

# 2

## Work and play

### VOCABULARY jobs and typical activities



**JACKIE DEAN**

- receptionist
- employed
- part-time



**MARK BANFORD**

- electrician
- unemployed
- looking for work with regular hours



**JACK RICHARDS**

- novelist
- self-employed



**KAREN WOODS**

- businesswoman
- company director
- employed
- full-time

1) Work in pairs. In your notebook, write down the names of as many jobs as you can in two minutes.

2) Read professional profiles A–D and answer the questions.

- Which person works a few hours every day?
- Which person doesn't have a job?
- Which person has their own business?
- Which person would like a job working eight hours every day?
- Which person is a boss?

3) Match the jobs below with questions 1–10 in your notebook.

accountant surgeon counsellor beautician  
executive nanny sales representative architect  
editor presenter

Which person ...?

- gives advice to people with problems
- designs buildings
- looks after a company's money
- operates on people in hospital
- prepares books or newspapers for publication
- introduces people and shows on TV
- looks after other people's young children
- sells and advertises products
- manages a company
- gives beauty treatments

4) In your notebook, write the names of jobs, using the suffixes in the table below. Add another job to each column.

politic- journal- physic- dent- technic- instruct-  
headhunt- librar- scient- soldi- teach-

-er / -or	-ist	-ian
programmer	chemist	comedian

5) Which of the jobs in exercises 2–4 ...?

- are often **stressful**
- are sometimes **badly paid**
- involve **responsibility**
- have good **promotion opportunities**
- involve **dealing with clients**
- involve **working outside**

6) CD 1.08 Listen to four people talking about why they like their work. What do they do?

7) Match the parts of the sentences in your notebook.

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1 My dad <b>works</b>                | 4 My sister <b>quit</b>     |
| 2 If you <b>get</b>                  | 5 Some people <b>change</b> |
| 3 You have to be able to <b>work</b> | 6 My mum <b>earns</b>       |

- a **jobs** frequently to progress in their careers.  
b **her job** as a beautician after only two weeks.  
c **in a team** to get the best results.  
d **a good salary** as a doctor.  
e **promotion**, it increases your motivation.  
f **overtime** on Fridays, and gets home very late.

### Vocabulary challenge!

8) Complete the sentences with the adjectives below.

lucrative skilled manual tedious challenging  
rewarding repetitive

- This job pays a high salary. It is very .
- You need to have special training to do this job. It's work.
- I can see the good results of my work. It's quite .
- I have to think very hard in my job. It's very .
- I spend a long time doing the same things again and again. It's work. Some people think it's boring, but I don't mind it.
- I have to do a lot of boring things before I can start working on more interesting projects. That can be .
- I work mostly with my hands in this job. It's work.

9) Work in pairs. Talk about your ideal job and a job you would hate doing. Use the adjectives from exercise 8.

10) Think about a job and describe it for your partner to guess. Use the ideas from this lesson and the phrases below to help you.

This job involves ... I need to ...  
I deal with people / customers ... I'm in charge of ...  
Every day I ...

11) **WHAT DO YOU THINK?** Read the English saying below. What do you think it means? Do you agree with it? Why? / Why not?  
All work and no play makes Jack a dull boy.

1> Work in pairs. Which of these things is most important to create a good workplace? Why?

helpful colleagues a big office modern equipment  
a fun atmosphere lots of breaks free coffee and food

2> Describe the pictures below. Would you like to work in any of these places? Why? / Why not?



3> CD 1.09 Listen to four recordings. Which one (1-4) mentions an after-work event?

4> CD 1.09 Listen again. Choose the correct answers and write them in your notebook.

- 1 Why does Nadia like her new job?
  - a She doesn't get very tired.
  - b She gets paid a lot of money.
  - c She can take breaks when she wants to.
- 2 When is the administrator talking to the staff?
  - a before lunch
  - b during the lunch break
  - c after working hours
- 3 What is the speaker doing?
  - a advising managers how to make their workplace more fun
  - b advertising a TV show about motivation
  - c asking employees to comment on their workplaces
- 4 What is Helen's attitude to work?
  - a She believes that people should concentrate more on their work.
  - b She enjoys working in an open plan office.
  - c She doesn't like the people she works with very much.

5> What do you think of working in places like these? Why?

## Vocabulary challenge!

6> In your notebook, complete the sentences with the correct words below.

- 1 *work / job / career / profession*
  - a Hannah has got a new .
  - b Are you looking for in the summer?
  - c Ben has had a long in politics.
  - d I'd love to work in the legal .
- 2 *staff / colleagues*
  - a **Employer:** My are all excellent and work very hard as a team.
  - b **Employee:** I get on very well with my . We often socialise in the evenings.
- 3 *pay / salary / wages*
  - a I get my every month.
  - b I get my at the end of the week.
  - c I'm going to ask for a rise. I think I should earn more!
- 4 *fired / resigned / laid off*
  - a Tim was because he had stolen some secret documents.
  - b Jack was because there wasn't any more work for him to do.
  - c David because he didn't like the new boss.

## Listening challenge!

7> CD 1.10 Listen to a radio interview with a company director. Choose the correct answer and give reasons to explain your choice.

- 1 Dan is
  - a explaining how to motivate employees through a fun working environment.
  - b describing how his employees relax at work.
  - c outlining a new approach to providing a good working atmosphere.

8> CD 1.10 Listen again. In your notebook, complete the sentences from the interview with the missing phrases.

- 1 Well, we have done – you know, setting up interdepartmental competitions ...
- 2 ... it's better for management to create an environment where the fun and games are and not ordered by the company.
- 3 ... Doesn't that just mean that the employer the responsibility?
- 4 It's better if they come .

9> **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Do you work better if you concentrate hard on your work for a long time or if you take regular breaks?
- 2 Imagine you're designing an office with a fun atmosphere. What would you put in it and why?

## Past simple and present perfect

1) **Work in pairs. What's a vlog? Do you follow any? If yes, which ones?**

2) **LANGUAGE IN CONTEXT** Read Ben's blog below and answer the questions.

- Why is his sister not happy today?
- What's his sister's job?
- How did she start it?

## BEN'S BLOG

15 July

My sister's computer has crashed, so she's not very happy today! And for her that means she's already lost a lot of money this morning. Why? Because she's a vlogger and so far this year she's earned thousands of pounds giving video make-up advice every day. It's unbelievable! She's done lots of jobs since leaving school, but she's never found anything that interests her – that is until a few months ago! Last year she got a job in a department store, selling make-up. She's loved make-up and fashion since she was a kid. She stayed for two months and then resigned – it was boring, she said. Then she posted a video online about a make-up idea she had. Now it's her full-time job! Lucky Lucy! Except when her computer crashes ...

3) **ANALYSE** Look at the examples of the past simple and present perfect forms in the blog in exercise 2. Then match the underlined sentences with the rules below.

