



PODRĘCZNIK
WIELOLETNI



4

Student's Book

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Get
the
very
plus

2 Work experience

Praca ▸ zawody i związane z nimi czynności,
warunki pracy i zatrudnienia, rynek pracy

Vocabulary

Work conditions and responsibilities



- 1 Work in pairs. Try to think of one job for each letter of the alphabet. Write the answers in your notebook.

A – architect, B – builder, C – construction worker

- 2 Read these job descriptions. What are the jobs?

a

You don't really need special **qualifications** to do my job, except for a driving licence. I **deal with** the public. I'm **responsible for** getting them where they want to go. I think I have quite a **stressful** job because of the traffic and because my passengers are often in a hurry. I work **outdoors**, but because I'm inside my car, I work in quite **good conditions**. I'm **self-employed**, not an **employee** in a company. I don't **earn** a very good **salary**.

b

I often work in very **dangerous conditions**. One day I'd just like to work **indoors** in an office and **do paperwork**, or maybe even **manual work**. I'm not very **well-paid**, considering the problems I have to deal with. It's a **skilled** job because you need special **training** to do it. For example, you need to learn how to use different weapons or how to control a big crowd of people. But really, it's **experience** that helps you learn to deal with criminals.

- 3 Read again the expressions in **bold**. Check that you understand what they mean. Use a dictionary if necessary.

- 4 Listen to four people describing their jobs. Match each person to one of these jobs. Write the answers in your notebook.

bank manager doctor farmer firefighter
miner nurse personal assistant (PA) pilot
school caretaker software designer teacher

1 
2 

3 
4 

- 5 **SPEAKING** Work in pairs. Describe a job, using the expressions in **bold** in 2. Can your partner guess the job?

Working hours

- 6 Match the expressions with definitions 1–5. Write the answers in your notebook. There are two extra expressions. Do you know what they mean?

be on flexitime do shift work
work from nine to five work full-time
work long hours work overtime work part-time

- 1 you have flexible working hours
- 2 sometimes you work during the day and sometimes during the night
- 3 you work extra hours
- 4 you spend a long time working
- 5 you don't work all day



- 7 Work in pairs. In what jobs or situations do you think it is common to

- 1 work overtime?
- 2 do shift work?
- 3 work long hours?
- 4 work from nine to five?

Stages of a job

- 8a In your notebook, put these different stages in a logical order.

apply for a job be fired be offered a job
become unemployed get promotion look for a job

- | | |
|--|---|
| 1 <u>look for a job</u> | 4  |
| 2  | 5  |
| 3  | 6  |

- 8b Listen and check.

- 9 Match expressions 1–4 with their meanings (a–d). Write the answers in your notebook. Use a dictionary if necessary.

- | | |
|-----------------------------|--|
| 1 be made redundant | a state formally that you are leaving a job permanently |
| 2 be sacked/fired/dismissed | b stop working, usually because you are officially too old to work |
| 3 retire | c lose your job, usually for doing something wrong |
| 4 resign | d lose your job because your job is no longer necessary |

- 10 **SPEAKING** Work in pairs. Talk about your work plans.

I'd like to find a job as a software designer, designing games. I'd prefer to work from nine to five. After a few years I'd like to get promotion and be responsible for designing my own game.

1 SPEAKING Work in pairs. Read the title of the article and look at the photo. Can you guess the man's job?

2 Read the article. Match paragraphs A–E with these summaries. Write the answers in your notebook.

- 1 what Ben did when he had this job
- 2 why Ben was a great candidate for the job
- 3 what the job consisted of
- 4 how they selected the best person for the job
- 5 Ben's life after the best job in the world

The best job in the world

A In May 2009, a 34-year-old British man called Ben Southall was offered the best job in the world. The job was as caretaker of a tropical island in Queensland, Australia. The job was full-time but only lasted six months. It involved looking after the island but also doing every activity that tourism offers in Queensland – surfing, sailing, flying and diving, to name just a few. Then Ben had to write about it in a blog. The main idea of the job was to promote tourism in this beautiful part of the world. As the name 'the best job in the world' suggests, the job came with a great salary and brilliant conditions. How would you feel about living in a three-bedroom luxury villa with a private swimming pool, right next to the beach? Or having your own golf buggy to drive around and explore the island where you lived?

B It's probably no surprise that more than 34,000 people from all over the world applied for the job. To apply, people made 60-second videos to show why they were the ideal person for the job. Tourism Queensland, the organisation offering the job, chose their favourite 50, and then just 16. Those 16 people included students, journalists, TV presenters, photographers, a receptionist, radio DJs, teachers and actors. They travelled to Queensland to take part in different activities such as swimming and blogging. On the basis of these tasks and tests, Tourism Queensland decided to give the job to Ben.

C On his video application, Ben impressed everyone by riding an ostrich, kissing a giraffe and trekking through Africa. In fact, the year before, Ben had driven all around Africa to raise money for charity. For 12 months, he had been organising and taking part in sports events such as climbing mountains and running

marathons. Ben has a degree in science, but that wasn't the main factor in the success of his application. He had already worked as a tour guide, written newspaper and magazine articles, given interviews and kept a video blog to share his experiences in Africa with others.

D Ben loved the job but he certainly worked long hours. He didn't use to have much time for just sitting back and relaxing. He would work up to 19 hours a day, 7 days a week. Each day he would do a number of promotional events and press conferences. When the six-month job finished, Ben had visited 90 different locations, made 47 video diaries and given more than 250 interviews. The worst part for him was that at the end of each day, he used to have to sit up late blogging and uploading pictures. And although the conditions were great, there was one dangerous incident. In the last week of the job, Ben jumped out of a boat into the sea and an Irukandji jellyfish stung him. People have died from these stings, but luckily a local doctor immediately knew what to do and after six uncomfortable hours, Ben was fine again.

E A model employee, when Ben's job on Hamilton Island finished, Tourism Queensland immediately offered him a new job. They gave him an 18-month contract, this time to travel all around the world promoting Queensland as a tourist location. Could that be the second-best job in the world?



3 Read the article again. Are these statements true (T), false (F) or is the information not given (NG)? Write all your answers in your notebook and the number of the line(s) where you found them.

- 1 The 'best job in the world' involved simply doing what a normal tourist does all day long. T/F/NG
- 2 The job came with accommodation. T/F/NG
- 3 Tourism Queensland knew that the job would attract all sorts of people from lots of different countries. T/F/NG
- 4 Tourism Queensland only met sixteen candidates in person. T/F/NG
- 5 Ben's main reasons for going to Africa were all sports-based. T/F/NG
- 6 Ben's previous experience was not very relevant to the job in Australia. T/F/NG
- 7 Ben got very tired of communicating with the media every day. T/F/NG
- 8 Ben created a great impression on his bosses. T/F/NG

4 Match the underlined words in the text with these definitions. Write the answers in your notebook.

- 1 attract people's attention to something
- 2 collect
- 3 give or tell
- 4 a big African bird with a long neck that can run but cannot fly
- 5 a good example
- 6 a soft, round, transparent sea animal
- 7 making a long and difficult journey on foot
- 8 expensive and of very good quality
- 9 a small car used for travelling over difficult ground
- 10 using something to take a decision

5a Work in pairs. Imagine that you are going to meet Ben Southall. In your notebook, write five questions to ask him.

