

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.

- 1 Which person works a few hours every day? *Jackie*
- 2 Which person doesn't have a job? *Mark*
- 3 Which person has their own business? *Jack*
- 4 Which person would like a job working eight hours every day? *Mark*
- 5 Which person is a boss? *Karen*

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

accountant 3 surgeon 4 counsellor 1 beautician 10
executive 9 nanny 7 sales representative 8 architect 2
editor 5 presenter 6

Which person ...?

- 1 gives advice to people with problems
- 2 designs buildings
- 3 looks after a company's money
- 4 operates on people in hospital
- 5 prepares books or newspapers for publication
- 6 introduces people and shows on TV
- 7 looks after other people's young children
- 8 sells and advertises products
- 9 manages a company
- 10 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
instructor, headhunter, soldier, teacher + doctor	journalist, physicist, dentist, scientist + pianist	politician, librarian, technician + physician

5) Which of the jobs in exercises 2–4 ...? *Suggested answers:*

- are often **stressful** *executive, surgeon, sales representative, politician, soldier*
- are sometimes **badly paid** *nanny, librarian, teacher*
- involve **responsibility** *executive, surgeon, architect*
- have good **promotion opportunities** *accountant, sales representative, programmer*
- involve **dealing with clients** *sales representative, counsellor, beautician, headhunter*
- involve **working outside** *nanny, sales representative, soldier*

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

1 *journalist/reporter* 2 *politician* 3 *nanny* 4 *surgeon*

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

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

- 5 **a jobs** frequently to progress in their careers.
- 4 **her job** as a beautician after only two weeks.
- 3 **in a team** to get the best results.
- 6 **a good salary** as a doctor.
- 2 **e promotion**, it increases your motivation.
- 1 **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

- 1 This job pays a high salary. It is very **lucrative**.
- 2 You need to have special training to do this job. It's **skilled** work.
- 3 I can see the good results of my work. It's quite **rewarding**.
- 4 I have to think very hard in my job. It's very **challenging**.
- 5 I spend a long time doing the same things again and again. It's **repetitive** work. Some people think it's boring, but I don't mind it.
- 6 I have to do a lot of boring things before I can start working on more interesting projects. That can be **tedious**.
- 7 I work mostly with my hands in this job. It's **manual** 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.
Suggested answer: It means that without time off work, a person becomes both bored and boring.

LISTENING AND VOCABULARY

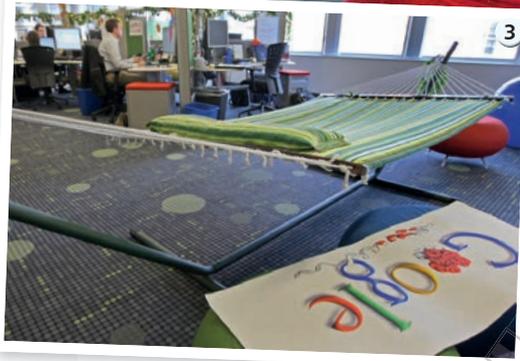
listening for intention and detail • workplaces

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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? *Recording 2*

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

- 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.
- When is the administrator talking to the staff?
 a before lunch
b during the lunch break
c after working hours
- 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
- 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.

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

- 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. *'in the past'; 'new research shows'*

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

- Well, we have done *in the past* – you know, setting up interdepartmental competitions ...
- ... it's better for management to create an environment where the fun and games are *suggested by the staff* and not ordered by the company.
- ... Doesn't that just mean that the employer *is passing on* the responsibility?
- It's better if they come *from the employees themselves*.

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

- Do you work better if you concentrate hard on your work for a long time or if you take regular breaks?
- 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?
Because her computer has crashed.
- What's his sister's job? *She's a vlogger.*
- How did she start it? *She posted a video online about make-up.*

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.*
Last year she got a job in a department store.
- for a finished period in the past:
She studied Spanish for two years when she was a teenager.
She stayed for two months and then resigned.

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. *My sister's computer has crashed.*
- for a period that is not finished:
I've worked here for a year and I love it. ... so far this year she's earned thousands of pounds giving video make-up advice.
- 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. ... she's already lost a lot of money this morning.

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
<i>last year / this morning / in 2015 / a few months ago / for two months / then / after that / When ...? / How long ...? / recently</i>	<i>never / this morning / so far this year / since she was a kid / for two months / in the last few days / How long ...? / ever / recently</i>

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.
- When *has your uncle retired / did your uncle retire*?

