Perfect for the job 1



A Jeju diving woman at the Haenyeo Diving Festival in South Korea

Work in pairs. Look at the photo and discuss the questions.

1 What is the woman holding?
2 Why do you think the women on Jeju island dive?
3 Do you know of any other women-only traditions in other countries?

LIVEWORKSHEETS

1 Reading

understanding the whole text; matching sentences to gaps

1 **Work in pairs. Which of these personal qualities are important for each job (1–8)? Discuss your ideas.**

careful clever creative fit friendly
funny honest kind polite strong

1 engineer
2 farmer
3 journalist
4 nurse
5 pilot
6 police officer
7 shop assistant
8 waiter

I think a police officer should be fit and strong.

2 **Look at the photos here and on page 7. Discuss the questions with your partner.**

1 Why are the people dressed as zebras?
2 What do you think their job is?
3 What are the other people thinking?



3 **Read the article quickly and check your ideas.**

4 **Read the Exam Tip. Then look at the sentence <u>after</u> the first gap in the article. Answer the questions.**

1 What word does it begin with?
2 What does this tell you about the missing sentence?

5 **Now complete the Exam Task.**

Exam TIP

Understanding the whole text

- In matching sentences tasks, first read the whole text to get a general idea of the meaning.
- Then carefully read the text before and after each gap.
- Finally, for each gap, look at the eight missing sentences and choose the sentence that works best in the gap. Does the sentence fit in grammatically with the sentence before and after it? Are the ideas or events in a logical order?

Exam TASK

Matching sentences to gaps

Five sentences have been removed from the text. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

A Many of these young people had problems at home or were **in trouble** with the police in the past.

B The zebras are teaching people how to be safe on the roads.

C They are all actors and performers.

D Today, there are more than four hundred Zebra Educators in La Paz.

E The pedestrians and the drivers are laughing at him.

F There are lots of cars on the road and pedestrians on the pavement.

G Suddenly, three people dressed as zebras run out into the road.

H No, this isn't a dream and it isn't a performance or a film.

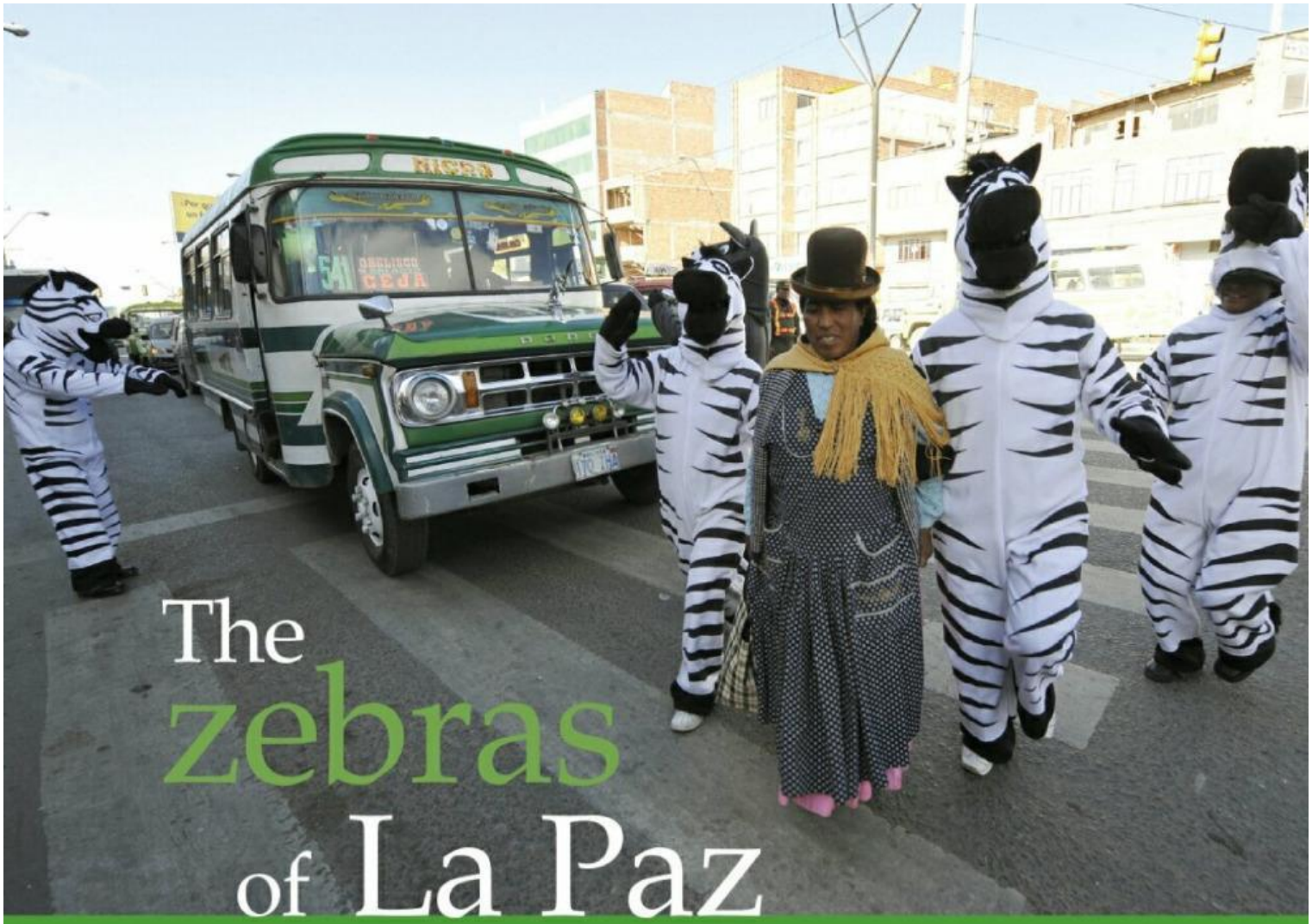
6 **Read the article again and answer the questions.**