5b SPEAKING Change partners. Take it in turns to ask and answer the questions.

6 SPEAKING What about you?

- 1 Do you think this really is the best job in the world? Why?/ Why not?
- 2 What is more important to you in a job – the salary or the conditions? Why?

GRAMMAR GUIDE

Past perfect simple and past perfect continuous

1a Read the sentence and decide which action happened first (1 or 2).

When the six-month job **finished**, Ben **had visited** 90 different locations.

- 1 The job finished.
- 2 Ben visited 90 different locations.

1b Choose the correct alternative and write the rule in your notebook.

We use past perfect simple to talk about actions that happened after/before another action in the past.

1c Read these two sentences. Which sentence gives more importance to the duration of the action? Which gives more importance to the completion of the action?

- 1 For 12 months, he **had been organising** and **taking** part in sports events.
- 2 He **had** already **worked** as a tour guide.

1d Which sentence in 1c uses past perfect continuous? How do we form past perfect continuous?

GRAMMAR REFERENCE ▶ page 28

2 Complete the sentences in your notebook, using the past simple or past perfect simple form of the verbs given.

- 1 The teacher didn't let her do the exam because when she arrived, the exam (start).
- 2 When she (write) her letter of application, she sent it.
- 3 He unlocked the door and (step) inside.
- 4 Before today's conversation, I (not speak) to the boss.
- 5 When the wind (blow), the leaves on the trees shook.
- 6 They didn't want to see the film again because they (see) it twice already.
- 7 They weren't hungry because they (eat).

3 Choose the best alternatives and write them in your notebook.

- 1 We had waited/been waiting for an hour when finally the director arrived.
- 2 They were tired because they have/had been running for more than an hour.
- 3 By the time we got there, they had eaten/been eating all the food.
- 4 He had written/been writing three novels by the time he was twenty-five.
- 5 She couldn't open the door because she had lost/been losing the key.
- 6 When I saw her face, I knew she had cried/been crying for a long time.
- 7 The two students couldn't do the exercise because they had talked/been talking non-stop throughout the sixty-minute lesson.

4a Invent endings for these sentences and write them in your notebook. Use verbs in past perfect simple or past perfect continuous.

- 1 The little boy was crying because somebody had stolen his sweets.
- 2 His parents were angry with him because ...
- 3 When they got home, they were soaking wet because ...
- 4 She felt really sleepy because ...
- 5 We did really well in the exam because ...
- 6 My hands were dirty because ...
- 7 The teacher was very happy with the class because ...
- 8 My arms were tired because ...

4b SPEAKING Compare your sentences in pairs.

GRAMMAR GUIDE

Past habits

5a Read sentences a–d and answer questions 1–2.

- a At the end of each day, he **used to** have to sit up late blogging and uploading pictures.
- b He **didn't use to** have much time for just sitting back and relaxing.
- c He **would** work up to 19 hours a day, seven days a week.
- d A jellyfish **stung** him.

- 1 Which activities in a–d are things that happened regularly?
- 2 Which happened just once?

5b Read rules 1–5 and complete rules 1 and 2 in your notebook with **used to**, **would** or **past simple**.

- 1 We use and to talk about past habits.
- 2 We use to talk about single events in the past.
- 3 We use *would* with past actions but not past states.
He would arrive late. NOT He would be late.
He used to like his job. NOT He would like his job.
- 4 We do not usually use *wouldn't* to talk about past habits.
He didn't use to go to bed early. NOT He wouldn't go to bed early.
- 5 When we specify a period of time, we use past simple, not *used to*.
He used to live on an island. He lived on the island for six months. NOT He used to live on the island for six months.

GRAMMAR REFERENCE ▶ page 28

6a How was life different 200 years ago? Complete the sentences in your notebook with *used to* or *didn't use to* and the verbs given.

be eat have learn play throw travel walk

- People by horse.
- They computers.
- They from one place to another more than they do now.
- Generally, they healthy food.
- Simple illnesses very dangerous.
- People musical instruments, not CDs.
- Most people away so much rubbish as they do now.
- Educated people Latin.

6b In which sentences in 6a can you replace *used to* with *would*?

7 Complete the text with *used to* and *would* with the verbs given, or the past simple form of the verbs given. Write the answers in your notebook. Sometimes there is more than one possible answer.



My grandfather is 80, but when he was a young man, he (a) (work) as a postman. He (b) (like) his job. He (c) (get up) early every morning and collect all the letters. In those days, people (d) (not have) computers, the Internet or email, so they (e) (write) letters quite often. The only problems my grandfather had were with dogs. When he was a postman, he (f) (hate) them! (Not now – now he has three dogs in his house!) One day, this enormous dog (g) (jump) out. It (h) (bite) him really badly and my grandfather (i) (need) to go to hospital. But, in general, I remember that he (j) (not complain) about his job.

8a Complete these sentences so they are true for you. Write your sentences onto a piece of paper.

- I used to at weekends, but now I don't.
- I didn't use to at weekends, but now I do.
- I used to in the evenings.
- I didn't use to at school, but now I do.
- When I was at primary school, I would .
- Once when I was at primary school, I .

8b SPEAKING Your teacher is going to read out some of the sentences. Who do you think wrote them?

Phrasal verbs connected with work



1 Match the phrasal verbs in bold in sentences 1–7 with their meanings a–g. Write the answers in your notebook.

- If you want to **get ahead**, you need to work hard.
 - He applied for a job in an international company but they **turned him down**.
 - She **took over** the project last year. It's hers now.
 - They're going to **set up** a new office in Tokyo.
 - This new job is hard but I'm going to **keep at** it.
 - We're **working on** a new product to get it just right.
 - To apply for the job, you must **fill in** this form.
- spend time producing or improving something
 - start (a business, organisation, etc)
 - continue working at something even if you want to stop
 - progress faster than other people
 - write information such as your name and address on a document
 - not accept an offer, request or application
 - take control of something

2 Complete the sentences in your notebook with the correct form of the phrasal verbs in 1.

- Don't stop trying! it!
- I'm ambitious. I want to and get to the top of the company.
- Don't forget to this section of the questionnaire with your address.
- They offered me promotion but I it because I didn't want any more responsibility.
- You need a lot of money and original ideas to a new business.
- Let's this project first and when we finish, we can look at something else.
- We used to be an independent company, but a big Japanese company us last year.

3 Complete the questions in your notebook with the correct particle.

- Are you working any assignments at school at the moment?
- When something is difficult, do you usually keep it or not?
- Have you ever filled an official form? Why?
- What qualities do you think you possess to get in a job?
- What business would you like to set .