We use **the past simple**

- for a completed action or repeated actions in the past at a specific time:  
*I watched an interesting programme yesterday.*
- for a finished period in the past:  
*She studied Spanish for two years when she was a teenager.*

We use **the present perfect**

- for an action or repeated actions in the past when the time is not given:  
*I've run marathons before.*
- for a period that is not finished:  
*I've worked here for a year and I love it.*
- for an action in the past that has a result in the present, often with *just, yet, already*.  
*Help! I've lost my phone. I can't get online.*  
*A hundred people have already watched my vlog! I have only just posted a new video.*

4) **Copy and complete the table with the time expressions below. Some phrases can go in both columns.**

this morning   so far   this year   in 2015  
a few months ago   last year   since she was a kid  
for two months   then   after that   When ...?  
in the last few days   How long ...?   ever   recently

the past simple	the present perfect
last year	never

5) **PRACTISE** Choose the correct options. Write the answers in your notebook.

- Kate *has worked / worked* for the same company for ten years. She loves it there.

2 When *has your uncle retired / did your uncle retire*?

3 Jack *hasn't met / didn't meet* any of my colleagues yet, but he will on Friday.

4 My brother *has done / did* an apprenticeship in 2015 to become an electrician.

5 Coco Chanel (1883–1971) was a fashion designer. She *has designed / designed* elegant clothes for French women, and *introduced / has introduced* a very successful brand of perfume.

6 *Have you travelled / Did you travel* a lot this year in your new job?

7 Hey! Look at these results. *I've passed / I passed* all my exams! Let's celebrate!

8 My dad *has changed / changed* jobs three times in the last few years.

6) **Write sentences from the prompts in your notebook. Use the past simple or present perfect.**

- you / apply for / the job / yet?
- the teacher / not tell us / about the test / yesterday.
- I / like / this band's music / for three years / since / I / be / 13.
- My dad / just get / promotion!
- I / not speak / to my cousin / since his birthday.
- How many / video clips / you put online / this month?
- First, I make / a video / then / I / upload it / online.
- I / eat too much / and now I feel sick!
- A you / ever / write / a blog?  
B Yes, I / write a blog / for six months / last year.
- A you / do / your homework / yet?  
B Yes, I / just / finish it.

## Grammar challenge!

We can use *today* and *this + morning/afternoon* with both the present perfect and the past simple to refer to finished or unfinished time

A *I've sent three emails this morning.* (It's still the morning.)

B *I sent ten emails this morning.* (It's the afternoon or evening.)

7) **In your notebook, complete the blog comments with the correct form of the verbs in brackets. Use the past simple or present perfect.**

A Lucy's videos are brilliant. I <sup>1</sup> (watch) nearly all of them this month. This morning the advice <sup>2</sup> (be) about hair colour. Now it's 6.30 p.m. This afternoon I <sup>3</sup> (dye) my hair black and I'm now waiting for the results!

B Today I <sup>4</sup> (buy) a magazine about make-up (Lucy's suggestion in her vlog!). Now it's 8.30 p.m. and this evening I <sup>5</sup> (already / read) lots of useful tips about clothes.

8) **NOW YOU DO IT** Work in pairs. Talk about the things below.

- some things you did this morning before school and some things you have done since school started
- something you haven't done for a long time
- a hobby you did for a short time (how long?), and a hobby you've done for a long time
- something that happened when you were at primary school and that has affected you ever since
- an ambition you've had for a long time and when you first had this ambition

## Present perfect continuous

1) Which of your interests or hobbies could lead to a full-time job?

2)  **CD 1.11 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Where are the girls? Why does Sasha look tired? What is her new job?

<b>Vicky</b>	Hi, Sasha! I've been sitting here for half an hour. My coffee's cold. Where have you been?
<b>Sasha</b>	I'm so sorry. I've been on my computer.
<b>Vicky</b>	You look really tired. What have you been doing? Have you been chatting to Marvin online?
<b>Sasha</b>	No, he's been working in his dad's shop all week. I've been playing computer games all day.
<b>Vicky</b>	All day! Are you mad?
<b>Sasha</b>	It's my new job. I'm a computer games tester! I test new games and check for any problems.
<b>Vicky</b>	Wow! Cool job! How long have you been doing that?
<b>Sasha</b>	I've had the job since March. You know I've loved computer gaming for years – now I get paid for it.

3) **ANALYSE** Find present perfect continuous forms in the dialogue. Then copy and complete the table with the correct words.

Present perfect continuous	
Affirmative	I <sup>1</sup>  computer games all day. ( <i>play</i> ) She <sup>2</sup>  computer games all day. ( <i>play</i> )
Negative	I <sup>3</sup>  to Marvin online. ( <i>not chat</i> ) He <sup>4</sup>  to Marvin online. ( <i>not chat</i> )
Yes/No Question	<sup>5</sup>  to Marvin online? ( <i>you / chat</i> ) <sup>6</sup>  to Marvin online? ( <i>she / chat</i> )
How long?	How long <sup>7</sup>  this? ( <i>you / do</i> ) How long <sup>8</sup>  this? ( <i>he / do</i> )



### What's right?

- How long have you been working?
- How long have been you working?
- How long are you working?

4) Read the rules below. Find sentences in the dialogue in exercise 2 to illustrate each rule.

We use the **present perfect continuous** to talk about

- an action that started in the past and is still continuing now.
- how a recent continuous activity has caused the present situation.

5) **PRACTISE** In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the present perfect continuous.

- I  (*do*) my homework for 3 hours and I've got a headache. I'll finish it this evening.
- James  (*not work*) very much recently and his marks are getting worse.
- I'm sorry I'm late.  (*you / wait*) here for a long time?
- My colleagues  (*use*) old computers for a long time.
- Tina  (*not get on*) very well with her boss recently. I think she'll resign soon.
- Where  (*you / cycle*)? Your wheels are all dirty!
- We  (*travel*) all day and we're tired and hungry!
- How long  (*they / talk*) on the phone? It's 9.30 now!



### Tip

Sometimes we can use either the present perfect simple or continuous without changing the meaning:  
*I've lived / have been living here for five years.*

*Our teacher's taught / has been teaching our class for two terms.*

6) Read the rules about the present perfect simple and the present perfect continuous below. Then match sentences a–c with the rules.

We use the present perfect simple and NOT the present perfect continuous

- with state verbs (e.g. *love, like, have, need*).
- to give details of how many or how much.
- to describe a single completed action.

- I've written two reports on computer games this week.
- He's had that laptop for six months.
- I'm really pleased because my boss has promoted me!

7) Which of the time expressions below do we use with the present perfect continuous, the present perfect simple or with both tenses? Write the answers in your notebook.

*all morning five times this week for three hours*  
*How long ...? since 6 July How many ...? this month*  
*today once*

8) Choose the correct option. Sometimes both forms are possible. Write the answers in your notebook.

- How many applications *have you filled in / have you been filling in* this month?
- I've met / *'ve been meeting* the boss once since I arrived.
- I've browsed / *'ve been browsing* the Internet for two hours and I still *haven't found / haven't been finding* the right information.
- Ron is crying because he's *heard / 's been hearing* some bad news.
- We've lived / *'ve been living* in the city for ten years.
- I've read / *'ve been reading* this magazine, so you can have it now.
- We've jogged / *'ve been jogging* for an hour and we're really tired.
- How long *have you had / have you been having* that laptop?
- I *haven't known / haven't been knowing* Fred for very long – maybe two months.
- I've played / *'ve been playing* tennis since I was seven.
- Sorry, I *haven't concentrated / haven't been concentrating*. What do you want me to do?