1 What different people in the community are helped by the Zebra Educator programme?
2 How do the Zebra Educators behave? Use the adjectives in Exercise 1.
3 How do they persuade people to follow the rules?

your ideas

- Do you think you would like to work as a Zebra Educator? Why? / Why not?
- Do you think Zebra Educators would be popular in your country? Why? / Why not?

LIVEWORKSHEETS



The zebras of La Paz

1.1

I'm standing on the **pavement** by a busy road in La Paz, the capital city of Bolivia, and I'm waiting to cross the road. (1) _____ They wave at the traffic, stopping the cars, and then help the **pedestrians** cross the road safely. One of the zebras is dancing on the street to loud music. (2) _____ Another zebra is looking through the window of a car and pointing to the driver's **seat belt**. The driver is smiling and putting his seat belt on.

What's happening? Is this some kind of strange street performance? Am I dreaming? Have I walked onto a **film set**? (3) _____ In La Paz, young people aged from 16 to 22 can work as *Educadores Urbanos Cebras* (Urban Zebra Educators). After a two-month training course, in which they learn about road rules and 'the spirit of the zebra' (being positive and friendly), they go out onto the streets to control the traffic and to talk to pedestrians and drivers about road safety. (4) _____ This part-time job gives them the chance to learn new skills, to work with other people and to help their community. They get a small salary for their work, but more importantly, they also have the opportunity to do training courses, which help them find more work in the future. Some Zebra Educators visit hospitals and schools to talk to children about other topics like bad behaviour or the environment.

(5) _____ They are very popular with Bolivians and with tourists. So, if you're planning a visit to La Paz … look out for the zebras!

word focus

pavement (*n*): a path by the side of the road for people to walk on
pedestrian (*n*): a person who is walking in the street
seat belt (*n*): a belt or strap attached to a seat in a car to keep you safe
film set (*n*): the place where a movie or part of a movie is filmed
in trouble (*phr*) (sentence A): in a situation where you have done something wrong and might be punished

LIVEWORKSHEETS

1 Vocabulary jobs; personality adjectives

Jobs

1 **Match these jobs with the things people said (1–12).**

actor architect astronaut athlete
camera operator cook firefighter
hairdresser lawyer librarian
politician soldier

