4 takes care of a big outdoor area such as a football pitch. _____

5 performs difficult physical tricks for films and TV. _____

6 takes pictures with a camera. _____

7 makes sure people follow the law. _____

8 designs fun digital entertainment. _____

9 takes a type of fast food to people's houses. _____

Mark: / 9

5 Complete the text with the words below.

have join looking for offer noticed sent in take

No one likes ¹ _____ a job, but when you're unemployed, that's all you can do. This is my second experience of unemployment in ten years. A lot of things were different the first time. Then, when I ² _____ an interesting advertisement in the paper or online, I completed and ³ _____ an application. Then I waited. Nowadays, I 'network'. I use social media to tell people in good companies what I can do. They don't usually ⁴ _____ me a job, but they often know about available jobs. I always explain that I want to ⁵ _____ a team and that I rarely ⁶ _____ a day off sick. I mention the fact that I ⁷ _____ a degree in English. I usually say that I'm flexible and a team player, and this seems to help a lot.

Mark: / 7

5

Review Unit 5

Word Skills

6 What are the sentences about? Add a prefix to the words in bold to make one word with the same meaning as the sentence.

1 He was her **husband**, but now he isn't. _____
 2 We are **workers** in the same company. _____
 3 We took a small **bus** to the hotel. _____
 4 There is an extremely small **processor** in your phone. _____

5 I hope they don't **interpret** what I say in the wrong way. _____

6 He is a great performer. He's **talented** in many ways. _____

7 We need to **do** this again – it isn't right. _____
 8 Don't **work** too much! _____

Mark: / 8

Grammar

7 Complete the sentences with *will* or *going to* and the verbs in brackets.

1 The sky is so black! It _____. (rain)
 2 Are you busy? I _____. the phone for you. (answer)
 3 I've decided that I _____ for a year before I start university. (travel)
 4 Yes, take the job. I don't think you _____. it. (regret)
 5 I promise I _____. you every day while I'm away. (text)
 6 I can't keep quiet. I _____. my boss what I think. (tell)

Mark: / 6

8 Combine the two ideas to make first conditional sentences.

1 (I / be so happy) (I / get the job)

 2 (it / be badly paid) (I / not take the job)

 3 (he / have to move to London) (he / accept the job?)

 4 (you / have your own office) (you / get a promotion)

 5 (your parents / give you some money) (you / buy a house?)

 6 (she / find a better job) (she / leave the company)

Mark: / 6

Use of English

9 Choose the correct answers.

Tom finished university last June, and now he is¹ _____ for a job. He has a good degree and he's ready to work hard, but of² _____ it isn't easy to find a job when you don't have much experience. Some friends suggested that he should try to get a job teaching English in another country, and he³ _____ about it. He knows that he will have to leave his friends, and he will have to work long⁴ _____, but he is definitely going to apply to some schools in southern Europe. If he is accepted, he⁵ _____ the job for a year and see if he likes it.

1 a looking	b trying	c finding
2 a certain	b sure	c course
3 a thinks	b is thinking	c thought
4 a hours	b times	c periods
5 a is taking	b takes	c will take

Mark: / 5

Total: / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about jobs and work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make predictions, plans, offers and promises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use signpost phrases to predict what I'm going to hear next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk about a future situation and its consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use and understand a range of prefixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand a text about people's ideal jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can role-play a conversation about holiday jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a letter applying for a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading

Strategy

Sometimes you need to match questions with paragraphs in a reading text. Read each paragraph quickly before you look at the options and try to think what question the paragraph is answering. Then look at the options to see if your idea is there.

1 Read the Strategy. Then read the paragraph below and think of a question that it might answer.

Although four out of five wildfires are caused by people, nature also plays a part. Dry weather, hot temperatures and strong winds combine. Then all you need is a spark in the form of lightning, a broken power line, or a burning campfire. The fire can then last for weeks and spread across thousands of kilometres of land.

2 Read the text and match the interview questions A–F with paragraphs 1–4. There are two extra questions.

- A What is the most dangerous part of being a firefighter?
- B What is the most important personal quality for a firefighter?
- C How physically fit do you have to be?
- D How did you become a firefighter?
- E Why did you decide to become a firefighter?
- F What other skills do you need?