- Jack *hasn't met / didn't meet* any of my colleagues yet, but he will on Friday.
- My brother *has done / did* an apprenticeship in 2015 to become an electrician.
- 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.
- Have you travelled / Did you travel* a lot this year in your new job?
- Hey! Look at these results. *I've passed / I passed* all my exams! Let's celebrate!
- 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? *Have you applied for the job yet?*
- the teacher / not tell us / about the test / yesterday.
The teacher didn't tell us about the test yesterday.
- I / like / this band's music / for three years / since / I / be / 13.
I've liked this band's music for three years since I was 13.
- My dad / just get / promotion! *My dad has just got promotion!*
- I / not speak / to my cousin / since his birthday.
I haven't spoken to my cousin since his birthday.
- How many / video clips / you put online / this month?
How many video clips have you put online this month?
- First, I make / a video / then / I / upload it / online.
First, I made a video, then I uploaded it online.
- I / eat too much / and now I feel sick!
I've eaten too much and now I feel sick.
- A you / ever / write / a blog? *Have you ever written a blog?*
B Yes, I / write a blog / for six months / last year.
Yes, I wrote a blog for six months last year.
- A you / do / your homework / yet? *Have you done your homework yet?*
B Yes, I / just / finish it. *Yes, I've just finished 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 ¹*'ve watched* (watch) nearly all of them this month. This morning the advice ²*was* (be) about hair colour. Now it's 6.30 p.m. This afternoon I ³*have dyed* (dye) my hair black and I'm now waiting for the results!

B Today I ⁴*bought* (buy) a magazine about make-up (Lucy's suggestion in her vlog!). Now it's 8.30 p.m. and this evening I ⁵*'ve already read* (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?

- 1 in a café
2 She's been playing computer games all day.
3 testing new games

Vicky Hi, Sasha! I've been sitting here for half an hour. My coffee's cold. Where have you been?
Sasha I'm so sorry. I've been on my computer.
Vicky You look really tired. What have you been doing? Have you been chatting to Marvin online?
Sasha No, he's been working in his dad's shop all week. I've been playing computer games all day.
Vicky All day! Are you mad?
Sasha It's my new job. I'm a computer games tester! I test new games and check for any problems.
Vicky Wow! Cool job! How long have you been doing that?
Sasha 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 ¹ <i>ve been playing</i> computer games all day. (<i>play</i>) She ² <i>s been playing</i> computer games all day. (<i>play</i>)
Negative	I ³ <i>haven't been chatting</i> to Marvin online. (<i>not chat</i>) He ⁴ <i>hasn't been chatting</i> to Marvin online. (<i>not chat</i>)
Yes/No Question	⁵ <i>Have you been chatting</i> to Marvin online? (<i>you / chat</i>) ⁶ <i>Has she been chatting</i> to Marvin online? (<i>she / chat</i>)
How long?	How long ⁷ <i>have you been doing</i> this? (<i>you / do</i>) How long ⁸ <i>has he been doing</i> this? (<i>he / do</i>)



What's right?

- ① How long have you been working?
② How long have been you working?
③ 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

- a** an action that started in the past and is still continuing now.
I've been sitting here for half an hour. He's been working in his dad's shop all week.
- b** how a recent continuous activity has caused the present situation.
I've been playing computer games all day. (= That's why I look tired.)

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

- 1 *I've been doing* (*do*) my homework for 3 hours and I've got a headache. I'll finish it this evening.
2 James *hasn't been working* (*not work*) very much recently and his marks are getting worse.
3 I'm sorry I'm late. *Have you been waiting* (*you / wait*) here for a long time?
4 My colleagues *have been using* (*use*) old computers for a long time.
5 Tina *hasn't been getting on* (*not get on*) very well with her boss recently. I think she'll resign soon.