1 I cut people's hair. _____
2 I help run the country. _____
3 I am a sportsperson. I can run very fast. _____
4 I work in a theatre. People watch me in plays and shows. _____
5 I design buildings. _____
6 I fight for my country. _____
7 I make videos and films. _____
8 I work in a library. _____
9 I put out fires. _____
10 I travel into space. _____
11 I give advice about the law. _____
12 I prepare food for other people. _____

Personality adjectives

2 **Complete the sentences. Use two adjectives from the brackets.**

1 My aunt is a very _____ person. She gives money to people if they have problems. She's also very _____ and spends lots of time helping at a care centre. (hard-working / jealous / generous)
2 Jack is very _____ about travelling to Spain next month because he doesn't like flying. His brother, Dan, though, is really _____ and never gets worried about anything. (relaxed / honest / nervous)
3 Katia is _____ and she has got lots of friends, but sometimes she says _____ things and can upset people. (unkind / shy / sociable)
4 I like Piotr, but he isn't very _____ . He's often late and forgets important dates. He's also quite _____ and he doesn't work very hard at school. (reliable / lazy / calm)
5 I'm not a very _____ swimmer because I only started lessons recently, but fortunately my teacher is really _____ and doesn't get annoyed with me. (patient / anxious / confident)
6 I felt quite _____ when I woke up this morning because it was cold and raining, but now the sun's shining and I'm much more _____ . (cheerful / miserable / serious)

3 **Complete the text with these words.**

calm dangerous hard-working nervous
patient reliable



Career focus: wildlife camera operator

This could be the perfect job for you if you enjoy working with film and also love nature.

It's important to be very [1] _____ in this job – you often work long hours, and sometimes you can't take any breaks. You also need to be [2] _____ ; you might have to wait a long time for the right moment, or the best light.

Sometimes you might film [3] _____ animals, like lions or hippos, so if you're a very [4] _____ person, this probably isn't the best job for you!

Even in difficult situations, you have to stay [5] _____ and think about getting the best film. It's also important to be [6] _____ . You can't forget an important piece of equipment because you often only get one chance to film an animal.

your ideas

Work in pairs.

- Which job from Exercise 1 would you like to do? Which job do you think your partner would be good at? Why?
- Choose three adjectives from Exercise 2 to describe yourself. Does your partner agree with the adjectives you chose?

LIVEWORKSHEETS

Grammar present simple and present continuous; stative verbs

Present simple and present continuous

1 **Match the sentences (1–4) with the uses of the present simple (a–d).**

1 Water **boils** at 100°C.
2 His sister **works** at the sports centre.
3 The library **opens** at ten o'clock tomorrow.
4 I always **do** my homework on Saturday mornings.

We use the present simple for ...
a habits and repeated actions.
b permanent situations.
c scientific facts.
d future actions based on timetables and schedules.

2 **Match the sentences (1–5) with the uses of the present continuous (a–e).**

1 She's **always borrowing** my clothes!
2 What **are** you **doing** at the weekend?
3 My brother's **studying** to be an architect.
4 I can't speak to you now, I'm **having** dinner.
5 Families **are becoming** smaller and smaller these days.

We use the present continuous for ...
a actions happening now.
b temporary situations.
c future plans.
d annoying habits.
e changing and developing situations in the present.

Grammar reference 1.1, p161

Stative verbs

3 **Read the sentences and underline the verbs. Then choose the correct option to complete the rule.**

1 Federico loves his new school.
2 We understand the problem now.
3 This food tastes delicious.
4 Who owns the big house opposite the park?

Some verbs, e.g. *like, hate, be, belong* and *know* are stative verbs. They describe states and not actions. We don't use these verbs in simple / continuous forms.

4 **Some verbs can be used as either stative or action verbs, but the meaning is different. Match the sentences (1–2) with the correct meaning of *think* (a–b).**

1 She **thinks** that firefighters are very brave.
2 She's **thinking** of joining the fire service.

a to describe the act of thinking
b to give an opinion

LOOK!

We can use both *have* and *have got* for possession. *I **have / have got** two sisters.*
The meaning is the same, but *have got* is more informal. We usually use *have* in formal texts.

