

# Job swap

## 1 VOCABULARY work



a Look at the picture story and match a sentence with each picture.

- A But he was happy because he had a good **salary** and a company car.
- B He **applied** for a job with a food company, and sent in his **CV**.
- C He was **sacked**. Jake was unemployed again...
- D After six months he **got promoted**.
- E Jake was **unemployed** and was looking for a job.
- F He had to work very hard and **do overtime**.
- G But then he had an argument with his **boss**.
- H He had an **interview**, and he got the job.

b Cover the sentences and look at the pictures. Tell the story from memory.

c **p.152 Vocabulary Bank Work.**

## 2 PRONUNCIATION & SPEAKING word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

- 1 apply /ə'plai/
- 2 contract /'kɒntrækt/
- 3 employee /'ɛmplɔɪi/
- 4 experience /'ɪk'spiəriəns/
- 5 overtime /'əʊvətaɪm/
- 6 permanent /'pɜ:mənənt/
- 7 qualifications /kwɒlɪfɪ'keɪʃnz/
- 8 resign /rɪ'zaɪn/
- 9 retire /rɪ'taɪə/
- 10 temporary /'tempərəri/

b **5.13** Listen and check. Practise saying the words.

c Talk to a partner.


### Do you know anybody who...

- is applying for a job? What kind of job?
- has just retired? How old is he / she?
- has been promoted recently? What to?
- does a lot of overtime? Why?
- was sacked from his / her job? Why?
- is self-employed? What does he / she do?
- is doing a temporary job? What?
- has a part-time job? What hours does he / she work?



### 3 GRAMMAR gerunds and infinitives

- a Complete sentences 1–16 in the questionnaire. Put the verbs in the gerund, e.g. *working*, or the infinitive + *to*, e.g. *to work*.
- b Read the sentences and tick (✓) only the ones that you strongly agree with. Compare your answers with another student.
- c Now see in which group(s) you have most ticks. Read the paragraphs on the right to find out which jobs would suit you. Would you like to do any of them?

- d Look at the sentences in the questionnaire. Complete the rules with the gerund or infinitive + *to*.
- After some verbs, e.g. *enjoy, don't mind* use... \_\_\_\_\_
  - After some verbs, e.g. *want, would like* use... \_\_\_\_\_
  - After adjectives, use... \_\_\_\_\_
  - After prepositions, use... \_\_\_\_\_
  - As the subject of a phrase or sentence, use... \_\_\_\_\_
- e  **p.138 Grammar Bank 5C.** Read the rules and do the exercises.

## The right job for you

### – match your personality to the job

|  |            |
|--|------------|
| 1 I am good at <u>listening</u> to people.             | listen     |
| 2 I enjoy _____ people with their problems.            | help       |
| 3 I don't mind _____ a very large salary.              | not earn   |
| 4 I'd like _____ as part of a team.                    | work       |
| 5 I am good at _____ quick decisions.                  | make       |
| 6 _____ risks doesn't stress me.                       | take       |
| 7 I don't find it difficult _____ by myself.           | work       |
| 8 I'm not afraid of _____ large amounts of money.      | manage     |
| 9 I am good at _____ myself.                           | express    |
| 10 I always try _____ my instincts.                    | follow     |
| 11 It's important for me _____ creative.               | be         |
| 12 I enjoy _____.                                      | improvise  |
| 13 _____ complex calculations is not difficult for me. | do         |
| 14 I enjoy _____ logical problems.                     | solve      |
| 15 I find it easy _____ theoretical principles.        | understand |
| 16 I am able _____ space and distance.                 | calculate  |

If you have most ticks in 1–4, the best job for you would be in the 'caring professions'. If you are good at science, you could think of medicine, for example a doctor or nurse. Alternatively, teaching or social work are areas which would suit your personality.

If you have most ticks in 5–8, you should consider a job in the world of business, for example sales or marketing. Other possibilities include accountancy or working in the stock market.

If you have most ticks in 9–12, you need a creative job. Depending on your specific talents you might enjoy a job in the world of music, art, or literature. Areas that would suit you include publishing, journalism, graphic design, fashion, or the music industry.