4 SPEAKING Work in pairs. Ask and answer the questions from 3.

- 1 SPEAKING** Work in pairs. Read the extract from a newspaper article. Do you think 'helicopter parents' are a good thing or a bad thing? Why?

Recently a lot of people have started talking about 'helicopter parents'. These parents pay very close attention to their children and try to solve all their problems, even when they are at university and when they start work. They insist on helping their children, whether their children need them or not.



- 2** You are going to hear five people talking about helicopter parents. Choose from the list (A–F) the opinion each speaker expresses. Write the answers in your notebook. Use each letter only once. There is one extra opinion you don't need to use.

- A I turned somebody down because of their helicopter parent.
- B I think a parent's job is to help their children when they can.
- C I know I probably make mistakes, but I need to be independent.
- D I don't think you can make decisions for your children.
- E I think everybody needs a helicopter parent.
- F I've started to see a change in the way people behave where I work.

Speaker 1

Speaker 4

Speaker 2

Speaker 5

Speaker 3

- 3a** Read the sentences. Which alternative do you think the speakers used in the recording?

- 1 I stopped to be/being a child when I left school.
- 2 I can't remember to see/seeing so many parents as this year.
- 3 One student forgot to come/coming for an exam.
- 4 I like to make/making life easy for my kids.
- 5 I was doing something important but I stopped to prepare/preparing myself for an interview with a twenty-three-year-old science graduate.

- 3b** Listen again and choose the correct alternatives. Write the answers in your notebook.

- 4 SPEAKING** What about you?

Do you think your parents are 'helicopter parents'? Why?/Why not?

GRAMMAR GUIDE

Gerunds and infinitives 2

- 1a** Read the pairs of sentences. In which pair do the two sentences have different meanings? What is the difference?

1a I started working.

1b I started to work.

2a I stopped working.

2b I stopped to work.

- 1b** Match the verbs + gerund/infinitive (1–2) with the correct meaning (a–b). Write the answers in your notebook.

1 stop to do

2 stop doing

a you stop one activity because you want or need to do another activity

b you are doing something and then you stop

3 remember to do

4 remember doing

a you do something and then you remember it later

b you remember you need to do something and then you do it

5 forget to do

6 forget doing

a you don't do something that you intended to do

b you did something but now you don't remember it

7 like to do

8 like doing

a you do something because you enjoy doing it

b you do something because you think it's a good idea

GRAMMAR REFERENCE ▶ page 28

- 2** Choose the correct alternatives and write them in your notebook.

- 1 I remember to play/playing in the sand when I was young.
- 2 The teacher's angry because I've forgotten to do/doing my homework.
- 3 I like to go/going to the dentist twice a year.
- 4 We stopped to eat/eating because we were hungry.
- 5 Have you forgotten to bring/bringing a pen? Don't worry, I've got a spare one.
- 6 Will you remember to give/giving this to Danny when you see him tomorrow?
- 7 You look really healthy now that you've stopped to smoke/smoking.
- 8 My dad likes to get/getting up early because that means he can finish work early too.

3 Complete the second sentence in your notebook so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

1 I didn't send that letter yesterday because I didn't remember.

FORGOT

I yesterday.

2 He thinks it's important to wear a tie for interviews.

LIKES

He for interviews.

3 You are always calling me when I'm at work. Please don't!

STOP

Please when I'm at work!

4 Don't worry. Yesterday I sent that email. I didn't forget.

REMEMBERED

Don't worry. Yesterday that email.

5 I think watching football is really good fun.

LIKE

I football.

6 My mum stopped work and had a coffee.

HAVE

My mum stopped work a coffee.

7 I saw that group in concert. I'll never forget it.

REMEMBER

I that group in concert.

8 Make dinner tonight. Please don't forget!

REMEMBER

Please dinner tonight.

4 Write complete sentences in your notebook about these things.

- something unusual you remember doing when you were at primary school
- something that you remembered to do last week
- something important that you once forgot to do
- something that you enjoy doing
- something that you don't really enjoy doing but you think it's a good idea
- something that you did when you were younger but that you stopped

5 SPEAKING Work in pairs. Compare your sentences. Ask your partner follow-up questions.

I remember breaking my arm when I was at primary school.

How did you do it?

I was playing with my friends in the playground and I fell.

6a Listen to the sentences and decide which word the speaker emphasises most.

- They're constantly arriving late.
- You're always saying that.
- She will interrupt me.
- He's forever talking about football.
- They will leave the lights on.

6b Practise saying the sentences. Stress the appropriate word in each sentence.

GRAMMAR GUIDE

Present habits

7a Read these sentences. They all talk about present habits. Which three different tenses are used in the sentences?

- I always get up early.
- My mum is constantly calling me.
- She will tell me what to do all the time.
- They'll often come to talk about their son's exams.
- My parents are always giving me presents.

7b Read these explanations of the way we use these tenses and match them with the sentences in 7a. Write the answers in your notebook.

- The common way of talking about present habits is with present simple.
- We use present continuous with *always*, *constantly*, *forever*, *continually* for habits that are irritating or annoying.
- We can also use present continuous with *always*, *constantly*, *forever*, *continually* for habits that are in some way unusual.
- We can use *will* for repeated or habitual behaviour. We put stress on *will* when we are annoyed or irritated.

GRAMMAR REFERENCE ▶ page 28

8a Complete the mini-dialogues, using the correct form of these words. Write the answers in your notebook. Use *will* or present continuous with *always*, *forever* or *continually*.

borrow leave play say



- A: What's the matter?
B: It's my brother. He his music really loud.
- A: Are you OK?
B: No. I haven't got anything to wear. My sister my clothes!
- A: You're angry with me, aren't you?
B: Yes, I am. You your dirty plates on the table.
- A: Why don't you like this TV presenter?
B: He the same things.

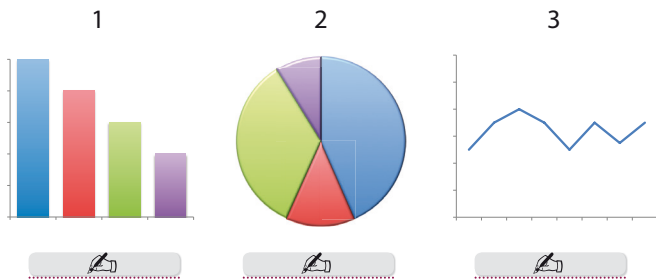
8b SPEAKING Work in pairs. Practise saying the dialogues with the correct stress.

9 SPEAKING Work in pairs. Talk about things that people do that annoy you.

My brother is always taking my CDs and losing them!

- 1 Label the pictures with these words and write the answers in your notebook.

a bar graph a line graph a pie chart



- 2 Read material A–D and match it with words 1–4. Write the answers in your notebook.

- 1 a headline 3 a statistic
2 a quote 4 a line graph

A

Percentage of UK adults who are long-term unemployed



Source: Labour Force Survey, ONS, UK

B

'It's clear that educational qualifications affect your chances of finding a job, and of finding a job with a good salary.'