9) **NOW YOU DO IT** Work in pairs. Choose four time expressions from exercise 7 and write sentences which are true for you or someone you know. Use the present perfect continuous or present perfect simple.

*We've been learning about the present perfect continuous for one hour.*

*I have read two books this month.*

1) Read the statements below and choose the answers which are true for you.

-  1 I feel rules and regulations are essential / unnecessary.
-  2 I make decisions easily / with difficulty.
-  3 I find it easy / difficult to communicate with other people.
-  4 I prefer creative ideas / practical solutions.
-  5 I rely on careful planning / I improvise.
-  6 I find organising things hard / easy.



Sue Chapman, Careers Advisor

2) Which of the following jobs might a careers adviser suggest for you based on your answers in exercise 1? Why do you think so?

a doctor a manager a teacher  
a graphic designer a politician a journalist  
a scientist an artist

*I think a careers adviser might suggest becoming a journalist to me because I find it easy to communicate with other people and I have a lot of creative ideas.*

3) Read the interview with a careers adviser on the right. Then match questions a–f with gaps 1–4. There are two extra questions.

- a Can you tell us about a case you've been working on lately?
- b Why do teenagers need careers advisers?
- c What did you do next?
- d What has been your most difficult case so far?
- e So, how exactly do you help teenagers make up their minds about their future jobs?
- f What questions do young people ask you most often?

4) Read the interview again and summarise the key ideas in Polish.

### Reading challenge!

5) Read the interview again. Are the statements below true (T) or false (F)?

- 1 The careers adviser thinks that these days most schools focus on practical knowledge.
- 2 The careers adviser says that teenagers want only well-paid jobs.
- 3 Ken Robinson suggests that schools ignore students' interests.
- 4 The 17-year-old boy does not mind his parents' choice of career for him.
- 5 The boy was surprised to learn that he could work as a cartoonist.
- 6 Shadowing allows young people to earn money for the first time.
- 7 In the interview, the careers adviser is explaining how to achieve job satisfaction.

 Interviewer 1

 **Careers Advisor** Firstly, teenagers rarely know what they want to do for a living. Secondly, school doesn't really help because it is about standardised exams which mainly test their academic knowledge. So, unless they do well in those tests, they feel unsure as to their future career. And finally, because of parents who want their teenage children to follow a career which guarantees a good income. Of course, they mean well, but often don't know much about the fast-changing job market and future career opportunities. That's why young people need advice.

 Interviewer 2

 **Careers Advisor** By testing what most schools don't – things like your creativity, leadership skills and reliability; features which actually help you find employment. My work has been inspired by Sir Ken Robinson, a British author and educationalist, who thinks that schools should focus on developing students' unique talents and passions rather than just teaching them academic subjects. This would help teenagers to find and realise their potential.

 Interviewer 3

 **Careers Advisor** Recently I've been trying to help a 17-year-old boy choose his future job. His school grades are average but he has a terrific imagination. His parents suggested that he should study computer graphics but he wasn't too keen on the idea. To advise the boy, I did an exercise called the 'Seven Stories'. I asked him to give twenty examples of times in his life when he enjoyed doing something and felt successful. Then I told him to pick out the top seven and I analysed them. It turned out that the boy liked everything to do with cartoon characters. I asked him whether he would consider a career as a cartoonist. 'Can you do a job like that?' he asked in amazement.

 Interviewer Wow! 4

 **Careers Advisor** Well, I've just put this boy's parents in touch with a cartoonist I know. He's going to let the boy watch him work and invite him to make a cartoon strip together. The boy will have the chance to see for himself if that's the career he would like to follow and whether or not he's suitable for it. This type of work practice is called shadowing and is unpaid.

 Interviewer A brilliant idea!

### 6> Work in pairs and answer the questions.

- 1 Do your parents want you to follow a certain career? How do you feel about this?
- 2 How could your school help you find out more about your strengths and weaknesses?
- 3 Can you name the top seven activities you enjoy doing? What do they tell you about your strong points?
- 4 Would you like to get some advice from a careers adviser? Why?/Why not?

### Vocabulary development

#### 7> In your notebook, complete each group of sentences with one of the words below. There are two extra words.

make career work find job do

- 1 a Most young people don't know what they would like to do for a living.  
b Unless you do well in academic tests, you have a sense of failure.  
c Teenagers should do psychological tests to find out more about their strengths and weaknesses.
- 2 a Every young person should get some do advice at school.  
b There are a number of do opportunities in the field of science.  
c I'd like to follow a do in medicine when I finish my studies.
- 3 a Careers advisers know more about the fast-changing do market than parents do.  
b It's not easy for many young people to find their first do.  
c When you look for a do, show that you are communicative and creative.
- 4 a Careers advisers help you do and realise your potential.  
b It's good to do out what your strengths and weaknesses are.  
c Leadership skills and creativity will help you do employment.

#### 8> Work in pairs. Choose three statements from exercise 7 and tell your partner whether you agree or disagree with them. Give reasons to support your opinions. Use the phrases below to help you.

I agree / disagree with this statement because ...

This is definitely right / wrong because ...

In my opinion, it's a good / bad idea because ...

I'm not sure but I think ...

### Vocabulary challenge!

#### 9> In your notebook, match the suffixes below with the correct heading.

Noun suffixes      Adjective suffixes

-or/-er   -tion   -ful   -less   -ship   -ed   -ive   -ment  
-ing   -al   -able

#### 10> Copy and complete the table with the correct words. Write as many forms of each word as you can. Use the suffixes from exercise 9.

verb	nouns		adjectives	
	abstract	person	positive	negative
educate	education	educator	educated, educational	uneducated
employ	<u>do</u>	<u>do</u>	<u>do</u>	<u>do</u>
succeed	<u>do</u>	<del>do</del>	<u>do</u>	<u>do</u>
communicate	<u>do</u>	<u>do</u>	<u>do</u>	<u>do</u>
help	<u>do</u>	<u>do</u>	<u>do</u>	<u>do</u>
create	<u>do</u>	<u>do</u>	<u>do</u>	<del>do</del>
lead	<u>do</u>	<u>do</u>	<u>do</u>	<del>do</del>
satisfy	<u>do</u>	<del>do</del>	<u>do</u>	<u>do</u>
imagine	<u>do</u>	<del>do</del>	<u>do</u>	<u>do</u>

#### 11> Complete the sentences with the correct words from the table in exercise 10.

- 1 Everyone wants to be do in their private and professional lives. Nobody wants to fail.
- 2 I didn't know what to do in that situation. I felt really do.
- 3 do isn't my strong point. I find it hard to come up with original ideas.
- 4 Good do skills are essential for a manager who runs a company.
- 5 In Poland a lot of young people are do, so they decide to emigrate to find work somewhere else.
- 6 His do skills are not the best in the world! It's sometimes really hard to understand what he means.
- 7 It's sad that so many young people cannot find any do these days. Even when they do, they get really badly paid jobs.