- 6 Where *have you been cycling* (*you / cycle*)? Your wheels are all dirty!
7 We've *been travelling* (*travel*) all day and we're tired and hungry!
8 How long *have they been talking* (*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

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

- 2 a I've written two reports on computer games this week.
1 b He's had that laptop for six months.
3 c 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 PPC five times this week PPS for three hours B
How long ...? B since 6 July B How many ...? PPS
this month B today B once PPS

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

- 1 How many applications *have you filled in / have you been filling in* this month?
2 I've *met / 've been meeting* the boss once since I arrived.
3 I've *browsed / 've been browsing* the Internet for two hours and I still *haven't found / haven't been finding* the right information.
4 Ron is crying because he's *heard / 's been hearing* some bad news.
5 We've *lived / 've been living* in the city for ten years.
6 I've *read / 've been reading* this magazine, so you can have it now.
7 We've *jogged / 've been jogging* for an hour and we're really tired.
8 How long *have you had / have you been having* that laptop?
9 I *haven't known / haven't been knowing* Fred for very long – maybe two months.
10 I've *played / 've been playing* tennis since I was seven.
11 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.

- 3 a Can you tell us about a case you've been working on lately?
- 1 b Why do teenagers need careers advisers?
- 4 c What did you do next?
- d What has been your most difficult case so far?
- 2 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. **F**
- 2 The careers adviser says that teenagers want only well-paid jobs. **F**
- 3 Ken Robinson suggests that schools ignore students' interests. **T**
- 4 The 17-year-old boy does not mind his parents' choice of career for him. **F**
- 5 The boy was surprised to learn that he could work as a cartoonist. **T**
- 6 Shadowing allows young people to earn money for the first time. **F**
- 7 In the interview, the careers adviser is explaining how to achieve job satisfaction. **F**

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 **career** advice at school.
b There are a number of **career** opportunities in the field of science.
c I'd like to follow a **career** in medicine when I finish my studies.
- 3 a Careers advisers know more about the fast-changing **job** market than parents do.
b It's not easy for many young people to find their first **job**.
c When you look for a **job**, show that you are communicative and creative.
- 4 a Careers advisers help you **find** and realise your potential.
b It's good to **find** out what your strengths and weaknesses are.
c Leadership skills and creativity will help you **find** 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

Noun suffixes: -or/-er -tion -ship -ment

Adjective suffixes: -ful -less -ed -ive -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	employment unemployment	employer employee	employed employable	unemployed unemployable
succeed	success		successful	unsuccessful
communicate	communication	communicator	communicative	uncommunicative
help	help	helper	helpful	unhelpful helpless
create	creation creativity	creator	creative	
lead	lead leadership	leader	leading	
satisfy	satisfaction		satisfied satisfactory	dissatisfied unsatisfied unsatisfactory
imagine	imagination		imaginary imaginative imaginable	unimaginative unimaginable

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

- 1 Everyone wants to be **successful** in their private and professional lives. Nobody wants to fail.
- 2 I didn't know what to do in that situation. I felt really **helpless**.
- 3 **Creativity** isn't my strong point. I find it hard to come up with original ideas.
- 4 Good **leadership** skills are essential for a manager who runs a company.
- 5 In Poland a lot of young people are **unemployed**, so they decide to emigrate to find work somewhere else.
- 6 His **communication** 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 **employment** 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

- Why are you *looking* for a job?
- Why should we *hire* you?
- Do you *enjoy* working in a team?
- What has *been* your greatest achievement so far?
- How has your school *prepared* 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.

- What experience does Rosie have? *She has experience of working with children. She has been responsible for designing an extra activities programme for younger students in her school.*
- Which two character traits help Rosie to be a good team member? *She is sociable and cooperative.*
- Why does Rosie think the job might be difficult for her? *She is a little overambitious and wants to achieve too much in too short a time.*

- 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 ¹good with children / animals / numbers.
I ²enjoy working in a team / talking to people.
Organising events such as sports competitions has always been one of my ³strong points.
Sometimes I may be a little ⁴overambitious.

▶ Talking about your experience

I have had ⁵a lot of experience of working with children / dealing with customers.
I have been ⁶responsible 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

- a The time when Rosie has to arrive at work at the weekends.
b The day there is going to be a meeting for all the new employees.
c The time of the meeting for new employees.

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

- I / call / ask / a couple of questions / job / you / offered / me.
I am calling to ask a couple of questions about the job you have offered me.
- it / involve / work / weekends?
Does it involve working at the weekends?
- What time / I start / weekends?
What time do I start at the weekends?
- I / be paid / weekly / or / monthly? *Will I be paid weekly or monthly?*
- When you want / me / start? *When do you want me to start?*
- I / bring / documents / with me?
Shall I bring any documents with me?

