

5 laid off; 6 problematic; 7 responsibilities;
8 stressful; 9 dealing; 10 inexperienced;

Grammar: Speculating

Exercise 8

it's very likely I would need ...; I don't think that would be a problem ...; I imagine the job would involve ...; I suspect it would be ...

Exercise 9

Suggested answers:

It is extremely unlikely that I would be considered clever enough to be a university lecturer!

Being a chef must be incredibly stressful.

Being a musician is, I suspect, a job that requires an enormous amount of hard work and dedication.

I imagine that being an astronaut must be absolutely fascinating.

It is very likely that a soldier takes great satisfaction from serving his country.

Office juniors can't earn that much.

Exercise 10

- 1 The use of the first conditional with *will* suggests that the speaker thinks getting his/her dream job is likely.
- 2 The second conditional indicates that the speaker thinks it improbable that he/she will get his/her dream job.
- 3 The third conditional is used to imagine the result of something that did not happen in the past. Therefore, this person did not study harder and so did not get his/her dream job.

Exercise 11

- 1 I'll get into university provided that I get straight As. / Provided that I get straight As, I'll get into university.
- 2 Unless my CV stands out, I will never be called for an interview. / I will never be called for an interview unless my CV stands out.
- 3 As long as I pass my final exams, I've got a chance of getting my dream job. / I've got a chance of getting my dream job as long as I pass my final exams.
- 4 I will never be an athlete no matter how hard I train. / No matter how hard I train, I will never be an athlete.

Pronunciation: Word stress

Exercise 14

1 leader, 2 hotel, 3 production, 4 desert

Exercise 15

- 1 leader; other examples: *earnings, payment, boring*
- 2 hotel; other examples: *balloon, insist*
- 3 desert; other examples: *conduct, contrast, progress*
- 4 production; other examples: *corruption, distraction, recognition*

Exercise 16

- 1 presented: verb
- 2 object: verb
- 3 suspect: verb
- 4 increase: noun
- 5 progress: verb
- 6 transfer: noun
- 7 export: adjective

Exercise 17

0 o o: interesting, motivate, seminar, foreigner, lecturer, difficult

o O o: prestigious, frustrating, redundant, consider

o O o o: responsible, experience, security

o o O o: fundamental, entertaining, workaholic

Exam technique: Giving answers that are the right length

Exercise 1

- 1a This answer is too short. The candidate could also say what kind of company he/she works for and what his/her job is.
- 1b This is a good answer.
- 1c This answer is too long (it is closer to a Part 2 answer) and not everything is relevant to the question; for example, the section about becoming a doctor.
- 2a This answer is too abrupt and almost sounds rude. It would, however, be acceptable to begin like this and then give more details; for example, *I didn't choose it. My family have an export business – we export coffee – so I don't really have a choice, I have to work for our family business.*
- 2b This is a good answer.
- 3a Although this answer begins with *I'm not sure*. *Er ...* it is a good answer. Saying something like *I'm not sure* is not a problem as long as you do not hesitate for too long, and give a full answer without further prompting from the examiner. In fact, using phrases like this can be a good idea because they give you time to think.
- 3b The examiner would probably not consider this a relevant answer and may think the candidate has not understood the question. The question asked what was difficult about the job but this candidate is telling the examiner what he/she does not like about the job.