#### 12> Work in pairs. Take turns to encourage each other to apply for one of the jobs below. Use the phrases below to help you.

a babysitter   a lorry driver   a dancer   a detective  
a gardener   a hairdresser   a computer expert

You should follow a career in this profession because you are good at ...

You would be a perfect candidate for this job because you can ... very well.

This job is a great career opportunity for you because you have a talent for ...

If you are looking for a job, this one is definitely for you because you know how to ...

# 2

## SPEAKING

### a job interview

1) Complete the job interview questions with the correct forms of the verbs below.

hire enjoy prepare be look

#### APPLY

- 1 Why are you  for a job?
- 2 Why should we  you?
- 3 Do you  working in a team?
- 4 What has  your greatest achievement so far?
- 5 How has your school  you for work?



2) Read the job advertisement below. Would you like to apply for this job? Why? / Why not?



We are looking for a sports activities organiser to work at our youth club. We want to hire a person who likes sports and is good at organising sports events. Ability to work in a team and creativity essential.

3) Imagine you have applied for a job as a sports activities organiser at a youth club in the UK. Work in pairs and think of the best answers to the questions in exercise 1.

4)  **CD 1.12** Listen to Rosie being interviewed for the job in exercise 2 and answer the questions. Write the answers in your notebook.

- 1 What experience does Rosie have?
- 2 Which two character traits help Rosie to be a good team member?
- 3 Why does Rosie think the job might be difficult for her?

5)  **CD 1.12** Listen to the interview again and complete the Phrase Bank in your notebook. Then translate the phrases into your own language.

#### Phrase Bank

##### Talking about your strengths and weaknesses

For a start, I'm <sup>1</sup>  children / animals / numbers.  
I <sup>2</sup>  working in a team / talking to people.  
Organising events such as sports competitions has always been one of my <sup>3</sup> .  
Sometimes I may be a little <sup>4</sup> .

##### Talking about your experience

I have had <sup>5</sup>  of working with children / dealing with customers.  
I have been <sup>6</sup>  for designing an extra activities programme / looking after a pet.

6) Work in pairs. Talk about your work experience as well as strengths and weaknesses. Use the phrases from the Phrase Bank.

7)  **CD 1.13** Listen to Rosie calling the company to ask about pay and conditions. What do the numbers below refer to?

- a 10.30    b 12th    c 6.30

8)  **CD 1.14** Write questions from the prompts in your notebook. Then listen to the sentences from the dialogue and check your answers.

- 1 I / call / ask / a couple of questions / job / you / offered / me.
- 2 it / involve / work / weekends?
- 3 What time / I start / weekends?
- 4 I / be paid / weekly / or / monthly?
- 5 When you want / me / start?
- 6 I / bring / documents / with me?

9) Express the following in English.

#### Powiedz, że:

- 1 masz duże doświadczenie w pracy w restauracji.
- 2 lubisz pracę zespołową.
- 3 czasami bywasz trochę niecierpliwy/niecierpliwa.
- 4 od czterech lat jesteś odpowiedzialny/odpowiedzialna za prowadzenie kółka teatralnego (*run a drama club*) w szkole.
- 5 organizowanie zajęć dla dzieci zawsze było Twoją mocną stroną.

#### Zapytaj:

- 6 kiedy rozpoczynasz pracę?
- 7 czy będziesz otrzymywać wypłatę tygodniową czy miesięczną?
- 8 czy masz przynieść jakieś dokumenty?
- 9 ile godzin dziennie masz pracować?
- 10 jakie będą Twoje obowiązki w nowej pracy?

10) Work in pairs. Role-play the dialogue. Use the phrases and ideas from this lesson to help you.

#### Uczeń A

Jesteś kierownikiem na obozie młodzieżowym. Szukasz kogoś na stanowisko prowadzącego zajęcia artystyczne dla dzieci (*art workshop instructor*). W rozmowie z kandydatem na to stanowisko omów:

- Twoje wymagania,
- zakres obowiązków kandydata,
- godziny pracy kandydata,
- warunki zatrudnienia.

#### Uczeń B

Szukasz pracy wakacyjnej. Znalazłeś/Znalazłaś ofertę pracy na stanowisku prowadzącego zajęcia artystyczne dla dzieci (*art workshop instructor*). W rozmowie o pracę:

- zapytaj o dokładny zakres obowiązków,
- zapytaj jak często będziesz otrzymywał/otrzymywała wypłatę,
- powiedz, że wieczory chciałbyś/chciałabyś mieć wolne,
- pochwal się swoimi osiągnięciami artystycznymi.

# WRITING

## a job application

2



1) Work in pairs. Imagine you want to apply for a part-time job at one of the places below. Answer the questions.

a computer shop a pizza place a coffee shop  
a clothes store

- Which of these places would you like to work in the most? Why?
- What do you think the duties usually include?
- What should you write about yourself in a job application letter?

2) Read the writing task below. What information do you need to include in the letter?

Starasz się o posadę sprzedawcy w sklepie komputerowym w Londynie. Napisz list motywacyjny, w którym opisziesz swoje dotychczasowe doświadczenia zawodowe i umiejętności językowe oraz cechy charakteru, które sprawiają, że jesteś właściwą osobą na to stanowisko.

3) Read Tomasz's job application below. What is the purpose of each of the four main paragraphs?

Dear Sir/Madam,

- I am writing in response to the job advertisement which I found on your website. I am a seventeen-year-old student. I am looking for a summer job in England and I would like to apply for the position of shop assistant in your store in London.
- I believe I would be a suitable candidate for this post. First of all, I have worked as a shop assistant for a computer store before. Thanks to this, I have learned a great deal about hi-tech products and customer service. What is more, my interests include computer graphics and website design. I also hold certificates in English and German at B2 level, so I am able to communicate easily with foreign customers.
- Secondly, I am an ambitious person and I consider myself to be well organised and flexible. I am also always keen to learn new skills. In addition, I am an excellent team player.
- I believe that my experience and my personality make me a suitable candidate for the position you are offering. I enclose my CV and copies of my language certificates. Please do not hesitate to contact me if you need more information. I am available for an interview at any time. I look forward to hearing from you.  
Yours faithfully,  
Tomasz Kłos

4) Read the letter in exercise 3 again and complete the Phrase Bank in your notebook.

### Phrase Bank

#### Starting and ending a letter of application

I am writing in <sup>1</sup> to the job advertisement I found on your website.

I would like to apply for the <sup>2</sup> of shop assistant in your store. I <sup>3</sup> my CV and copies of my language certificates.

#### Talking about your personality, skills and experience

I believe I would be a <sup>4</sup> candidate for the position.

I also <sup>5</sup> certificates in English and German at B2 level.

I consider <sup>6</sup> to be well organised.

#### Ordering your points

Firstly, | First of all, | Secondly, | Finally, | Lastly, ...

What is more, | Moreover, | In addition, ...