Joe Smith, sociologist

C

Number of young people out of work rises again because of economic recession

D

Young women who are badly paid (less than £7 an hour): 22.6%
Young men who are badly paid (less than £7 an hour): 11.3%

- 3 **SPEAKING** Work in pairs. What is the common topic of the material in 2?

- 4 In what order does the speaker mention material A–D from 2? Listen and write the answers in your notebook.

First Third
Second Fourth

- 5 Listen again and check which expressions in the Speaking Bank you hear.

▶ Speaking Bank

Useful expressions for stimulus-based discussions

- The main idea of the material is ...
- All of the material is to do with ...
- The material here is linked to the topic of ...
- The newspaper headline states that ...
- The headline suggests that ...
- The graph shows that ...
- In the photo, I can see ...
- The photo illustrates ...
- There's an interesting quote from ...
- The quote suggests that ...
- We can see from the statistics that ...
- The statistics show that ...
- To sum up, ...

- 6 **SPEAKING** Work in pairs. Take it in turns to talk about the materials in 2. Use the expressions from the Speaking Bank.

Practice makes perfect

- 7a Look at the material on page 165. Decide what the general topic is and what each different element is about.

- 7b **SPEAKING** Work in pairs. Take it in turns to talk about the topic.



- 1** Work in pairs. Read this writing task. Do you agree or disagree with the statement? Why? Write down your ideas in your notebook.

'It's a bad idea for teenagers to do part-time work while they are still studying at school or university.'
What is your opinion?

- 2** With your partner, complete the plan with your ideas. Write them in your notebooks.

Paragraph 1: Introduction. General statement on the topic and your opinion.

Paragraph 2: First and most important reason for your opinion.

Paragraph 3: One or two other reasons for your opinion OR other people's arguments against your opinion and why you don't agree with them.

Paragraph 4: Summary and conclusion. Recapitulation of your opinion.

- 3** Read the essay, ignoring the gaps. Does it follow the paragraph plan in 2? Is the opinion of the writer similar to your opinion?

In some countries, the USA for instance, many teenagers work while they are still studying at school or at university. (a) _____, this is a really bad idea.

(b) _____, studying at school or university is a full-time occupation. Students need time to take notes, revise, do assignments and research topics. In my opinion, students who work in the evenings or at weekends do not have time to do these things properly. (c) _____, young people often work in bad conditions or late at night. This means that after work, they find it difficult to pay attention and concentrate.

(d) _____, some people say that work experience can help to make you more independent and responsible. (e) _____ up to a point. However, there is time for students to gain this experience when they finish their studies.

(f) _____, I believe that a student's basic responsibility is to learn as much as possible. They can only do this if they study full-time, with no other distractions.

- 4** Complete the essay in 3 with these phrases. Write the answers in your notebook.

On the other hand, ... To begin with, ... To sum up, ...
Furthermore, ... As far as I'm concerned, ... I agree with this ...

- 5** Complete the Writing Bank in your notebook with the words and expressions from 4.

► Writing Bank

Useful words and expressions for opinion essays

Expressing opinions

- Personally, I think ...
- I believe that ...
- In my opinion, ...

Adding opinions and putting them in order

- Firstly, ...
- What is more, ...
- Secondly, ...
- Finally, ...
- In addition, ...
- Lastly, ...

Explaining and justifying your opinions

- This is because ...
- The reason is ...
- For instance, ...

Contrasting opinions

- However, ...
- Nevertheless, ...

Concluding

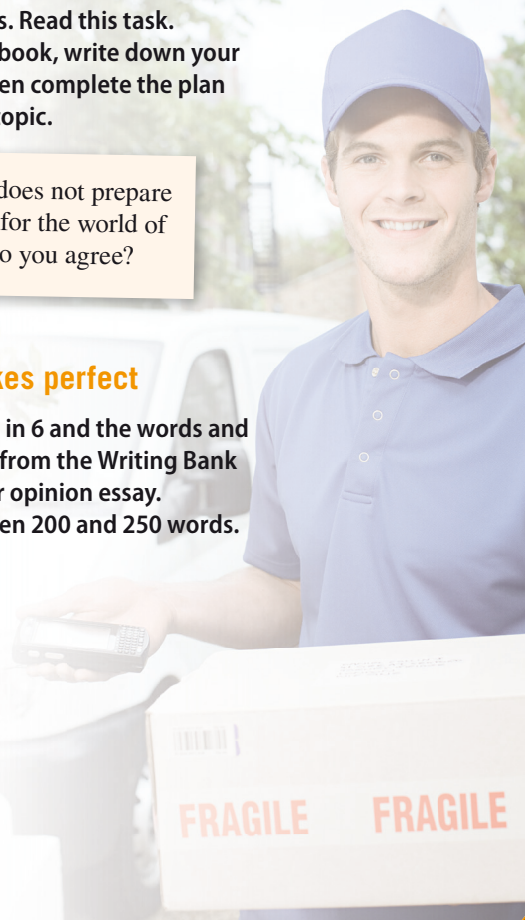
- In conclusion, ...
- All things considered, ...

- 6** Work in pairs. Read this task. In your notebook, write down your ideas and then complete the plan in 2 for this topic.

'School does not prepare students for the world of work.' Do you agree?

Practice makes perfect

- 7** Use the plan in 6 and the words and expressions from the Writing Bank to write your opinion essay. Write between 200 and 250 words.



Grammar reference Unit 2

► Grammar reference

Past perfect simple and past perfect continuous

- 1 We use past perfect simple to talk about actions that happened before another action or actions in the past. It emphasises the completion of an activity.
When the interview had finished, I left.
- 2 We use past perfect continuous to talk about actions that were happening before another action or actions in the past. It emphasises the duration of an activity.
I was tired because I had been studying all night.
- 3 To form past perfect continuous, we use **had** + **been** + verb *-ing*.

Past and present habits

Past habits

- 1 We use *used to* and *would* to talk about past habits, things we did regularly in the past but don't do now. We cannot use *used to* or *would* to talk about single events in the past. In this case, we use past simple.
He would come and visit us on Sundays. NOT He would have a bike.
- 2 We use *would* with past actions but not past states.
He didn't use to give us presents. NOT He wouldn't give us presents.
- 3 We do not usually use *wouldn't* to talk about past habits.
She used to work in a factory. She worked there for five years. NOT She used to work in a factory for five years.
- 4 When we specify a period of time, we use past simple, not *used to*.

Present habits

- 1 The common way of talking about present habits is with present simple.
I often listen to music.
- 2 We use present continuous with *always*, *constantly*, *forever*, *continually* for habits that are irritating or annoying. When we speak, we stress *always*, *constantly*, *forever*, *continually* to emphasise this.
My brother and sister are always fighting.
- 3 We also use present continuous with *always*, *constantly*, *forever*, *continually* for habits that are in some way unusual.
She has a very difficult life but she's always smiling.
- 4 We can use *will* for repeated or habitual behaviour. We put stress on *will* when we are annoyed or irritated.
They'll sit there for hours.
He will interrupt me when I'm speaking.