- 9) Express the following in English. Suggested answers:

Powiedz, że:

- masz duże doświadczenie w pracy w restauracji. *I have (got) a lot of experience of working in a restaurant.*
- lubisz pracę zespołową. *I enjoy/like working in a team.*
- czasami bywasz trochę niecierpliwy/niecierpliwa. *Sometimes I may be a little/a bit impatient.*
- od czterech lat jesteś odpowiedzialny/odpowiedzialna za prowadzenie kółka teatralnego (run a drama club) w szkole. *I have been responsible for running a drama club at my school for four years.*
- organizowanie zajęć dla dzieci zawsze było Twoją mocną stroną. *Organising activities for children has always been one of my strong points.*

Zapytaj:

- kiedy rozpoczynasz pracę? *When do I start work?*
- czy będziesz otrzymywać wypłatę tygodniową czy miesięczną? *Will I be paid weekly or monthly?*
- czy masz przynieść jakieś dokumenty? *Shall I bring any documents?*
- ile godzin dziennie masz pracować? *How many hours a day do I need/have to work?*
- jakie będą Twoje obowiązki w nowej pracy? *What does the job involve?/What are my duties?*

- 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,
- godziny pracy kandydata,
- zakres obowiązków 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

Phrase Bank

► Starting and ending a letter of application

I am writing in ¹response to the job advertisement I found on your website.

I would like to apply for the ²position of shop assistant in your store. I ³enclose my CV and copies of my language certificates.

► Talking about your personality, skills and experience

I believe I would be a ⁴suitable candidate for the position.

I also ⁵hold certificates in English and German at B2 level.

I consider ⁶myself to be well organised.

► Ordering your points

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

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

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.

dotychczasowe doświadczenie zawodowe, umiejętności językowe, 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?

1 opening: to explain why you're writing

2 to describe work experience and qualifications

3 to describe personality traits which make the writer a suitable candidate

4 ending the letter: information about enclosed documents

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.

! 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 writing to apply for the position of waiter in your restaurant.*
- I am interested in football, tennis and orienteering. *My interests include football, tennis and orienteering.*
- I know quite a lot about fashion. *I know a great deal about fashion.*
- I can come to a job interview any time. *I am available for an interview at any time.*
- I think I'm the right person for the job. *I believe I am a suitable candidate for this post/position.*
- To finish off, I'm hard-working and just love working with other people. *Finally, I consider myself hard-working and a good team player.*
- I can't wait to hear from you. *I look forward to hearing from you.*
- And one more thing, I'm just great at organising things. *In addition, I am excellent at organising events/activities.*

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.

- I **can swim very well**, so I could work as a lifeguard.
 - GOOD *I am good at swimming.*
 - SWIMMER *I am a good swimmer.*
- I'm **never successful at** maths tests.
 - FAIL *I always fail maths tests.*
 - DO WELL *I never do well in maths tests.*
- My uncle **earns a lot of money**.
 - WELL-PAID *My uncle has a well-paid job.*
 - SALARY *My uncle gets/has/earns a good salary.*

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

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

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

- I **have been looking** (*Szukam*) for a job the last three months, but I haven't had much luck.
- You have a new job again! How many times **have you changed** (*zmieniłeś*) your job this year?
- My older sister has been to three job interviews **since she started to** (*odkąd zaczęła*) look for work.
- My boss promised **to give me promotion** (*że da mi awans*) if I complete the project on time.
- Teamwork **has always been my strength** (*zawsze była moją siłą*) and that's why I'd like to be a project manager.
- I am writing with regard to the job advertisement for **the position/post of editor** (*stanowisko redaktora*) at your company.
- I wasn't **satisfied with my salary** (*zadowolona z mojej pensji*), so I asked for a pay rise.
- My father **worked in London** (*pracował w Londynie*) for two years. Then he moved to Manchester.
- It's only 9 a.m. I must say I'm proud of myself. I **have done so much** (*zrobiłam tak dużo*) this morning!
- I **haven't seen my boss** (*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~~ following/making an ordinary career, but instead try to find an unusual ~~work job~~ 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~~ *dissatisfied* with his career as an office clerk. Luckily for him, one day he was ~~fired~~ *laid off* 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~~ *has 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~~ *rewarding* 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~~ *employer* what he thought of the game and how he would improve it. This month he ~~even started~~ *has 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.