### Watch out!

Gdy piszesz list motywacyjny, stosuj oficjalną odmianę języka. Używaj:

- formalnych słów i zwrotów, np.: *post* zamiast *job*, *a great deal* zamiast *a lot of*, *I would like to attend* zamiast *I want to go/come* itp.
- oficjalnych zwrotów rozpoczynających i kończących list, np.: *Dear Sir/Madam*, *I look forward to hearing from you*, *Yours faithfully*.
- pełnych form czasowników np. *I am* zamiast *I'm*.
- różnych łączników, które pozwalają łączyć informacje w logiczną całość, np.: *firstly*, *secondly*, *lastly*, *moreover*.

5) Rewrite the sentences, using more formal language.

Use the phrases from the Phrase Bank and the letter.

- I want to ask for the job of a waiter in your restaurant.
- I am interested in football, tennis and orienteering.
- I know quite a lot about fashion.
- I can come to a job interview any time.
- I think I'm the right person for the job.
- To finish off, I'm hard-working and just love working with other people.
- I can't wait to hear from you.
- And one more thing, I'm just great at organising things.

6) Complete the following paragraph with your own ideas. Make sure you use formal language.

I believe I am a suitable candidate for the position of waiter at one of your pizza restaurants for a number of reasons. First of all, . Secondly, . Lastly, .

7) Read the instructions and do the writing task.

Znalazłeś/Znalazłaś w swojej szkole ogłoszenie na tablicy informacyjnej. Organizatorzy międzynarodowych targów książki (*international book fair*) poszukują młodych osób do pomocy przy obsłudze gości odwiedzających stoiska konferencyjne (*stand host/hostess*). Napisz **list motywacyjny**, w którym opisziesz swoje doświadczenie w pracy przy podobnym projekcie oraz przedstawisz swoje predyspozycje do wykonywania takiej pracy.

### Remember to:

- expand all the points from the task
- use a more formal style
- connect ideas and sentences, using linking words

1) **Work in pairs. Rewrite the parts of the sentences in bold in two different ways. Use the words given.**

- 1 I **can swim very well**, so I could work as a lifeguard.  
 a GOOD *I am good at swimming.*  
 b SWIMMER
- 2 I'm **never successful at** maths tests.  
 a FAIL   
 b DO WELL
- 3 My uncle **earns a lot of money**.  
 a WELL-PAID   
 b SALARY

2) **Choose the answer which means the same as the underlined words.**

- 1 My brother quit his new job a week ago because he didn't like the boss.  
 a left  
 b found  
 c started
- 2 Tom has been employed at this company since he graduated from university.  
 a has found employment at  
 b has applied for  
 c has worked for
- 3 I am responsible for tasting different flavours of ice cream.  
 a I work overtime  
 b My duties include  
 c I'm keen on
- 4 People often ask me what I would like to do for a living in the future.  
 a where I want to live  
 b what career I would like to follow  
 c how much I hope to earn
- 5 Robert hasn't had a break from work since last May. He's very tired.  
 a The last time Robert had a break was last May.  
 b Robert had no break last month.  
 c Robert hasn't been working since last May.
- 6 My computer gaming skills are quite advanced. Moreover, I hold an FCE certificate.  
 a Additionally  
 b However  
 c Lastly

3) **Translate the Polish parts of the sentences into English. Use no more than five words.**

- 1 *(Szukam)* for a job the last three months, but I haven't had much luck.
- 2 You have a new job again! How many times *(zmieniles)* your job this year?
- 3 My older sister has been to three job interviews *(odkąd zaczęła)* look for work.
- 4 My boss promised *(że da mi awans)* if I complete the project on time.
- 5 Teamwork *(zawsze była moją silną stroną)* and that's why I'd like to be a project manager.
- 6 I am writing with regard to the job advertisement for *(stanowisko redaktora)* at your company.

- 7 I wasn't *(zadowolona z mojej pensji)*, so I asked for a pay rise.
- 8 My father *(pracował w Londynie)* for two years. Then he moved to Manchester.
- 9 It's only 9 a.m. I must say I'm proud of myself. I *(zrobiłam tak dużo)* this morning!
- 10 I *(nie widziałem mojego szefa)* today. I think he's coming later on.

**Challenge!**

4) **Find and correct eight mistakes in the text below. The mistakes may be grammatical or lexical. Write the answers in your notebook.**

Some people are not interested in doing an ordinary career, but instead try to find an unusual work which would raise people's eyebrows. They hate normal jobs and dream of doing something extraordinary. One such individual is Dan Thomas, who was totally unsatisfying with his career as an office clerk. Luckily for him, one day he was fired because his company was closing down. So, that day he promised himself he would never have a boring, sedentary job ever again, and he has kept his promise. Since that time he worked as a chocolate taster, a video game tester and a Lego master builder. He says he has enjoyed every one of these jobs, but the most rewarded was working as a video game tester. He could play new video games on his console for the whole day, and then tell his employee what he thought of the game and how he would improve it. This month he even started blogging to encourage other people to leave their boring careers and look for fun jobs elsewhere.



5) **WHAT DO YOU THINK? Work in pairs and discuss the questions.**

- 1 Would you like to do any volunteer work? If so, what kind? Why?
- 2 Which of these summer jobs would interest you? Why?  
 a fruit picker • a lifeguard • an au pair • a waiter / waitress • a youth camp leader



### Tip

Pamiętaj, że informacje podane w pytaniach są sformułowane w tekście w inny sposób. Wybierając odpowiedź, nie kieruj się pojedynczymi wyrazami. Znajdź w tekście te zdania, które potwierdzają wybraną przez Ciebie odpowiedź.

- 1) Read the first part of **Tekst 1** below. Which options (A–D) in question 1 do the underlined fragments refer to? Then choose the correct answer.



### Tip

Niektóre pytania w zadaniu typu: wybór wielokrotny wymagają odróżnienia faktów od opinii. Fakty są zwykle opisywane jako informacje obiektywne, oparte na danych naukowych lub statystycznych. W tekście zwykle znajdziesz zwroty, które mogą wskazywać na czyjąś opinię lub fakt.

- 2) Which of the phrases below can identify a fact and which an opinion?

research shows ... it seems ...  
according to a survey, ... probably  
the data suggests that ...  
it appears that ... it is believed that ...  
I guess ... statistics prove that ...  
many people have the idea that ...

- 3) Now read **Text 2** and find phrases which refer to facts and opinions.

- 4) **TEST IT!** Przeczytaj dwa teksty dotyczące pracy w straży pożarnej. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszytcie.

### Tekst 1.

## AN INSPIRATION



It was that time of night when everything is as still as the grave. I often used to wake up after a few hours' sleep and lie there with my eyes closed, just listening to the wonderful silence. I really appreciated having my own room at last, and not having the nighttime silence broken by my younger brother's gentle snoring. That particular night, however, when I woke up, the silence was slightly different. When I opened my eyes, I saw thin streams of grey smoke curling silently under my door. Then I heard faint crackling sounds beyond my door and an orange glow started to colour the grey smoke. Fire! I immediately jumped out of bed and ran towards the door when I heard a loud voice. 'Don't open the door, Danny! Stay where you are!' The voice was coming from outside my window. Then a hand in a thick, black glove pushed the window open. 'Come here, Danny,' the firefighter said. 'You're going to be fine. Climb through here and onto the ladder. Think you can do that? Good boy. That's great!' I climbed down the ladder and all the time the firefighter kept talking, encouraging me. When I reached the ground, I looked up at him. To a ten-year-old like me, he seemed enormous in his brightly coloured uniform and helmet. 'Thanks,' I said shakily. 'You're very brave!' 'No problem,' he smiled. 'It's my job!' And at that moment I made the biggest decision of my life so far. I was going to be a firefighter, just like him.