If you have most ticks in 13–16, you have an analytical mind. A job in computer science or engineering would suit you. You also have good spatial sense which would make architecture and related jobs another possibility.

- f Choose five of the topics below and tell your partner about them.

somewhere  
you'd like to go to  
this weekend

somebody  
you find difficult  
to talk to

something  
you found  
easy to learn

something  
you prefer doing  
by yourself

something  
you've decided  
to do soon

something  
you enjoy doing  
on Sunday mornings

something  
you regret buying

something  
you often  
forget to do

something  
you're afraid  
of doing


a job you'd  
love to be able  
to do (but think  
you couldn't)



#### 4 READING

- a Read the title of the article. What kind of personality do you think you need to be a good political reporter?
- b Read the text and put these headings in the right place.

The challenge    The contestant  
The teachers    The training  
The programme

- c In pairs, find the following words in the text:
- 1 A person who takes part in a competition  
contestant
  - 2 A person who writes about the news in a newspaper or speaks about it on TV  
\_\_\_\_\_
  - 3 A person who decides how criminals should be punished or who decides the result or winner of a competition  
\_\_\_\_\_
  - 4 A person who works in the media (newspapers, magazines, TV, or radio)  
\_\_\_\_\_
  - 5 A person who is a Member of Parliament (abbreviation)  
\_\_\_\_\_
  - 6 A person whose job is concerned with politics  
\_\_\_\_\_
- d  **Communication Test your memory**  
*A p.117 B p.120.* Who can remember most about the programme?
- e Do you think Jessica will pass the test? Why (not)?

## From librarian to political reporter... In a month!

How Jessica went from working in a local library to interviewing politicians on TV in just 28 days



### 1 The programme

*The Pretenders* is a very successful and popular TV series. In each programme there is a contestant who has just four weeks to learn to do a completely new job. At the end of the month the contestant has to do a 'test', where he or she has to do the new job together with three other real professionals. A panel of three judges has to decide which of the four people is pretending to be a professional. Sometimes they spot who is pretending, but sometimes they don't!

2 \_\_\_\_\_

Jessica Winters is a 26-year-old librarian who lives in Southampton with her parents. She studied English Literature at the University of Bath before getting a job in her local library. She didn't know it, but two of her friends sent her name to the TV company to take part in *The Pretenders*. 'When someone from the programme phoned me, I thought it was a joke', said Jessica. 'First of all I said no, but they asked me to think about it. In the end my friends and family persuaded me to say yes.'

3 \_\_\_\_\_

Jessica had four weeks to turn from a quiet, shy, librarian into a confident TV reporter. At the end of the month she had to do her final test. This was a live TV interview with the Minister of Education. She had to try to make the judges think that she really was a professional reporter.

4 \_\_\_\_\_

An experienced political journalist, Adam Bowles, and ex-MP Sally Lynch had the job of transforming Jessica. When they first met her, they were not very optimistic. 'Jessica needs to be a lot tougher. She's much too sweet and shy,' said Adam. 'Politicians will eat her alive.' They had just 28 days to teach her to be a reporter...

5 \_\_\_\_\_

Jessica had to spend the month in London. She was completely isolated from her family and friends – she could only talk to them on the phone. The training was very hard work. She had to learn how to interview people, how to look more confident, how to speak clearly. She also had to learn about the world of politics. 'I'm feeling really nervous,' said Jessica. 'I'm terrified of the idea of being on TV. Also I've never been interested in politics – I don't know anything about it – I didn't even vote in the last elections.'



## 5 LISTENING

You're going to hear Jessica and her teacher Adam talking about how she did in her four weeks on *The Pretenders*. Listen to each week and answer the questions in pairs.

### Week 1 5.14

- 1 What did Adam and Sally think of Jessica?
- 2 According to Adam, what two problems did Jessica have?
- 3 What three things did Jessica have to do this week?
- 4 How did she feel at the end of the week?



### Week 2 5.15

- 5 How did Jessica change her image?
- 6 What did she learn to do this week?
- 7 What did she have to do at 10 Downing Street?
- 8 Was she successful? Why (not)?