Gerunds and infinitives 2

- | | |
|--|--|
| 1 Some verbs can go before the gerund or the infinitive with no difference in meaning.
<i>She started to work there in 2009.</i>
<i>= She started working there in 2009.</i>
Other verbs like this are <i>begin</i> , <i>can't bear</i> , <i>continue</i> , <i>hate</i> , <i>love</i> , <i>prefer</i> . | stop to do: you stop one activity because you want or need to do another activity |
| 2 With other verbs before the gerund or infinitive, there is an important difference in meaning, for example: | stop doing: you are doing something and then you stop |
| | remember to do: you remember you need to do something and then you do it |
| | remember doing: you do something and then you remember it later |
| | forget to do: you don't do something that you intended to do |
| | forget doing: you did something but now you don't remember it |
| | like to do: you do something because you think it's a good idea |
| | like doing: you do something because you enjoy doing it |

Self-check Unit 2

► Grammar revision

Past perfect simple and past perfect continuous








1 Is the underlined part of the sentence correct? If not, rewrite it in your notebook.

- 1 I have been waiting for an hour when the film finally started.
- 2 He was tired because he had painted all day.
- 3 She had been writing seven emails before she left the house.
- 4 Everything was white because it had been snowing all night.
- 5 When they ate their dinner, they washed the dishes.
- 6 They heard a loud noise and thought that somebody had been falling over.

/ 6 points

Gerunds and infinitives 2

2 Complete the sentences in your notebook with the correct form of the verbs given.

- 1 Can you remember  (switch) off the light when you leave?
- 2 She really likes  (dance). It's her favourite hobby.
- 3 We stopped  (write) when the exam finished.
- 4 Don't forget  (go) to the meeting tomorrow.
- 5 I know Harry was at school yesterday because I remember  (see) him.
- 6 I like  (do) my homework on Friday evening so that I'm free at the weekend.
- 7 The musicians stopped  (play) because they'd already been playing for two hours.

/ 7 points

Past and present habits

3 Choose the correct alternatives and write them in your notebook.

- 1 When he was small, he used to/would have a bike.
- 2 My brother really gets on my nerves. He will/would change channels while I'm in the middle of watching something on TV.
- 3 My friend forever is/is forever, sending me text messages.
- 4 Last year I had/used to have a big party for my birthday.
- 5 Did you use/used to have a pet?
- 6 Young children are making/will make a lot of noise when they're excited.
- 7 They didn't use to/wouldn't go out on Friday evenings, but now they do.









/ 7 points

► Vocabulary revision

Work conditions, responsibilities and working hours

1 Complete the sentences with the words given and write the answers in your notebook. There are three extra words.



dealing earn employee flexitime for
manual overtime qualifications self-employed
shift skilled





- 1 I'm responsible  looking after the customers.
- 2 My responsibilities include  with all the paperwork.
- 3 This company isn't mine. I'm just an .
- 4 I  quite a good salary.
- 5 This is a  job. You need a lot of training to do it.
- 6 I do  work. This week, I'm working nights.
- 7 Yesterday he arrived home late because he had worked .
- 8 Have you got any ? A university degree?

/ 8 points

Stages of a job

2 Complete the text with the correct words and write the answers in your notebook.

When Rose finished her degree, she started to (a)  for a job. She found an interesting post in a multinational company and so she (b)  for it. She got the job,

but soon after, the company had big problems. The company became much smaller and they told Rose that they didn't need her anymore. She was made (c)  and became (d) . Luckily, another company contacted her soon afterwards. An employee at the company had just been (e)  because he was always late and his work wasn't good enough. Rose went for an interview. They really liked her and she was (f)  the job. She accepted, of course!

/ 6 points

Phrasal verbs connected with work

3 Form the phrasal verbs and match them with their meanings. Write the answers in your notebook.

Verb	Particle	Meaning
1 set	ahead	a not accept an offer, request or application
2 get	on	b start a new business, office, etc
3 turn	up	c progress faster than other people
4 work	in	d add information to a document
5 fill	over	e spend time working or improving something
6 take	down	f take control of something

/ 6 points

Total

/ 40 points

▶ Mówienie – zadanie 1

- 1 Listen to two dialogues and guess who the boy might be talking to in each one.

TIP Make sure you understand the role you are going to play in the conversation. Always use language which is appropriate to the situation as well as to your interlocutor.

- 2 Copy the table and put the questions from both dialogues from 1 in the correct places. How do the questions differ?

Could you tell me what the duties include?
How many hours will I have to do a day?
How much can I make?
I was wondering if you could tell me how much the job pays.
I would also like to know what the working hours are.
What kind of stuff will I have to do?
What's the rate, then?

	Dialogue 1	Dialogue 2
Salary		
Duties		
Working hours		

- 3 In your notebook, write one direct and one indirect question about the issues listed below.

- required skills/abilities
- team you're going to work with
- need for travelling

- 4 Work in pairs. Read the part of the task carefully. Decide which dialogue from 1 matches it. Listen and check your answer.

TIP Sometimes one bullet point in the task can consist of two elements, e.g. *Podaj czas i miejsce spotkania*. Make sure you develop both of them.

Obowiązki i wymagane doświadczenie

Czas pracy

Wynagrodzenie

Twoje przydatne umiejętności i cechy charakteru

- 5 Listen and decide which of the four points listed in 4, were not fully developed by the student.



- 6 Read the audioscript and complete it in your notebook so as to fully develop the points mentioned in 5. Listen and check.

- B: I've come to discuss the summer job.
A: As you probably know from the advertisement, it's a job for students from abroad and it starts on 1st July.
B: Could you tell me what the duties include?
A: Basically, the duties include making copies of documents, updating data, sorting out invoices etc.
B: 1
A: 2
B: Well, I think I shouldn't have any problems with that. I'm really well organised, 3
A: Great. Is there anything else you'd like to know?
B: I would also like to know what the working hours are.
A: You'll work from 9:00 am till 3:00 pm.
B: I was wondering if you could tell me how much the job pays.
A: You'll be paid £6 an hour.
B: OK, I'll think about it and let you know as soon as possible.



▶ Zadanie testujące

- 7 Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Posłuchajcie modelowej odpowiedzi. Rozmowę rozpoczyna uczeń A.

Uczeń A

Przebywasz w Londynie, gdzie szukasz pracy wakacyjnej. Porozmawiaj z osobą, która pracuje jako au pair. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Obowiązki

Zakwaterowanie

Wyżywienie

Czas pracy i wynagrodzenie

Uczeń B

Jesteś kolegą/koleżanką ucznia A. Pracujesz jako au pair w Londynie. Porozmawiaj z uczniem A o swojej pracy. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj ucznia A, jakie prace w domu potrafi wykonywać.

► Mówienie – zestaw zadań

► Zadanie 1. (4 minuty)

Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.