Grammar reference 1.2, p161

5 **Choose the correct option to complete the sentences.**

1 Be quiet! Why *are you be / are you being* so noisy today?
2 Where does she work? *I'm not remembering / I don't remember* what her job is.
3 Tatiana *works / is working* at her uncle's office this week.
4 Karl isn't feeling well. *He's seeing / He sees* the doctor later today.
5 Bella *is looking like / looks like* her aunt.
6 Sometimes *I take / I'm taking* the bus to school.
7 Li Na *visits / is visiting* her grandparents every weekend.
8 Why *do you think / are you thinking* the children are jealous of each other?

6 **Complete the text with the present simple or present continuous form of the verb.**

At the moment I [1] _____ (study) to be an architect at university. The course [2] _____ (be) five years long and I [3] _____ (finish) in June next year. I [4] _____ (love) my course, although we [5] _____ (have) a lot of work! I [6] _____ (go) to lectures every day and as well as that, right now I [7] _____ (work) on a special project with some other students. We [8] _____ (design) a new building for the university eco club. I [9] _____ (share) a house with two other students at the moment. I [10] _____ (like) them, but they [11] _____ (always / leave) their dirty plates in the kitchen – it's really annoying!



LIVEWORKSHEETS

1 Listening

choosing the correct picture; multiple choice with picture options

1 Work in pairs. Look at the three photos and say what each person's job is.

a



b



c



2 1.2 Listen to six sentences. What job are the people talking about? Match each sentence (1–6) with a photo (a–c) from Exercise 1.

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

3 1.3 Listen to three speakers. What job do they do? Match each speaker (1–3) with the correct photo (a–c) from Exercise 1.

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

4 Read the Exam Tip. Then look at the first question and pictures in the Exam Task. Try to predict from the pictures which words you might hear.

5 1.4 Now listen and complete the Exam Task.

Exam TIP

Choosing the correct picture

- Read the question carefully and look at the three pictures.
- The speakers will often mention all the things that are shown in the three pictures.
- Don't choose the first thing you hear. Listen to the whole conversation and think about the question.
- Remember that you will hear each conversation twice. The second time you hear it, listen and check your answer.

Exam TASK

Multiple choice with picture options

For each question, choose the correct answer.

1 Which girl is her sister?



A B C

2 What does the girl's uncle do?



A B C

3 What time is the man leaving?



A B C

4 Where do Sophie and her family live now?



A B C

5 What are they going to do on Sunday?



A B C

6 What did the boy think of his friend's mother?



A B C

LIVEWORKSHEETS

Speaking talking about your life; giving detailed answers; interview

1 **Work in pairs. Take turns to ask and answer the questions.**

1 Where do you come from?
2 Do you work or are you a student?
3 How do you get to school every day?
4 What do you enjoy doing with your family?

2 1.5 **Listen to four students answering exam questions. Match their responses (A–D) with the questions (1–4) in Exercise 1.**



3 **Work in pairs. Look at the example. Then take turns to ask and answer the questions. Use the information in brackets.**

Do you come from a big family?

Yes, I do. I've got two sisters and one brother. Our grandparents also live with us. I really like being part of a big family.

1 Do you come from a big family?
(Yes. Two sisters. One brother. Grandparents live with us.)
2 What do you usually do at the weekends?
(A lot of homework. Play tennis with friends. Listen to music.)
3 Do you enjoy travelling?
(Yes. Don't like flying. Travelled to several countries by train. Favourite place: Budapest in Hungary.)
4 What job do you think you will do in the future?
(Not sure. Work with animals. Job in a zoo or a wildlife centre.)
5 Tell me about your best friend.
(Gloria. Short with long dark hair. Very friendly and sociable.)
6 Do you live in a house or a flat?
(Flat. Small with two bedrooms. No garden. Very close to good shops.)

4 **With your partner, take turns to ask the questions from Exercise 3. This time, give answers that are true for you. Use the Useful Language to help you.**

Useful **LANGUAGE**

Giving extra information

I live in … It's a small / big town near …

I've got … sisters and … brothers. I get on really well with … , but sometimes we argue about …

I'd like to be a … because I love … In the future, I want to …

Our house is small / big with … rooms and a garden / great view. It's near …

My friend is short / tall with long / short hair. She's / He's (friendly) and (funny). We really enjoy (watching films) together.