1 _____
I'm Jack Gomez, and I'm a firefighter in California. I remember watching an interview with a firefighter pilot when I was a child. He'd been fighting a fire for about five days. He was exhausted, but he was still there, talking about how many lives were being saved. He was so optimistic and committed that I thought that I wanted to do the same thing. And I never changed my mind.

2 _____
I did a training camp to get my wildfire qualification card – you can't fight fires in the US without one. I learned how to light controlled fires, and how to put them out again. I also learned how to use all the equipment. The camp was really hard, but I passed first time – which was a big relief to me! After that I applied for a job, and I was lucky enough to get one.

3 _____

One of the things you have to do in the early days is the pack test. This consists of a five-kilometre walk while carrying a backpack that weighs twenty kilograms. You must be able to complete it in forty-five minutes or less without jogging or running. This shows how strong you are. If you can't do this, how can you carry the heavy fire equipment, or fight fires in difficult conditions for hours at a time?

4 _____

You can be out alone in vast forests and national parks, and sometimes the smoke is so thick that you can hardly see. So it's important to be able to know where you're going, to be able to map read, and to use a compass. Also, you must know how to put up a tent, cook outdoors, drive a truck, and have other basic survival skills.

Listening

Strategy

Before you listen, read the sentences carefully and try to think about what sort of information you need to listen for. It might be a name, a number, a place, a date, an object, or something else.

3 Read the Strategy. Then read the sentences in exercise 4 and write what kind of information you need to listen for.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

4 1.20 Listen to the recording twice and complete the gaps in the sentences with 1–3 words.

1 The teacher is talking to students who are in their _____ year at school.

2 Students will make university applications in _____.

3 After their exams, some students might take a year off to work _____.

4 There will be additional classes for the students about careers and _____.

5 The first talk is about banks and will be given by _____.

6 The speaker advises some students to get a _____.

7 Any students' parents who would like to help should phone: _____.

8 Students should go to _____ on Monday to hear the talk about banks.

Use of English

Strategy

When you have finished, check your work. Read the completed sentences carefully and make sure that the meaning is the same as in the first sentences.

5 Read the Strategy. Then complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word in brackets.

- I'm too short to reach that book on the top shelf. (not)
I'm _____ to reach that book on the top shelf.
- The manager had a good idea about the new project.
(came)
The manager _____ a good idea about the new project.
- Jack really wants a job in advertising. (keen)
Jack _____ find a job in advertising.
- We only ate a few sandwiches so there are a lot left. (eat)
We _____ sandwiches so there are a lot left.
- It's raining, but Kelly is still going for a swim. (spite)
Kelly is still going for a swim _____ rain.

Speaking

Strategy

When you compare two pictures, you can describe what is happening, and you can also speculate about what might be happening, or what you think has just happened / might happen next.

6 Read the Strategy. Then complete the phrases you can use to speculate with the words below.

expect judging maybe me probably say

- I _____ he's well-paid.
- _____ by his expression, I'd _____ he's preparing for an important meeting.
- To _____, he looks as if he's stressed, but _____ he's just concentrating.
- He's _____ feeling stressed.

7 Read the exam task and talk about the pictures.

These two photos show people doing different jobs. Compare and contrast the photos. Include the following points:

- the places and the activities
- the people and their feelings
- what might happen next.

Answer the questions.

- Which job would you prefer? Why?
- What job do you want to have when you are older? Why?



Writing

Strategy

Remember to address all the points given in the task and think carefully about how formal or informal your writing needs to be.

8 Read the Strategy. Then read the exam task and tick (✓) the points 1–8 that you could include in your application.

- A friend told me about the job.
- My friend is also applying.
- I'm not a very sporty person.
- I've done baby-sitting a lot in the past.
- I'm not free in August.
- My interests include football and tennis.
- We did First Aid training at school last year.
- My plans are to do sports science at university in the autumn.

9 Read the advertisement and write your application.

Include the points below.

- how you found out about the job
- your current situation
- why you would be suitable
- a request for further information

Do you like sport? Are you interested in working with children?

We are looking for teenagers to help run sports and games for children during the summer holidays. Enthusiasm, a sense of fun and the ability to work well in a team are all important.

Please send your application by email to
info@marstonleisure.com.