### Week 3 5.16

- 9 What did Adam think about Jessica?
- 10 What did she have to do this week?
- 11 What mistake did she make?
- 12 What did Adam say that Jessica needed to do?



### Week 4 5.17

- 13 What was Jessica's final test? How did she feel about it?
- 14 Did the interview go well for Jessica? Why (not)?
- 15 Did the judges realize that Jessica wasn't a professional reporter?
- 16 Would Jessica like to become a reporter? Why (not)?



## 6 SPEAKING

Talk to a partner. Imagine you were asked to appear on the programme. Look at the list of jobs that other contestants trained to do. Which ones would / wouldn't you like to learn to do? Why?

football coach dog trainer rock singer mechanic TV director stuntman chef DJ car salesman

### Useful language

I wouldn't like...

I wouldn't mind...

I think I'd enjoy...

I think I'd be (quite) good at...

I'd be terrible at...



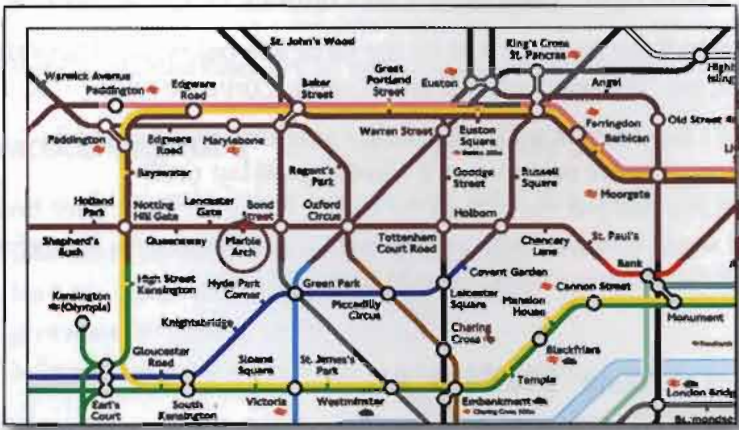
### Practical English 3 How do I get there? Student A

- a You are a tourist. You are near Marble Arch tube station. Ask B how to get to the following places. B will explain how to get to the nearest tube station. Draw the route on the map and write the name of the place next to the tube station.

The Science Museum  
 Madame Tussauds  
 The National Gallery  
 The British Museum

Excuse me. What's the best way to get to The Science Museum?

The best way is by tube.  
 The nearest station is...



- b Swap roles. You are a Londoner. B is a tourist. He / she is near Marble Arch tube station. B is going to ask you how to get to the four tourist attractions below. Look at the map to find the best route to the nearest tube station, and give B directions.

London Zoo (nearest tube station Regent's Park)  
 Harrods department store (nearest tube station Knightsbridge)  
 The Royal Opera House (nearest tube station Covent Garden)  
 The Tower of London (nearest tube station Monument)

### 4B What would you do if...? Student A

- a Ask B your questions. Put the verbs in brackets in the past simple.

What would you do if you...?

- (meet) your English teacher at a party
- (find) a lot of extra money in your bank account
- (get) a present from your partner that you really didn't like
- (hit) somebody's car in a car park
- (have) to sing at a karaoke evening
- (be) invited to a really good concert by somebody you didn't like
- (see) your best friend's personal diary open on a table

- b Answer B's questions. Ask *What about you?*

### 5C Test your memory Student A

- a Ask B these questions. See if he / she can remember the answers.

- 1 What's the programme called? (*The Pretenders.*)
- 2 How many judges are there? (*Three.*)
- 3 What do the judges have to decide? (*Who is pretending to be a professional.*)
- 4 Where does Jessica work? (*In her local library.*)
- 5 How did Jessica react when the TV company phoned her? (*She thought it was a joke and she said no.*)
- 6 What job did she have to learn to do? (*A political reporter.*)
- 7 What did she have to do in her final test? (*A live TV interview with the Minister of Education.*)
- 8 What did she have to learn to do? (*How to interview people / look more confident / speak clearly.*)
- 9 How was she feeling before she started? (*Nervous and terrified of being on TV.*)

- b Answer B's questions. Who has the best memory?