Uczeń A

Prosisz kolegę/koleżankę z Irlandii o pomoc w znalezieniu wakacyjnej pracy. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Umiejętności
i doświadczenie

Sposób szukania
pracy

Preferowany
rodzaj pracy

Przygotowanie CV
i listu motywacyjnego

Uczeń B

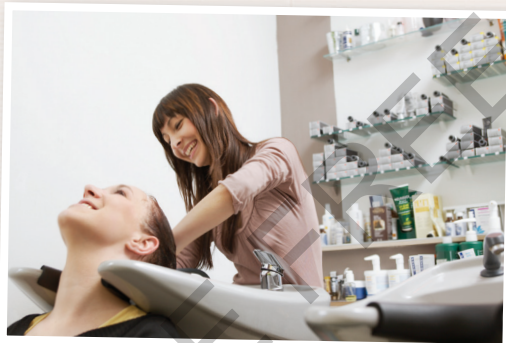
Zostałeś poproszony/Zostałaś poproszona o pomoc w znalezieniu wakacyjnej pracy. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- dowiedz się, dlaczego uczeń A chce pracować w wakacje,
- zaproponuj podjęcie pracy poza Unią Europejską.

► Zadanie 2. (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



1. What do you think the hairdresser and her customer are talking about?
2. Would you like to work in the service sector? Why?/Why not?
3. Tell us about the last time you were dissatisfied with the service you received in a local shop or supermarket.

Uczeń B



1. What do you think has happened?
2. What kind of person makes a good paramedic?
3. Tell us about the last time you heard of or saw paramedics at work.

► Zadanie 3. (5 minut)

Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Szukasz pracy na wakacje. Masz do wyboru trzy oferty pracy.

- Wybierz zajęcie, które najbardziej by Ci odpowiadało, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. What do you think motivates most people to work hard?
2. What are the advantages and disadvantages of having a summer job?

▶ Znajomość środków językowych

Uzupełnianie luk – wybór wielokrotny

- 1 Read the text and complete gaps 1–5, choosing the best answer A, B, C or D. Write the answers in your notebook.**

Have you ever considered (1.) an Activity Leader at a language camp for overseas students? The job of an Activity Leader is perfect for anyone who is a passionate entertainer. If you would like to gain valuable work experience during your summer holidays, contact us today.

We (2.) for native speakers of English who are eligible to live and work in the UK and who are willing to work with 11–15-year-olds. The main role of an Activity Leader is (3.) the students and make sure that they enjoy the classes, sports and social activities. In order to succeed in the job, you have to be energetic and flexible and have very good communication skills. A friendly approach towards the students is absolutely essential. However, you need (4.) work on your own as well as part of a team. A perfect candidate for the job should also be physically fit in order to lead various sports activities such as aerobics, aqua gym, dance or football.

An Activity Leader (5.) up to a maximum of 48 hours a week and can receive one full day off at the weekend. The residential position includes full board and accommodation.

- | | |
|---------------------|-----------------|
| 1. A. to become | B. become |
| C. becoming | D. became |
| 2. A. look | B. are looking |
| C. have looked | D. were looking |
| 3. A. to engage | B. engage |
| C. engaging | D. engaged |
| 4. A. to be able to | B. be able to |
| C. to be able | D. being able |
| 5. A. is working | B. work |
| C. had worked | D. works |

Parafraza zdań

- 2 Complete the second sentence in your notebook so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.**

- I haven't been to the theatre for ages. **SINCE**
It has been ages the theatre.
- They had no more sandwiches for us when we arrived. **EATEN**
By the time all the sandwiches.
- It isn't necessary for you to work during the summer. **TO**
You don't during the summer.
- I don't want to go out at the weekend. **GOING**
I don't feel at the weekend.
- We don't live in London any more. We moved to Birmingham in January. **USED**
 London but we moved to Birmingham in January.
- If you get this job, you will have to travel around the world. **TRAVELLING**
This job around the world.
- Do your parents let you come back home after midnight? **TO**
Do your parents home after midnight?
- They will have to work really hard if they want to finish the project on time. **DO**
They will have if they want to finish the project on time.
- This is the best salary I have ever been offered. **NEVER**
I a better salary.

▶ Vocabulary plus

- 1 Complete sentences 1–10 in your notebook with the appropriate words.**

deadlines a few days off for a job from home
a good salary his own business a job menial
redundant unemployed

- I applied last week but I haven't received a reply yet.
- A lot of people in my city have become recently.
- One in seven women are made after maternity leave.
- She has no qualifications at all and can only do jobs, where the pay is low and the hours are long.
- I need to take because I'm exhausted.
- I'd like to earn in the future.
- This month, my colleague is working because he's broken his leg.
- In order to meet I have to work overtime.
- My sister has just been offered in marketing.
- My father had been running for 25 years before he sold it to an international company.

- 2 Read definitions 1–8 and match particles a–h to the appropriate verbs to form correct phrasal verbs. Write the answers in your notebook.**

- | | |
|---|----------|
| 1. burn – to work so hard that in the end, you cannot continue working because you have become tired, ill, or unable to think of any new ideas | a. in |
| 2. cash – to count all the money taken by a shop or business at the end of the working day | b. down |
| 3. fill for sb – to do someone's job while they are ill or absent from work | c. over |
| 4. get – to be successful in your job so that you can progress to a more important position | d. ahead |
| 5. keep it – to continue to do something, although it is difficult or hard work | e. up |
| 6. knuckle – to start working or studying very hard | f. out |
| 7. lay – to stop employing a worker because there is not enough work for them to do | g. off |
| 8. take – to get control of a company by buying it or by buying most of its shares | h. at |

- 3 In your notebook, write eight sentences, using the phrasal verbs from 2.**

► Wordlist Unit 2

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik (np.: a, an, the, that itp.)
(n) = noun – rzeczownik

(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

*** = słowo bardzo często używane

** = często używane

* = dosyć często używane

Praca – zawody

bank manager (n)	/ˈbæŋk ˈmænɪdʒə(r)/	dyrektor banku
farmer (n) ***	/ˈfɑː(r)mə(r)/	rolnik
firefighter (n)	/ˈfaɪə(r),faɪtə(r)/	strażak
miner (n) *	/ˈmaɪnə(r)/	górnik
nurse (n) ***	/nɜː(r)s/	pielęgniarka
personal assistant (PA) (n)	/ˈpɜː(r)s(ə)nəl əˈsɪst(ə)nt/	asystent
pilot (n) ***	/ˈpaɪlət/	pilot
school caretaker (n)	/ˈskuːl ˈkeə(r),teɪkə(r)/	woźny
sociologist (n)	/ˌsəʊʃiˈɒlədʒɪst/	socjolog
software designer (n)	/ˈsɒf(t)weə(r) dɪˈzaɪnə(r)/	programista
teacher (n) ***	/ˈtiːtʃə(r)/	nauczyciel