Using linking words

I love … and I also really enjoy …

I usually … , but at the moment I'm …

5 **Read the Exam Tip. Then complete the Exam Task.**

Student A: Turn to page 173.

Student B: Listen and answer Student A's questions. Then ask Student A your questions.

Exam **TIP**

Giving detailed answers

- In some speaking exams, the examiner will ask you some questions about yourself at the start of the exam.
- Listen carefully to the examiner's questions. If you don't understand, ask the examiner to repeat the question.
- Avoid giving *yes* / *no* or single word answers. Try to add some extra, interesting information.
- Don't try to memorise answers to questions. This always sounds unnatural, and your prepared answer might not match the examiner's question.
- It's fine to pause slightly before you answer so that you can think about what you want to say.

Exam **TASK**

Interview

Student B

Tell me about your family.

What job do you want to do in the future?

What did you do last weekend?

What do you usually eat for breakfast?

Describe a typical day at college.

LIVEWORKSHEETS

1 Vocabulary employment vocabulary; life events

Employment vocabulary

1 **Match the words (1–6) with the definitions (a–f).**

1 candidate
2 full-time
3 part-time
4 retired
5 qualification
6 unemployed

a for only some of a day / week
b for five days a week
c having left your job and stopped working, usually because of your age
d without a job
e a person who is applying for a job
f an exam that you have passed or a course of study that you have completed

Life events

2 **Choose the correct option to complete the phrases.**

1 *get / do* married
2 grow *up / out*
3 go *at / to* university / college
4 go *in / out* with someone
5 split *up / away* with someone
6 be *out / off* of work
7 be brought *up / in* by someone
8 apply *for / in* a job

3 **Complete the text with the correct words.**

My mother was brought [1] _____ by her aunt. She grew [2] _____ in Argentina. She went [3] _____ college in Buenos Aires and applied [4] _____ a job as a nurse in 1998. She met my father in 2000 and they [5] _____ married in 2002.

4 1.6 **Listen to Youssef talking about his grandfather. Number the events in order.**

a _____ worked as a lawyer
b _____ stopped going out with Youssef's grandmother
c 1 worked as a cook
d _____ started going out with Youssef's grandmother
e _____ was at university
f _____ married Youssef's grandmother

5 **Work in pairs. Take turns to talk about someone you know. Use at least four phrases from Exercise 2.**

6 **Work with another pair. Share your information.**

your ideas

- What are the advantages and disadvantages of working part-time?
- How old do you think you will be when you retire?



A man on the way to his wedding in Mumbai, India

LIVEWORKSHEETS

Grammar countable and uncountable nouns; quantifiers

Countable and uncountable nouns

1 **Read the sentences and look at the nouns in bold. Which nouns are countable (C) and which are uncountable (U)?**

1 I've got a **job** at the post office.
2 All the **desks** at our school are very old.
3 You can find more **information** online.
4 **Communication** is very important.
5 My **colleague** sent me this email.

2 **Choose the correct option to complete the rules.**

a Countable / Uncountable nouns refer to separate items. They can be singular or plural. We use an article (*a / an / the*) before singular countable nouns.
b Countable / Uncountable nouns refer to things that cannot be counted, or to abstract ideas. These nouns do not have a plural form.

3 **Some nouns can be countable or uncountable, but the meaning is different. How is the meaning of *hair* different in these sentences?**

1 My sister washes her **hair** every day.
2 Oh no! There are dog **hairs** all over the sofa.

Grammar reference 1.3, p162

4 **Read the pairs of sentences below. Are the nouns in bold countable (C) or uncountable (U)?**

1 a You can have a **chocolate** if you're good.
b I love **chocolate**, but I don't eat it very often.
2 a I don't have a lot of **time**, but I'll try to help you.
b You've been here several **times** before.
3 a I'd like two **coffees** and a cup of tea, please.
b Do you prefer **coffee** or tea?
4 a My friends and I play **football** at the weekend.
b My uncle gave me a new **football** for my birthday.