- 1 What is true about the writer?
- A He shared a room with a member of his family.
  - B He didn't do anything when he realised there was a fire.
  - C He first realised there was a fire because of the noise.
  - D He often had a broken night's sleep.
- 2 The writer admired the firefighter because
- A he was very strong.
  - B he wore an impressive uniform.
  - C he had a nice smile.
  - D he didn't panic easily.

### Tekst 2.

## NOT A JOB FOR WOMEN?

It is common knowledge that women find it difficult to get jobs or have a career in professions that people have traditionally considered as 'a man's world', but it seems that no profession is more difficult to enter than the fire service. Although numbers of female firefighters have risen from 3% in 2006 to 4% today, the percentage is still extremely low and another report from 2008 suggests that recruitment for the fire service has not tried to attract women. Since people think firefighting is a dangerous job, women are discouraged from taking it up as a career. There is also another reason. 'The public still wants the security of seeing strong men at the scene of a fire,' says one female firefighter. 'But they don't realise that women are just as capable as men of doing those things.' A representative of the firefighters' union believes that continuing to use the old-fashioned title 'fireman' puts girls off joining the service. She is also convinced that having more women in the service would help spread fire safety messages to women. It appears that there has been no real academic research about why the women who do decide to become firefighters often drop out early. This could be because of the negative attitude of their male colleagues. With luck, this will change in the future.

- 3 Which of the following is stated in the text as a fact and not an opinion?
- A No one has done any academic research into why women leave the job.
  - B There has been a recent increase in the number of female firefighters.
  - C It's harder for women to get a job as a firefighter than any other job today.
  - D The main reason for the lack of female firefighters is the way these jobs are advertised.
- 4 The text suggests that some female firefighters leave their jobs because
- A they don't like the danger of the job.
  - B they find they don't have the right abilities.
  - C they are not welcomed by their male colleagues.
  - D they don't like being called 'firemen'.

Complete all the exercises on this page in your notebook.

1) Are the sentences true or false? Correct the false ones.

- 1 An executive operates on people.
- 2 A nanny looks after small children.
- 3 A beautician gives treatments for your skin and hair.
- 4 A physicist treats people for illnesses.
- 5 A counsellor deals with a company's financial documents.
- 6 An instructor teaches you a sport or a practical skill.

—/6

2) Complete the dialogue with the words below.

adviser overtime living salary badly paid unemployed  
job looking opportunities quit

Martha What does Peter do for a <sup>1</sup> ?

Jim At the moment he doesn't have a job – he's <sup>2</sup> .  
He <sup>3</sup>  his job last month.

Martha Why? Was it <sup>4</sup>  or stressful?

Jim Both. He had to work <sup>5</sup>  and didn't earn a good <sup>6</sup> .

Martha Is he <sup>7</sup>  for a new job now? It can't be easy to find one on the <sup>8</sup>  market these days.

Jim Yes, he is, but there aren't too many job <sup>9</sup>  here. He will probably have to get some new qualifications. I think he's been talking to a careers <sup>10</sup>  to see what his options are.

—/10

Vocabulary challenge!

3) Choose the correct word.

- 1 People who have *manual / lucrative* jobs work with their hands.
- 2 A lot of my friends would like to work in the legal *career / profession*.
- 3 A good boss is one who respects the *staff / colleagues* who work for him.
- 4 Most people want a rewarding *job / work*.
- 5 I have a *tedious / challenging* job. The tasks I do are so boring.
- 6 This job requires *skilled / repetitive* workers who have proper training.
- 7 People get *fired / laid off* when there is no more work for them to do at the company.

—/7

4) Complete the gaps with the correct prefix or suffix.

- 1 If you want to get a good job here, you must be *imagin*  and *communic* .
- 2 The man I work with isn't a good *lead*  and I'm really *satisf*  with my job.
- 3 Unfortunately, my application was *success*  and I didn't find any *employ*  in that company.
- 4 In some poor regions of the world there are no schools, so people there are *educat* .

—/4

5) Translate the Polish parts of the sentences into English.

- 1 My older sister  (*zmieniła pracę*) three times this year.
- 2 My uncle John  (*pracował jako policjant*) for many years. Now he's retired.
- 3  (*Jak długo jesteś*) a manager here?
- 4 Look at the news. They  (*właśnie powiedzieli*) that there will be more jobs for young people.

5 In the last few months  (*nie znalazł*) any work I'd like to do.

6  (*Czy pracowałeś*) anywhere last summer?

7 My father  (*nigdy nie narzekał*) about his boss while he was working for that firm.

—/7

6) Complete the sentences with the correct form of the verbs in brackets. Use the present perfect simple or present perfect continuous. Sometimes both forms are correct.

1 How many jobs  (*you / have*) so far?

2 I  (*try*) to finish this project all morning, but I still need more time.

3 How long  (*your father / work*) for this company?

4 I  (*jog*) all morning and I'm exhausted now.

5 I  (*not experience*) too many problems at work since I started last month.

6 My mother  (*look for*) a job for the last ten months.

7 A girl from a call centre  (*call*) me five times this week to sell me a new phone!

—/7

Grammar challenge!

7) Complete the dialogue with the correct forms of the verbs in brackets. Use the present perfect or the past simple.

Bob You're late from work! It's already 9 p.m.

Sheila I <sup>1</sup>  (*have*) a terrible day today. First of all, this morning my computer <sup>2</sup>  (*break*) down and then I <sup>3</sup>  (*lose*) some important documents.

Bob Oh, I'm so sorry to hear that. I <sup>4</sup>  (*do*) quite a lot today. This morning I <sup>5</sup>  (*finish*) off my project and then in the afternoon I <sup>6</sup>  (*clean*) the flat.

Sheila Lucky you! I <sup>7</sup>  (*not achieve*) much today!

—/7

8) Rewrite the sentences, starting with the phrases given.

1 I know how to deal with children. I'm good .

2 My responsibility is to look after the clients. I am responsible .

3 I'm good at organising events. Organising events is .

4 Impatience is sometimes my weakness. I may .

5 I have worked with children before. I have .

—/5

9) Complete the sentences from an application letter with appropriate words. Then put them in the correct order.

1 I  my CV and copies of language .

2 I  forward to  from you.

3 I believe I would be a  candidate for this position.

4 I would like to apply  the post  lifeguard at the Aqua Centre.

5 I am very fit. What is , I consider  to be an excellent swimmer.

6 I am writing  response  the job advertisement I found online.

—/6

10) Work in pairs and test each other.

Student A: go to page 142.

Student B: go to page 149.