### Practical English 5 What do you think? Student A

- a Ask B question number 1. Then say if you agree or disagree. If you disagree, say why. Use *I don't agree, ..., Personally, I think, ..., etc.*
- b Now answer B's first question. Use *Personally, I think* or *In my opinion*. Say why.
- c Continue taking turns to ask questions and give your opinions.

- 1 What do you think is easier, to speak English or to write it?
- 2 Do you think that school holidays are too long?
- 3 Which do you think is the best sport for a young person to take up?
- 4 Do you think that people in your country are eating better or worse than they used to?
- 5 Who do you think are safer drivers, women or men?



# Communication

## Practical English 3 How do I get there? Student B

- a You are a Londoner. A is a tourist. He / she is near Marble Arch tube station. A is going to ask you how to get to the four tourist attractions below. Look at the map to find the best route to the nearest tube station, and give A directions.

The Science Museum (nearest tube station South Kensington)

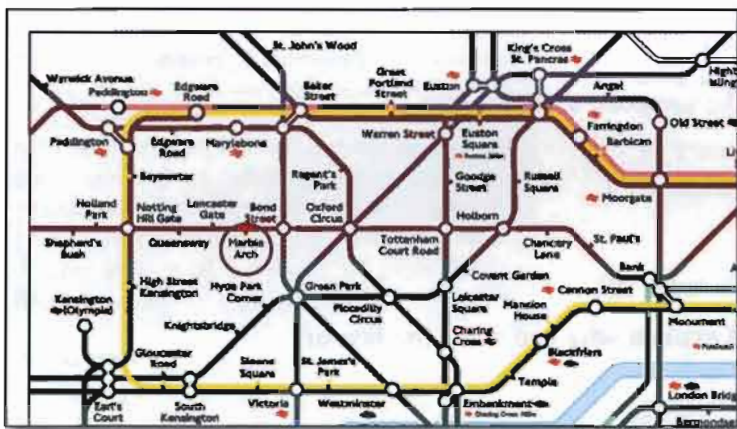
Madame Tussauds (nearest tube station Baker Street)

The National Gallery (nearest tube station Charing Cross)

The British Museum (nearest tube station Russell Square)

Excuse me. What's the best way to get to The Science Museum?

The best way is by tube. The nearest station is...



- b Swap roles. You are a tourist. You are near Marble Arch tube station. Ask A how to get to the following places. A will explain how to get to the nearest tube station. Draw the route on the map and write the name of the place next to the tube station.

London Zoo

Harrods department store

The Royal Opera House

The Tower of London

## 4B What would you do if...? Student B

- a Answer A's questions. Ask *What about you?*
- b Ask A your questions. Put the verbs in the brackets in the past simple.

**What would you do if you...?**

(have) an exam the next day and somebody offered to sell you the answers

(be) offered a job in Australia

(wake up) and (see) a snake in your bedroom

(meet) your partner in the street with an ex-boyfriend / girlfriend

(get) too much change from a shop assistant

(see) somebody stealing something in a shop

(borrow) a friend's car and broke one of the lights

## 5C Test your memory Student B

- a Answer A's questions.
- b Now ask A these questions. See if he / she can remember the answers. Who has the best memory?
- 1 How long do the contestants have to learn to do the new job? (One month.)
  - 2 What does the contestant have to do at the end of the month? (A test – they do the new job with three real professionals.)
  - 3 How old is Jessica? (26.)
  - 4 What did Jessica study at university? (English Literature.)
  - 5 Why did she agree to be on the programme? (Her friends and family persuaded her.)
  - 7 What was Jessica like before the programme? (Quiet and shy.)
  - 8 Who were her teachers? (A political journalist and an ex-MP.)
  - 9 What did she have to learn about? (The world of politics.)

## Practical English 5 What do you think? Student B

- a Answer A's first question. Use *Personally, I think* or *In my opinion*. Say why.
- b Ask A your question number 1. Then say if you agree or disagree with A. If you disagree, Use *I don't agree, ..., Personally, I think, ..., etc.*
- c Continue taking turns to ask questions and give your opinions.
- 1 Do you think it is easier to learn to drive or to learn to swim?
  - 2 Do you think it's better to be an only child or have brothers or sisters?
  - 3 Do you think that men are better cooks than women?
  - 4 Which do you think is more dangerous, travelling by plane or travelling by car?
  - 5 Do you think that it is a waste of money to buy designer clothes?