Praca – warunki pracy i zatrudnienia

conditions (n)	/kənˈdɪʃ(ə)nz/	warunki
do shift work (phr)	/ˌduː ʃɪft ˈwɜː(r)k/	pracować na zmiany
flexitime (n)	/ˈfleksɪ ˈtaɪm/	rumy chwy czas pracy
from nine to five (phr)	/frɒm naɪn tə ˈfaɪv/	od 9.00 do 17.00
full-time (adj) **	/fʊltaɪm/	na pełny etat
indoors (adv) *	/ɪnˈdɔː(r)z/	wewnątrz
long hours (phr)	/lɒŋ ˈaʊə(r)z/	długo
manual (adj) **	/ˈmænjʊəl/	fizyczny, ręczny
outdoors (adv)	/ˌaʊtˈdɔː(r)z/	na zewnątrz
overtime (adv) *	/ˈəʊvə(r),taɪm/	w godzinach nadliczbowych
part-time (adj) **	/ˈpɑː(r)taɪm/	w niepełnym wymiarze godzin
qualifications (n) ***	/ˌkwɒlɪfɪˈkeɪʃ(ə)nz/	kwalifikacje
self-employed (adj)	/ˌselfɪmˈplɔɪd/	samoatrudniony
stressful (adj)	/ˈstresf(ə)l/	stresujący
well-paid (adj)	/ˈwelpeɪd/	dobrze płatny

Inne

accommodation (n) **	/əˌkɒməˈdeɪʃ(ə)n/	zakwaterowanie
apply for a job (phr)	/əˈplaɪ fɔː(r) ə dʒɒb/	ubiegać się o pracę
bar graph (n)	/ˈbɑː(r),grɑːf/	wykres słupkowy
be fired/sacked/dismissed (v)	/biː ˈfaɪə(r)d/ səkd/ dɪsˈmɪsd/	zostać zwolnionym
be made redundant (phr)	/biː meɪd rɪˈdʌndənt/	zostać zwolnionym
be offered a job (phr)	/biː ˈɒfə(r)d ə dʒɒb/	otrzymać ofertę pracy
become unemployed (phr)	/brɪ kʌm ˌʌnɪmˈplɔɪd/	stać się bezrobotnym
behave (v) **	/brɪ ˈheɪv/	zachowywać się
bite (v) **	/baɪt/	ugryźć
boss (n) ***	/bɒs/	szef
candidate (n) ***	/ˈkændɪdət/	kandydat
channel (n) ***	/ˈtʃæn(ə)l/	kanal telewizyjny
complain (v) ***	/kəmˈpleɪn/	skarżyć się, narzekać
crowd (n) ***	/kraʊd/	tłum
deal with (v)	/diːl wɪð/	zajmować się
distraction (n) *	/dɪˈstrækʃ(ə)n/	rozproszenie
driving licence (n)	/ˈdraɪvɪŋ ˌlaɪs(ə)ns/	prawo jazdy
earn (v) ***	/ɜː(r)n/	zarabiać
economic recession (n)	/iːkəˈnɒmɪk rɪˈseɪʃ(ə)n/	recesja gospodarcza
educated (adj)	/ˈedʒyˌkeɪtɪd/	wykształcony
employee (n) ***	/ɪmˈplɔɪiː/	pracownik
experience (n) ***	/ɪkˈspɪəriəns/	doświadczenie
fill in (v)	/fɪl ɪn/	wypełniać
flexible (adj) **	/ˈfleksəb(ə)l/	elastyczny
for instance (phr)	/fɔː(r) ˈɪnstəns/	na przykład
furthermore (adv) **	/ˈfɜː(r)ðə(r),məː(r)/	co więcej, ponadto
get ahead (v)	/get ə ˈhed/	wyprzedzić innych
get on somebody's nerves (phr)	/get ɒn ˈsʌmbədɪz nɜː(r)vz/	działać komuś na nerwy

get promotion	/get prəˈməʊʃ(ə)n/	otrzymać awans
golf buggy (n)	/ˌɡɒlf ˈbʌɡi/	wózek golfowy
ground (n) ***	/graʊnd/	teren
headline (n) **	/ˈhedˌlaɪn/	nagłówek
however (conj) ***	/haʊˈevə(r)/	jednakże
hurry (n) **	/ˈhʌri/	pośpiech
in addition (phr)	/ɪn əˈdɪʃ(ə)n/	w dodatku
incident (n) ***	/ˈɪnsɪd(ə)nt/	zdarzenie, incydent
jellyfish (n)	/ˈdʒeliˌfɪʃ/	meduza
keep at it (v)	/ˈkiːp ət ɪt/	nie szczędzić wysiłków
last (v) ***	/lɑːst/	trwać
line graph (n)	/ˈlaɪn ˌɡrɑːf/, ˈlaɪn ˌɡræf/	wykres liniowy
location (n) ***	/ləʊˈkeɪʃ(ə)n/	miejsce
look for a job (phr)	/lʊk fɔː(r) ə dʒɒb/	szukać pracy
luxury (n) *	/ˈlʌkʃəri/	luksus
model (adj) ***	/ˈmɒd(ə)l/	modelowy
nevertheless (adv)	/ˌnevə(r)ðəˈles/	niemniej jednak
on the basis of (phr)	/ɒn ðə ˈbeɪsɪs əv/	na podstawie
ostrich (n)	/ˈɒstriʃ/	struś
paperwork (n) *	/ˈpeɪpə(r)wɜː(r)k/	papierkowa robota
passenger (n) ***	/ˈpæsiŋdʒə(r)/	pasażer
pie chart (n)	/ˈpaɪ ʃtʃɑː(r)t/	wykres kołowy
press conference (n)	/ˈpres ˌkɒnf(ə)rəns/	konferencja prasowa
promote (v) ***	/prəˈməʊt/	promować
promotional (adj)	/prəˈməʊʃ(ə)nəl/	promocyjny
properly (adv) ***	/ˈprɒpə(r)li/	odpowiednio
quote (n) *	/kwəʊt/	cytat
raise (v) ***	/reɪz/	zbierać
resign (v) ***	/rɪˈzaɪn/	zrezygnować
responsible for (adj)	/rɪˈspɒnsəb(ə)l fɔː(r)/	odpowiedzialny za
retire (v) **	/rɪˈtaɪə(r)/	przejsć na emeryturę
rubbish (n) **	/ˈrʌbɪʃ/	śmieci
salary (n) **	/ˈsæləri/	pensja
set up (v)	/set ʌp/	zakładać
share (v) **	/ʃeə(r)/	dzielić się
single (adj) ***	/ˈsɪŋɡ(ə)l/	pojedynczy
soaking wet	/ˌsəʊkɪŋ ˈwet/	przemoczony
solve (v) ***	/sɒlv/	rozwiązywać
spare (adj) **	/speə(r)/	zapasowy
sting (n/v) *	/stɪŋ/	ukąszenie, ukąsić
sum up (v)	/sʌm ˈʌp/	podsumować
skilled (adj) **	/skɪld/	wymagający kwalifikacji
take over (v)	/teɪk ˈəʊvə(r)/	przejmować
tie (n) **	/taɪ/	krawat
tour guide (n)	/tuə(r) ɡaɪd/	przewodnik
training (n) ***	/ˈtreɪnɪŋ/	szkolenie
trek (v)	/trek/	wędrować
turn down (v)	/tɜː(r)n ˈdaʊn/	odrzucać
unlock (v) *	/ʌnˈlɒk/	otwierać
upload (v)	/ˈʌpˌlɔʊd/	przesyłać dane
villa (n) *	/ˈvɪlə/	willa
weapon (n) ***	/ˈwepən/	broń
what is more (phr)	/wɒt ɪz ˈməː(r)/	co więcej
work on (v)	/ˈwɜː(r)k ɒn/	pracować nad