- Would you like to do any volunteer work? If so, what kind? Why?
- 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 in exercise 4 do the underlined fragments refer to? Then choose the correct answer. *Correct answer: D*



Tip

Niektóre pytania w zadaniu typu: wybór wielokrotnie 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.

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

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.

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

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

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

Facts: *it is common knowledge the number of female firefighters have risen from 3%*
Opinions: *it seems that report suggests that some people think a representative believes is also convinced that it appears that this could be*

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. **F** *A surgeon operates on people. An executive manages a company.*
- 2 A nanny looks after small children. **T**
- 3 A beautician gives treatments for your skin and hair. **T**
- 4 A physicist treats people for illnesses. **F** *A physician treats people for illnesses. A physicist is a scientist who studies physics.*
- 5 A counsellor deals with a company's financial documents. **F** *An accountant deals with a company's financial documents. A counsellor helps people with their problems.*
- 6 An instructor teaches you a sport or a practical skill. **T** (—/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 ¹living?
Jim At the moment he doesn't have a job – he's ²unemployed. He ³quit his job last month.
Martha Why? Was it ⁴badly paid or stressful?
Jim Both. He had to work ⁵overtime and didn't earn a good ⁶salary.
Martha Is he ⁷looking for a new job now? It can't be easy to find one on the ⁸job market these days.
Jim Yes, he is, but there aren't too many job ⁹opportunities here. He will probably have to get some new qualifications. I think he's been talking to a careers ¹⁰adviser 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 **imaginative** and **communicative**.
- 2 The man I work with isn't a good **leader** and I'm really **dissatisfied** with my job.
- 3 Unfortunately, my application was **unsuccessful** and I didn't find any **employment** in that company.
- 4 In some poor regions of the world there are no schools, so people there are **uneducated**. (—/4)

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

- 1 My older sister **has changed jobs** (*zmieniła pracę*) three times this year.
- 2 My uncle John **worked as a police officer** (*pracował jako policjant*) for many years. Now he's retired.
- 3 **How long have you been** (*Jak długo jesteś*) a manager here?
- 4 Look at the news. They **have just said** (*właśnie powiedzieli*) that there will be more jobs for young people.
- 5 In the last few months **I haven't found** (*nie znalazłam*) any work I'd like to do.

- 6 **Did you work** (*Czy pracowałeś*) anywhere last summer?
- 7 My father **never complained** (*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 **have you had** (*you / have*) so far?
- 2 I **have been trying** (*try*) to finish this project all morning, but I still need more time.
- 3 How long **has your father been working / has your father worked** (*your father / work*) for this company?
- 4 I **have been jogging** (*jog*) all morning and I'm exhausted now.
- 5 I **haven't experienced** (*not experience*) too many problems at work since I started last month.
- 6 My mother **has been looking for** (*look for*) a job for the last ten months.
- 7 A girl from a call centre **has called** (*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 ¹have had (*have*) a terrible day today. First of all, this morning my computer ²broke (*break*) down and then I ³lost (*lose*) some important documents.
Bob Oh, I'm so sorry to hear that. I ⁴have done (*do*) quite a lot today. This morning I ⁵finished (*finish*) off my project and then in the afternoon I ⁶cleaned (*clean*) the flat.
Sheila Lucky you! I ⁷haven't achieved (*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 (*at dealing*) with children.
- 2 My responsibility is to look after the clients. I am responsible for looking after the clients.
- 3 I'm good at organising events. Organising events is my strong point.
- 4 Impatience is sometimes my weakness. I may be a little impatient / be impatient sometimes / be impatient at times.
- 5 I have worked with children before. I have experience working with children. (—/5)

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

Correct order: 6, 4, 3, 5, 1, 2

- 1 I **enclose** my CV and copies of language **certificates**.
- 2 I **look** forward to **hearing** from you.
- 3 I believe I would be a **perfect/suitable** candidate for this position.
- 4 I would like to apply **for** the post **of** lifeguard at the Aqua Centre.
- 5 I am very fit. What is **more**, I consider **myself** to be an excellent swimmer.
- 6 I am writing **in** response **to** 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.