## 5A quantifiers

## large quantities

They have a **lot of** money.  
She has **lots of** friends.  
He eats a **lot**.  
There aren't **many** cafés near here.  
Do you watch **much** TV?  
Don't run. We have **plenty of** time.

- Use *a lot of / lots of* in  $\oplus$  sentences.
- Use *a lot* when there is no noun, e.g. *He talks a lot*.
- *Much / many* are normally used in  $\ominus$  sentences and  $\text{?}$ , but *a lot of* can also be used.
- Use *plenty of* in  $\oplus$  sentences to mean *as much as we need or more*.

## small quantities

A Do you want some ice cream? B Just **a little**.  
The town only has **a few** cinemas.  
Hurry up. We have **very little** time.  
I have **very few** close friends.

- Use *little* + uncountable nouns, *few* + plural countable nouns.
- *a little* and *a few* = some, but not a lot,
- *very little* and *very few* = not much / many.

## zero quantity

There **isn't any** room in the car.  
There's **no** room in the car.  
A How much money do you have?  
B **None**.

- Use *any* for zero quantity with a  $\ominus$  verb. Use *no* with a  $\oplus$  verb.
- Use *none* (without a noun) in short answers.

## more than you need or want

I don't like this city. It's **too big**.  
There's **too much** traffic.  
There are **too many** tourists.

- Use *too* + adjective, *too much* + uncountable noun, *too many* + plural countable nouns.
- Use *enough* before a noun but after an adjective.

## less than you need

There aren't **enough** parks.  
The buses aren't **frequent enough**.

## 5B articles: a / an, the, no article

## Use a / an with singular countable nouns

- the first time you mention a thing / person. I saw **an old man** with **a dog**.
- when you say what something is. It's **a nice house**.
- when you say what somebody does. She's **a lawyer**.
- in exclamations with *What...!* What **an awful day!**
- in expressions like ... three times a week

## Use the

- when we talk about something we've already mentioned. I saw an old man with a dog, and **the dog** was barking.
- when there's only one of something. The moon goes round **the sun**.
- when it's clear what you're referring to. He opened **the door**.
- with places in a town, e.g. *cinema* and *theatre*. I'm going to **the cinema**.
- with superlatives. It's **the best** restaurant in town.

## Don't use the

- when you are speaking in general (with plural and uncountable nouns). **Women** talk more than **men**. **Love** is more important than **money**.
- with some nouns (e.g. *home*, *work*, *school*, *church*) after *at / to / from*. She's not **at home** today. I get back **from work** at 5.30.
- before meals, days, and months. I never have **breakfast** on **Sunday**.
- before *next / last* + days, week, etc. See you **next Friday**.

## 5C gerunds and infinitives

## Use the gerund (verb + -ing)

- 1 after prepositions and phrasal verbs. I'm very good **at remembering** names. She's **given up smoking**.
- 2 as the subject of a sentence. **Eating out** is quite cheap here.
- 3 after some verbs, e.g. *hate*, *spend*, *don't mind*. I **don't mind getting up** early.

Common verbs which take the gerund include: **enjoy**, **hate**, **finish**, **like**, **love**, **mind**, **practise**, **spend**, **stop**, **suggest** and phrasal verbs, e.g. **give up**, **go on**, etc.

## Use the infinitive (+ to)

- 1 after adjectives. My flat is **easy to find**.
- 2 to express a reason or purpose. He's saving money **to buy** a new car.
- 3 after some verbs, e.g. *want*, *need*, *learn*. She's never **learnt to drive**. **Try not to make** a noise.

Common verbs which take the infinitive (with *to*) include: (**can't**) **afford**, **agree**, **decide**, **expect**, **forget**, **help**, **hope**, **learn**, **need**, **offer**, **plan**, **pretend**, **promise**, **refuse**, **remember**, **seem**, **try**, **want**, **would like**

## Use the infinitive (without to)

- 1 after most modal and auxiliary verbs. I **can't** drive. We **must** hurry.
- 2 after *make* and *let*. My parents don't let me **go out** much. She always **makes me laugh**.