► Vocabulary plus

burn out (v)	/bɜː(r)n ˈaʊt/	wypalić się
cash up (v)	/kæʃ ˈʌp/	podliczyć utarg
knuckle down (v)	/ˈnʌk(ə)l ˈdaʊn/	nadganiać zaległości
lay off (v)	/leɪ ˈɒf/	zwolnić
meet deadlines (phr)	/miːt ˈdedˌlaɪns/	dotrzymać terminów
menial (adj)	/ˈmiːniəl/	fizyczny
run a business (phr)	/rʌn ə ˈbɪznəs/	prowadzić firmę
take a day off (phr)	/teɪk ə deɪ ˈɒf/	wziąć wolny dzień
work from home (phr)	/ˈwɜː(r)k frəm ˈhəʊm/	pracować w domu

► Test checkpoint Units 1–2

► Rozumienie ze słuchu

► Pointer

 The speakers will be using similar vocabulary to talk about the same topic. Your aim is to understand the gist of each utterance and identify the element which distinguishes one utterance from the others.


Zadanie 1.

Usłyszysz dwukrotnie cztery wypowiedzi na temat talizmanów. Do każdej wypowiedzi (1.1.–1.4.) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Before an exam, I always go to sleep at the same time.
- B. My lucky charm helps me calm down during an exam.
- C. I got the best mark in my exam even though I hadn't studied hard.
- D. I always eat fish and have two cups of tea before an exam.
- E. I believe it is important that my exam paper looks neat.

► Rozumienie tekstów pisanych

► Pointer

 Reading the text around each gap will help you understand what the missing information is.


Zadanie 2.

Wpisz w luki 2.1.–2.4. litery, którymi oznaczono brakujące zdania (A–F), tak aby otrzymać logiczny i spójny tekst. Zapisz odpowiedzi w zeszycie. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

- A. Before, I wouldn't express my opinions much in tutorials, but I immediately fell in love with the style of the Erasmus lessons we received. I really enjoyed the stimulating, open atmosphere of lectures and workshops.
- B. Sometimes we even used simple drawings. But what really opened my eyes during my six months abroad was the shock of seeing my subject from a totally different cultural perspective.
- C. Instead, I met a lot of my fellow countrymen, including the tutors of course. Additionally, as an Erasmus student, you tend to spend most of your time with other people like you - people who are studying abroad.
- D. The experience of studying abroad helped me become a more open-minded adult, who does not only speak other people's languages but also understands their cultural background.
- E. Students spend at least three months studying abroad in one of over 30 countries involved in the programme.
- F. It helped me to see that even when people have different opinions and backgrounds, we can work together constructively if we really want to.


Studying around Europe

The Erasmus programme is a popular student exchange programme involving universities across the European Union.

2.1.  These include Germany, the Netherlands, Poland and others. Here is what some Erasmus students say about their experiences.

A Matthew Little, Germany

When I went to Germany to continue my engineering course, I thought I'd be spending all my time with German students.


2.2.  You soon get to know one another as you're often all together in special language classes, which the university offers to help you follow classes more easily. They also start before the beginning of term.

B Nelly Samuels, The Netherlands

The decision to study abroad has changed my life in so many ways.


2.3.  Thanks to that, I became much more confident about constructing my own arguments and defending them. It helped that all my classmates, mostly Dutch, felt very passionate about modern history, my area of study. Socially, things couldn't have been better either. At one time, I would have found it difficult to make new friends, but in this situation, I just felt so happy and relaxed being with all the Dutch students that I got to know.

C John Vaughan, Poland

I'd never really studied languages before. But, being a business student, I knew languages would give me an advantage later in the world of work. I was so frustrated at first, knowing I probably spoke the language worse than a five-year-old. But my Polish classmates were very patient with me and after a month or two, I made sufficient progress to be able to follow the tutors' explanations. I shared a house with students from five different countries. Often we could only get messages across using sign language. **2.4.**  That really added something to my vision when I went back to the UK. And now, 12 months later, I'm a fluent speaker of Polish.





► Znajomość środków językowych

► Pointer

 First, read the complete sentence without thinking about the gaps. Then, look again at the gaps and especially at the words which come just before and after the gap. Think about the type of words you need (noun, verb, pronoun, article, etc.), their form and the general meaning. Complete the gap with the words that you think are best. Read again with your answer in the gap.


Zadanie 3.

Przetłumacz fragmenty podane w nawiasach na język angielski, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Zapisz odpowiedzi w zeszyte. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 3.1. My mum always (zachęca mnie do uprawiania)  different sports.
- 3.2. My room is a mess because I (szukałam)  my essay.
- 3.3. (Zatrzymał się, aby zapytać)  how to get to the library.
- 3.4. Alice was happy yesterday because she (zdała egzamin)  the day before.

► Mówienie

► Pointer

 Check who is supposed to start the conversation – you or your partner. If it is your partner, wait till he/she starts speaking.



Zadanie 4.

Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Twoja klasa przygotowuje powitanie uczniów ze Szkocji, którzy przyjeżdżają na wymianę do waszej szkoły. W zorganizowaniu spotkania pomaga wam nauczyciel języka angielskiego. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Czas i miejsce spotkania

Powitanie

Przekąski i napoje

Część artystyczno-rozrywkowa

Uczeń B

Jesteś nauczycielem języka angielskiego w szkole, do której przyjeżdżają na wymianę uczniowie ze Szkocji. Chcesz pomóc uczniom w zorganizowaniu spotkania. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zaproponuj pomoc przy zakupie przekąsek i napojów.

► 'Can Do' Progress Check

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- a I can talk about present situations, routines and actions, using present simple and present continuous.
- b I can use *do* and *make* appropriately.
- c I can understand written and spoken texts about studying and university.
- d I can express preferences, using a variety of structures.
- e I can reply to informal emails and include relevant information.

- f I can talk about past events, situations and habits, using a wide variety of tenses and structures.
- g I can use gerunds and infinitives correctly.
- h I can understand written and spoken texts related to the world of work.
- i I can use different stimuli as the basis for a discussion.
- j I can write texts expressing my opinion on topics related to school and work.

2 Decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
- 3 Other?

- 1 = I can do it very well.
- 2 = I can do it quite well.
- 3 = I have some problems.
- 4 = I can't do it.