- | | | | |
|------------|-----------|-------------|------------|
| 1 making | 4 follow | 1 working | 4 find out |
| 2 do | 5 involve | 2 deal with | 5 do |
| 3 look for | | 3 involve | |

Jobs / Zawody

accountant /ə'kaʊntənt/ księgowy/księgowca
architect /'ɑ:(r)kɪ'tekt/ architekt
beautician /bju:'tʃi(ə)n/ kosmetyczka
boss /bos/ szef/szefowa
businessman/businesswoman /'biznəs'mæn, 'biznəs,womən/ 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 /,emplɔi'i/ pracownik/pracownica
executive /ɪg'zekjʊtɪv/ kierownik/kierownicza
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 ,kʌmpəni/ właściciel/właścicielka firmy
physician /fɪ'zɪʃ(ə)n/ lekarz/lekarka
physicist /'fɪzɪsɪst/ fizyk/fizyczka
politician /,pɒlə'tɪʃ(ə)n/ polityk
presenter /'prezəntə(r)/ prezynter/prezenterka
programmer /'prəʊ,græmə(r)/ programista/programistka
receptionist /n'sepʃ(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 ,ɡʊd 'sæləri/ dobrze zarabiać, dostawać niezłą pensję
employed /ɪm'plɔɪd/ zatrudniony
full-time /fʊl'taɪm/ na cały etat
get promotion /,get prə'məʃ(ə)n/ dostawać awans
have promotion opportunities /hæv prə'məʃ(ə)n əpɔr'tju:nətiz/ mieć możliwość awansu
involve responsibility /ɪn'vɒlv rɪ'spɒnsə'bɪləti/ wymagać odpowiedzialności, wiązać się z odpowiedzialnością
part-time /pɑ:(r)t'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:kreɪtɪv/ 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/ znużający, monotony

Workplaces / Miejsca pracy

fun atmosphere /,fʌn 'ætməs,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'veɪrənmənt/ środowisko pracy
Challenge!
career /kə'riə(r)/ kariera
colleagues /'kɒli:gz/ koledzy/koleżanki z pracy, współpracownicy
fire /'faɪə(r)/ zwalniać, wyrzucać 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 z wyższymi wymaganiami co do kwalifikacji i wykształcenia
resign /rɪ'zaɪn/ zwalniać się z pracy, rezygnować
salary /'sæləri/ stała pensja, wynagrodzenie (płatne co miesiąc)
staff /sta: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) əpɔr'tju:nətiz/ 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 /fɑ:st,tʃeɪndʒɪŋ 'dʒɒb mɑ:(r)kt/ szybko zmieniający się rynek pracy
find/realise your potential /,faɪnd, 'riəlaɪz 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 /,fɒlə 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), ɪm'plɔɪ'i/ pracodawca / pracownik
employable/unemployable /ɪm'plɔɪəb(ə)l, ʌnɪm'plɔɪəb(ə)l/ zdolny do pracy / bez szans na zatrudnienie
succeed/success /sək'si: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:ni'keɪʃ(ə)n, kə'mju:ni'keɪtə(r)/ komunikować się, porozumiewać / komunikacja / osoba, potrafiąca się porozumiewać z innymi
communicative/uncommunicative /kə'mju:nikətɪv, ʌnkə'mju:nikətɪv/ 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 /'sætɪsfai, '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/ zmyślny, urojony / dający się wyobrazić
imaginative/unimaginative /ɪ'mædʒɪnətɪv, ʌn'ɪmædʒɪnətɪv/ pomysłowy, z wyobraźnią / bez wyobraźni

Looking for a job / Poszukiwanie pracy

apply for the post / position of /ə'plai fə(r) də 'pəʊst, pə'zɪʃ(ə)n əv/ ubiegać się o stanowisko / posadę
be good at (doing sth) /bi 'ɡʊd ət 'du:ɪŋ ,sʌmθɪŋ/ być dobrym w (czymś)
be good with children/numbers /bi 'ɡʊd 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 /hæv ɪk'spiəriəns wɪθ ,sʌmθɪŋ/ mieć doświadczenie w czymś
hire sb /'haɪə(r), 'sʌmbədi/ zatrudnić kogoś
hold a certificate /,həʊld ə sə(r)'tɪfɪkət/ posiadać certyfikat
strength /strenθ/ 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:knəs/ 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'prentɪsʃɪp/ odbywać praktykę
drop out /drɒp 'aʊt/ 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'kjʊərəti/ bezpieczeństwo
snore /sno:(r)/ chrapać
work and play /wɜ:(r)k ənd 'pleɪ/ praca i zabawa