- Gerunds and infinitives form the negative with *not*, e.g. *not to be*, *not being*.
- More verbs take the infinitive than the gerund.
- These common verbs can take either the gerund or infinitive with no difference in meaning: **begin**, **continue**, **prefer**, **start**.

**⚠** These verbs can take a gerund or an infinitive but the meaning is different.

*Try to be on time.*

= make an effort to be on time.

*Try doing yoga.*

= do it to see if you like it.

*Remember to phone him.*

= Don't forget to do it.

*I remember meeting him years ago.*

= I have a memory of it.



## 5A

a Circle the correct answer. Tick (✓) if both are possible.

I think this restaurant is too / *too much* expensive.

- 1 There are *too much* / *too many* people in my salsa class.
- 2 Nobody likes him. He has *very little* / *very few* friends.
- 3 We've had *a lot of* / *lots of* rain recently.
- 4 There aren't *enough car parks* / *car parks enough* in the city centre.
- 5 *I have no* / *I don't have any* time.
- 6 He works *a lot* / *much*. At least ten hours a day.
- 7 A Do you speak French? B Yes, *a little* / *a few*.
- 8 I don't have *no time* / *any time* for myself.

b Right (✓) or wrong (✗). Correct the wrong sentences.

She drives *too much fast* . *too fast*

- 1 Slow down! We have *plenty time* .
- 2 We have *too many work* at the moment.
- 3 I think I made *a few mistakes* in the letter.
- 4 He isn't *enough old* to understand.
- 5 We can't go tomorrow. We're *too busy* .
- 6 We have *very little time* to do this.
- 7 A How many eggs are there? B *Any* .
- 8 He's retired so he has *much free time* .

## 5B

a Circle the correct answer.

Did you see *news* / the news on TV last night?

- 1 Did you lock *door* / *the door* when you left *a house* / *the house*?
- 2 My brother is married to *Russian* / *a Russian*. She's *lawyer* / *a lawyer*.
- 3 We go to *theatre* / *the theatre* about once *a month* / *the month*.
- 4 What *beautiful* / *a beautiful day*! Let's have breakfast on *a terrace* / *the terrace*.
- 5 I love *classical music* / *the classical music* and *Italian food* / *the Italian food*.
- 6 Who is *a girl* / *the girl* by *a window* / *the window*?
- 7 I leave *home* / *the home* at 8.00 and get to *work* / *the work* at 9.00.
- 8 *Men* / *The men* aren't normally as sensitive as *women* / *the women*.
- 9 We usually have *dinner* / *the dinner* at 8.00 and go to *bed* / *the bed* at about 11.30.
- 10 She has *a lovely face* / *the lovely face* and *the attractive eyes* / *attractive eyes*.

b Complete with *a* / *an*, *the*, or *-* (= no article).

Can you give me a lift to the station?  
I want to catch the 6.00 train.

- 1 We went to \_\_\_\_\_ cinema \_\_\_\_\_ last night.  
We saw \_\_\_\_\_ great film.
- 2 A Do you like \_\_\_\_\_ sport? B It depends.  
I hate \_\_\_\_\_ football. I think \_\_\_\_\_ footballers  
earn too much money.
- 3 He always wears \_\_\_\_\_ expensive clothes and  
drives \_\_\_\_\_ expensive car.
- 4 Jake's \_\_\_\_\_ musician and \_\_\_\_\_ artist.
- 5 They've changed \_\_\_\_\_ date of \_\_\_\_\_ meeting.  
It's \_\_\_\_\_ next Tuesday now.
- 6 We walked to \_\_\_\_\_ city centre but we got  
\_\_\_\_\_ taxi back to \_\_\_\_\_ hotel.

## 5C

a Complete with the gerund or infinitive.