## Jobs / Zawody

**accountant** /ə'kaʊntənt/ księgowy/księgowca  
**architect** /'ɑ:(r)ki'tekt/ architekt  
**beautician** /'bju:tɪf(ə)n/ kosmetyczka  
**boss** /bɒs/ szef/szefowa  
**businessman/businesswoman** /'biznəs'mæn, 'biznəs,wʊmən/ biznesmen/biznesmenka  
**comedian** /kə'mi:diən/ komik  
**counsellor** /'kaʊns(ə)lə(r)/ psycholog szkolny/psycholożka szkolna  
**dentist** /'dentɪst/ dentysta/dentystka  
**editor** /'editə(r)/ redaktor/redaktorka  
**electrician** /ɪ'lek'trɪʃ(ə)n/ elektryk  
**employee** /,em'plɔɪ'i:/ pracownik/pracownica  
**executive** /ɪg'zekjʊtɪv/ kierownik/kierowniczka  
**headhunter** /'hed'hʌntə(r)/ łowca/łowczyni głów  
**instructor** /ɪn'strʌktə(r)/ instruktor/instruktorka  
**journalist** /'dʒɜ:(r)nəlɪst/ dziennikarz/dziennikarka  
**librarian** /laɪ'breəriən/ bibliotekarz/bibliotekarka  
**nanny** /'næni/ niania  
**novelist** /'nɒvəlɪst/ powieściopisarz/powieściopisarka  
**owner of a company** /'əʊnə(r) əv ə ,kʌmp(ə)ni/ właściciel/właścicielka firmy  
**physician** /'fɪzj(ə)n/ lekarz/lekarka  
**physicist** /'fɪzɪsɪst/ fizyk/fizyczka  
**politician** /,pɒlə'tɪʃ(ə)n/ polityk  
**presenter** /prɪ'zentə(r)/ prezyenter/prezenterka  
**programmer** /'prɒs,græmə(r)/ programista/programistka  
**receptionist** /rɪ'seɪp(ə)nɪst/ recepcjonista/recepcjonistka  
**sales representative** /,seɪlz reprɪ'zentətɪv/ przedstawiciel handlowy/przedstawicielka handlowa  
**scientist** /'saɪəntɪst/ naukowiec  
**soldier** /'səʊldʒə(r)/ żołnierz  
**surgeon** /'sɜ:(r)dʒ(ə)n/ chirurg  
**technician** /tek'nɪʃ(ə)n/ technik

Work adjectives/collocations /  
Przymiotniki i zwroty związane z pracą

**badly paid** /'bædli 'peɪd/ kiepsko płatny  
**be in charge of sth** /,bi ɪn 'tʃɑ:(r)dʒ əv ,sʌmθɪŋ/ być odpowiedzialnym za coś, zarządzać czymś  
**change jobs** /tʃeɪndʒ 'dʒɒbz/ zmieniać pracę  
**deal with clients** /,di:l wɪθ 'klaɪənts/ obsługiwać klientów  
**earn a good salary** /,ɜ:(r)n ə ,gʊd 'sæləri/ dobrze zarabiać, dostawać niezłą pensję  
**employed** /ɪm'plɔɪd/ zatrudniony  
**full-time** /fʊl'taɪm/ na cały etat  
**get promotion** /,get prə'məʊʃ(ə)n/ dostawać awans  
**have promotion opportunities** /həv prə'məʊʃ(ə)n ,ɒpɔ:(r)'tju:nə'tɪz/ mieć możliwość awansu  
**involve responsibility** /ɪn,vɒlv rɪ'spɒnsə'bɪlətɪ/ wymagać odpowiedzialności, wiązać się z odpowiedzialnością  
**part-time** /pɑ:(r)'taɪm/ na pół etatu  
**quit your job** /,kwɪt jə(r) 'dʒɒb/ odejść z pracy, rzucić pracę  
**self-employed** /,self ɪm'plɔɪd/ posiadający własną działalność gospodarczą  
**stressful** /'stresf(ə)l/ stresujący  
**unemployed** /,ʌnɪm'plɔɪd/ bezrobotny  
**work outside/in a team** /,wɜ:(r)k ,əʊt'saɪd, ɪn ə 'ti:m/ pracować na dworze / w zespole  
**work overtime** /,wɜ:(r)k 'əʊvə(r),taɪm/ pracować po godzinach

## Challenge!

**challenging** /tʃælɪndʒɪŋ/ wymagający, ambitny  
**lucrative** /'lu:kɹətɪv/ intratny, dochodowy  
**manual** /'mænjuəl/ ręczny, manualny, fizyczny  
**repetitive** /rɪ'petətɪv/ powtarzalny, monotony  
**rewarding** /rɪ'wɔ:(r)dɪŋ/ dający satysfakcję  
**skilled** /skɪld/ wykwalifikowany  
**tedious** /'ti:diəs/ żmudny, monotony

## Workplaces / Miejsca pracy

**fun atmosphere** /,fʌn 'ætəms,fɪə(r)/ przyjemna atmosfera  
**helpful colleagues** /,helpf(ə)l 'kɒli:gz/ pomocni współpracownicy  
**modern equipment** /,mɒdə(r)n ɪ'kwɪpmənt/ nowoczesny sprzęt  
**regular breaks** /,regjʊlə(r)'breɪks/ regularne przerwy  
**working environment** /,wɜ:(r)kɪŋ ɪn'vaɪrənmənt/ środowisko pracy

**Challenge!**  
**career** /kə'riə(r)/ kariera  
**colleagues** /'kɒli:gz/ koledzy/koleżanki z pracy, współpracownicy  
**fire** /'faɪə(r)/ zwalniać, wyrzucić z pracy  
**job** /dʒɒb/ praca, stanowisko  
**lay off** /leɪ 'ɒf/ zwalniać kogoś z pracy (przy redukcji zatrudnienia)  
**pay** /peɪ/ płaca, gaża, wynagrodzenie  
**profession** /prə'feʃ(ə)n/ profesja, zawód (wymagająca wyższych kwalifikacji i wykształcenia)  
**resign** /rɪ'zaɪn/ zwalniać się z pracy, rezygnować  
**salary** /'sæləri/ stała pensja, wynagrodzenie (płatne co miesiąc)  
**staff** /stɑ:f/ pracownicy, personel  
**wages** /weɪdʒɪz/ płaca, zarobki (płatne za dzień lub tydzień pracy)  
**work** /wɜ:(r)k/ praca (zarobkowa), płatne zajęcie

## Careers advising / Doradztwo zawodowe

**career opportunities** /kə'riə(r), ɒpɔ:(r)'tju:nə'tɪz/ możliwości rozwoju zawodowego  
**careers adviser** /kə'riə(r)z əd'vaɪzə(r)/ doradca zawodowy  
**do a test** /,du ə 'test/ pisać test, zdawać egzamin  
**do sth for a living** /,du: ,sʌmθɪŋ fə(r) ə 'lɪvɪŋ/ zajmować się czymś zawodowo, wykonywać jakiś zawód  
**do well in sth** /,du: 'wel ɪn ,sʌmθɪŋ/ dobrze sobie w czymś radzić, osiągać dobre wyniki  
**fast-changing job market** /'fa:st ,tʃeɪndʒɪŋ 'dʒɒb mɑ:(r)kt/ szybko zmieniający się rynek pracy  
**find/realise your potential** /,faɪnd, rɪəlaɪz jə(r) pə'tenʃ(ə)l/ odkryć / wykorzystywać swój potencjał  
**find employment** /,faɪnd ɪm'plɔɪmənt/ znaleźć pracę  
**find sth out** /,faɪnd ,sʌmθɪŋ 'əʊt/ dowiedzieć się czegoś  
**follow a career** /,fɒləʊ ə kə'riə(r)/ wybierać drogę zawodową  
**look for a job** /,lʊk fə(r) ə 'dʒɒb/ szukać pracy