5 **Write these words in the correct column.**

advice candidate family food information love maths people qualification traffic

Countable	Uncountable

REMEMBER

Remember that some plural countable nouns don't end in *-s* and some uncountable nouns do end in *-s*.

*Her **children** are usually very friendly.* (countable)

*The **news** is very good!* (uncountable)

Quantifiers

6 **Look at these expressions of quantity. Do we use them with countable nouns, uncountable nouns or both? Write the expressions in the table.**

a lot of a kilo of a number of any a few a little lots of many much some

Countable nouns	Uncountable nouns	Both

Grammar reference 1.4, p162

7 **Choose the correct options to complete the conversations.**

1 **A:** Do you want *a / some* milk?
B: Yes please, but just a *few / a little*.
2 **A:** What are you looking for?
B: I want to find *a / some* information about this job.
3 **A:** How *much / many* children are in the playground?
B: I don't know exactly, but there are *lots of / much of* them!
4 **A:** Did you buy *a / some* present for your grandmother?
B: Yes, I bought her *an / some* Italian bag.
5 **A:** Can you get *a little / a kilo of* tomatoes from the supermarket?
B: No problem. I'll get *a / some* bread as well.
6 **A:** Do you want *a / some* advice from me?
B: Not really, thanks.
7 **A:** My dad's just bought *a / some* very expensive camera equipment.
B: Cool. Do you think he'll let you borrow it?
8 **A:** What did you get for your birthday?
B: I got *a / some* delicious chocolate and *a / some* great book.

LIVEWORKSHEETS

1 Writing

using informal language; including all the information; writing an email

Learning FOCUS

Using informal language

When we write emails to friends and family, we use informal language. This can mean:

- using colloquial language
  e.g. *Dear Freda* → *Hi Freda*
- using contractions
  e.g. *I cannot ride a bike.* → *I can't ride a bike.*
- using exclamation marks and short sentences.
  e.g. *That is a good idea.* → *Good idea!*

1 **Read the Learning Focus box. Are these sentences formal (F) or informal (I)?**

1 I'd love to come to your party!
2 I would like to come to your party.
3 Yours sincerely
4 All the best
5 I look forward to seeing you tomorrow.
6 Can't wait to see you tomorrow.
7 Awesome photo!
8 I think the photo is really beautiful.

2 **Rewrite the sentences to make them informal.**

1 I will arrive at your house at three o'clock.
2 I would like to meet your cousins.
3 I really enjoyed the meal.
4 Dear Erik
5 With kind regards
6 Thank you so much for your letter.

3 **Read the Exam Tip. Then read the example task and the student's reply opposite.**

1 Which information did the student NOT include?
2 Find two examples of formal language in the student's reply.

Exam TIP

Including all the information

- For some exam writing tasks you have to read an email and write a reply.
- There will always be four notes on the email. These notes ask you to give some information or to ask questions.
- You must make sure that you include all four points in your reply. Write at least one sentence for each point.
- When you have finished, read the exam question again and check you have included all the points in your email.

From: Gregor

Subject: Job fair

Hi!

Say what I did

How was your weekend? Mine was really busy.

Ask Gregor ...

I went to a job fair at my school on Saturday. It was really interesting and I think I'd like to be an architect because I love drawing and maths. What job do you want to do?

Answer Gregor's question

Next weekend I'm going to visit my uncle at his farm. Do you want to come?

No, because ...

Take care

Gregor

Hi Gregor!

Thank you so much for your email. My weekend was great! I played football with my friends on Saturday and then we went to the cinema on Sunday. In the evening we all had pizza at my house.

The job fair at your school sounds really cool. I'd love to be an actor. I really like acting and I've been in lots of plays at school.

I'm really sorry, but I can't come to your uncle's farm next weekend. It's my dad's birthday and he's having a big party. Hope you have a great time!

With kind regards

Marek

4 **Read the Exam Task on page 15. Make a plan for your email. Make sure that you include all the necessary information.**

5 **Now complete the Exam Task. Use the Useful Language to help you.**

LIVEWORKSHEETS