Smoking is banned in all public places. (smoke)

- 1 It's very expensive \_\_\_\_\_ a flat in the centre. (rent)
- 2 Are you afraid of \_\_\_\_\_? (fly)
- 3 I called the restaurant \_\_\_\_\_ a table for tonight. (book)
- 4 Be careful \_\_\_\_\_ a noise when you come home  
tonight. (not make)
- 5 She's worried about \_\_\_\_\_ the exam. (fail)
- 6 Everybody went on \_\_\_\_\_ until after midnight. (dance)
- 7 \_\_\_\_\_ an only child is a bit boring. (be)
- 8 It's easy \_\_\_\_\_ the way if you look at the map. (find)
- 9 He's terrible at \_\_\_\_\_ languages. (learn)
- 10 A Why are you learning Spanish?  
B \_\_\_\_\_ talk to my in-laws. They're Argentinian,  
and they don't speak English. (be able to)

b Complete the sentences with *work*, *to work*, or *working*.

I regret not working harder when I was at school.

- 1 I spent all weekend \_\_\_\_\_ on the computer.
- 2 I've decided \_\_\_\_\_ abroad next year.
- 3 You must \_\_\_\_\_ harder if you want to get promoted.
- 4 My boss often makes me \_\_\_\_\_ late.
- 5 He isn't very good at \_\_\_\_\_ in a team.
- 6 I don't mind \_\_\_\_\_ on Saturdays if I can have a day  
off during the week.
- 7 He's gone to the UK \_\_\_\_\_ in his uncle's shop.
- 8 \_\_\_\_\_ with members of your family can be quite  
difficult.
- 9 My husband promised not \_\_\_\_\_ on my birthday.
- 10 I used \_\_\_\_\_ in a restaurant when I was a student.



## 1 Describing your job

a Read the texts and match them to the pictures. What are the jobs?



1 I only work **part-time** – four mornings a week, and I sometimes do overtime on a Saturday morning. I don't earn a big salary. It's a **temporary** job and I only have a six-month **contract** at the moment. But the **working hours** suit me as I have very young children. When they go to school I would like to find a **permanent** job and work **full-time**. What I like most about my job is working in complete silence! The only noise you can hear is of people turning pages and whispering.

2 I did a six-month **training course** at Technical College to get my **qualifications** and then I worked for a local company to get some **experience**. I worked long hours for a low salary and so I **resigned** last year and became **self-employed**. I prefer working for myself. I don't work regular hours (sometimes people call me in the middle of the night) but you can earn a lot of money in this job, especially in the winter. If I'm lucky, I'll be able to **retire** when I'm 60!

b Match the **highlighted** words in the texts to definitions.

- |   |                        |
|---|------------------------|
| 1 a written legal agreement                             | <u>contract</u>        |
| 2 the knowledge you get from doing a job                | _____                  |
| 3 a series of lessons to learn to do a job              | _____                  |
| 4 the time you spend doing a job                        | _____                  |
| 5 working for yourself, not for a company               | _____                  |
| 6 to stop working when you reach a certain age, e.g. 65 | _____                  |
| 7 left a job because you wanted to                      | _____                  |
| 8 lasting for a short time                              | _____ (opposite _____) |
| 9 for only a part of the day or the week                | _____ (opposite _____) |
| 10 exams you've passed or courses you've done           | _____                  |

## 2 Saying what you do

Complete the Prepositions column.

- |  | Prepositions |
|--|--------------|
| 1 I work _____ a multinational company.            | _____        |
| 2 I work _____ a manager.                          | _____        |
| 3 I'm _____ charge _____ the marketing department. | _____, _____ |
| 4 I work _____ a factory.                          | _____        |
| 5 I'm responsible _____ customer loans.            | _____        |
| 6 I'm _____ school / university.                   | _____        |
| 7 I'm _____ my third year.                         | _____        |

## 3 People

Write two more jobs in each column.

| -er                        | -or                | -ist                      | -ian                     | others                   |
|----------------------------|--------------------|---------------------------|--------------------------|--------------------------|
| lawyer /'lɔːjə/<br>plumber | actor<br>conductor | psychologist<br>scientist | electrician<br>librarian | accountant<br>chef /ʃef/ |
|                            |                    |                           |                          |                          |

**!** An **employer** is a person or company that employs other people. An **employee** is a person who works for somebody.

Can you remember the words on this page? Test yourself or a partner.

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