## Challenge!

**employ/employment** /ɪm'plɔɪ, ɪm'plɔɪmənt/ zatrudniać / zatrudnienie  
**employer/employee** /em'plɔɪə(r), ,em'plɔɪ'i:/ pracodawca / pracownik  
**employable/unemployable** /ɪm'plɔɪəb(ə)l, ,ʌnɪm'plɔɪəb(ə)l/ zdolny do pracy / bez szans na zatrudnienie  
**succeed/success** /sək'sɪ:d, sək'ses/ odnosić sukces / sukces  
**successful/unsuccessful** /sək'sesf(ə)l, ,ʌnsək'sesf(ə)l/ udany, odnoszący sukcesy / nieudany, bez powodzenia  
**communicate/communication/communicator** /kə'mju:nikeɪt, kə'mju:nɪ'keɪʃ(ə)n, kə'mju:nɪ'keɪtə(r)/ komunikować się, porozumiewać / komunikacja / osoba, potrafiąca się porozumiewać z innymi  
**communicative/uncommunicative** /kə'mju:nɪkətɪv, ,ʌnkə'mju:nɪkətɪv/ komunikatywny, rozmowny / nierozmowny, mało mówny  
**help/helper** /help, 'helpə(r)/ pomagać / pomocnik  
**helpful/unhelpful/helpless** /'helpf(ə)l, ʌn'helpf(ə)l, 'helpləs/ pomocny / mało pomocny / bezradny

**create/creation/creativity** /kri'eɪt, kri'eɪʃ(ə)n, ,kri'eɪ'tɪvəti/ tworzyć / dzieło, wytwór / kreatywność  
**creator** /kri'eɪtə(r)/ twórca, wynalazca  
**creative** /kri'eɪtɪv/ twórczy, kreatywny  
**lead/leadership** /li:d, 'li:də(r)ʃɪp/ prowadzić, przewodniczyć / kierownictwo, przywództwo  
**leader** /'li:də(r)/ szef, lider, przywódca  
**leading** /'li:dɪŋ/ wiodący, czołowy  
**satisfy/satisfaction** /'sætɪsfaɪ, ,sætɪs'fækʃ(ə)n/ satysfakcjonować, zaspokajać / satysfakcja  
**satisfied/dissatisfied/unsatisfied** /'sætɪsfaɪd, dɪs'sætɪsfaɪd, ʌn'sætɪsfaɪd/ zadowolony / niezadowolony / nieusatysfakcjonowany  
**imagine/imagination** /ɪ'mædʒɪn, ɪ,mædʒɪ'neɪʃ(ə)n/ wyobrażać sobie / wyobraźnia  
**imaginary/imaginable** /ɪ'mædʒɪnəri, ɪ'mædʒɪnəb(ə)l/ zmyślony, urojony / dający się wyobrazić  
**imaginative/unimaginative** /ɪ'mædʒɪnətɪv, ,ʌnɪ'mædʒɪnətɪv/ pomysłowy, z wyobraźnią / bez wyobraźni

## Looking for a job / Poszukiwanie pracy

**apply for the post / position of** /ə'plai fə(r) də 'pɒst, pə'zɪʃ(ə)n əv/ ubiegać się o stanowisko / posadę  
**be good at (doing sth)** /bi 'gʊd ət 'du:ɪŋ ,sʌmθɪŋ/ być dobrym w (czymś)  
**be good with children/numbers** /bi 'gʊd wɪθ 'tʃɪldrən, 'nʌmbə(r)z/ mieć podejście do dzieci / mieć głowę do liczb  
**be paid weekly/monthly** /bi 'peɪd 'wi:kli, 'mʌnθli/ być opłacanym co tydzień / miesiąc  
**be responsible for sth** /bi rɪ'spɒnsəb(ə)l fə(r) ,sʌmθɪŋ/ być odpowiedzialnym za coś  
**capable of sth** /'keɪpəb(ə)l əv ,sʌmθɪŋ/ kompetentny w jakiejś dziedzinie, zdolny do czegoś  
**enclose a CV** /ɪn,kləʊz ə ,si: 'vi:/ załączać CV  
**have experience with sth** /həv ɪk'spɪəriəns wɪθ ,sʌmθɪŋ/ mieć doświadczenie w czymś  
**hire sb** /'haɪə(r), ,sʌmbədi/ zatrudnić kogoś  
**hold a certificate** /,həʊld ə sə(r)'tɪfɪkət/ posiadać certyfikat  
**strength** /streŋθ/ mocna strona  
**strong point** /strɒŋ 'pɔɪnt/ mocna strona  
**suitable candidate** /,su:təb(ə)l 'kændɪdət/ odpowiedni kandydat/kandydatka  
**summer job** /,sʌmə(r) 'dʒɒb/ praca wakacyjna  
**team player** /'ti:m ,pleɪə(r)/ osoba umiejąca pracować w zespole  
**weakness** /wi:kneəs/ słaba strona

## Other words / Pozostałe wyrażenia

**as still as the grave** /əz 'stɪl əz də 'ɡreɪv/ (panowała) śmiertelna cisza  
**attitude** /'ætɪ,tju:d/ postawa, nastawienie  
**badge** /bædʒ/ identyfikator  
**cartoon strip** /kɑ:(r),tu:n 'stri:p/ komiks  
**cartoonist** /kɑ:(r)'tu:nɪst/ rysownik kreskówek, karykaturzysta  
**do an apprenticeship** /,du: ən ə'prentɪsɪp/ odbywać praktykę  
**drop out** /drɒp 'əʊt/ rezygnować (ze studiów, nauki w szkole)  
**flexible** /'fleksəb(ə)l/ elastyczny  
**get paid** /get 'peɪd/ zarabiać, dostawać pieniądze  
**hesitate** /'hezɪteɪt/ wahać się  
**income** /'ɪnkʌm/ dochód  
**open-plan office** /,əʊpən plæn 'ɒfɪs/ otwarta przestrzeń biurowa  
**outline** /'aʊtlaɪn/ zarysować, przedstawić w skrócie  
**raise eyebrows** /reɪz 'aɪ,braʊz/ zadziwiać  
**regulation** /,regjʊ'leɪʃ(ə)n/ przepis, nakaz  
**security** /sɪ'kjʊərətɪ/ bezpieczeństwo  
**snore** /sno:(r)/ chrapać  
**work and play** /'wɜ:(r)k ənd 'pleɪ/ praca i zabawa