

# 2

## Work and play

### VOCABULARY jobs and typical activities

#### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• jobs and typical activities</li> <li>• work adjectives</li> <li>• noun suffixes</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• monologues:               <ul style="list-style-type: none"> <li>– four people talking about why they like their work</li> </ul> </li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• pairwork:               <ul style="list-style-type: none"> <li>– talking about ideal jobs</li> <li>– describing different jobs</li> <li>– discussing an English proverb</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Praca

#### EXTRA ACTIVITY

describing jobs

##### > exercise 5 page 16

Students work in pairs. Focus their attention on the words and phrases in exercise 5: *stressful, badly paid, involve responsibility, have good promotion opportunities, involve dealing with clients, involve working outside*. Tell students to put the jobs from exercises 3 and 4 in order from the worst paid to the best paid; the least to the most stressful, or from those which involve working outside the most to those which involve working outside the least. Encourage students to justify their answers.

#### EXTRA SUPPORT

weaker classes

##### > exercise 8 page 16

Tell students to check the meaning of the adjectives in bold in the Wordlist on page 27 before they do the task. As a follow-up activity, students work in pairs. One student reads out sentences 1–7 and the other has to tell the missing adjectives without opening the book. Then the students swap roles and do the activity again.

#### EXTRA ACTIVITY

##### > after exercise 8 page 16

Students give their own examples of jobs that can be described by the adjectives in bold in exercise 8, e.g.

- lucrative – *lawyer*
- repetitive – *checkout assistant*
- skilled – *driver*
- manual – *shoemaker*
- challenging – *doctor*
- rewarding – *teacher*

#### EXTRA CHALLENGE

sayings about work

##### > exercise 11 page 16

Write the first part of the following sayings about work on the board. Elicit some ideas from students about how to complete them.

- 1 *Choose a job you love, and you will never ...*
- 2 *I like work: it fascinates me. I can ...*
- 3 *I always arrive late at the office, but I make up for it by ...*
- 4 *I hate how Monday is so far away from Friday, and Friday ...*

Then write on the board the last part of the sayings for students to compare with their own ideas. Ask: *Which saying do you like best? Why?*

#### Key

- 1 have to work a day in your life.
- 2 sit and watch it for hours.
- 3 leaving early.
- 4 is so close to Monday.

#### HOMEWORK

Write the names of the following jobs on the board: *personal shopper, live mannequin, professional bridesmaid, fortune cookie writer, white hat hacker, Google tricycle mapper*. Students choose one of the jobs and write a definition for it in English. Tell students to use internet sources to help them define the words.

#### Key (suggested answers)

**Personal shopper** shops for people who don't have the time or the energy to do their own shopping or simply do not enjoy doing it. They shop for everything from clothing and shoes to more personal items.

**Live mannequin** is someone who is trained to be a mannequin in a store. They can interact with customers and change poses unlike a conventional mannequin.

**Professional bridesmaid** helps the bride shop for a dress, plans a hen night, or simply chats on the phone about what's on the to-do-list.

**Fortune cookie writer** writes sentences that people find in fortune cookies i.e. cookies with a piece of paper inside, on which there is an aphorism or a vague prophecy.

**White hat hacker** legally helps companies or governments find security holes in their computer systems.

**Google tricycle mapper** rides a human-powered trike attached to a generator and a pole of nine cameras in order to capture difficult-to-reach areas of the world for Google Street View.

## LISTENING AND VOCABULARY listening for intention and detail • workplaces

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>workplaces</li> <li>words easily confused</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>monologues and dialogues:               <ul style="list-style-type: none"> <li>– four texts about different work environments</li> </ul> </li> <li>a dialogue:               <ul style="list-style-type: none"> <li>– a radio interview with a company director</li> </ul> </li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>pairwork:               <ul style="list-style-type: none"> <li>– describing pictures</li> <li>– discussing different workplaces</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Praca; Rozumienie ze słuchu ( <i>Wielokrotny wybór</i> )

### IF YOU WANT A LEAD-IN ...

 (5 minutes)

Write the names of the jobs from the previous lesson on slips of paper. Give one slip to a student and ask him/her to draw three objects that are necessary for the job on the board. Other students must guess the job.

#### Examples:

- accountant:** calculator, computer, figures
- surgeon:** scalpel, surgical mask, rubber gloves
- soldier:** uniform, rifle, helmet
- beautician:** mascara, eye shadow, brush
- nanny:** baby, stroller, dummy
- journalist:** camera, microphone

### EXTRA ACTIVITY

discussion

#### > exercise 1 page 17

Ask students: *What other things create a good workplace?* Elicit from students some extra ideas to answer the question in exercise 1, e.g. *good communication, a good boss, opportunities for professional development, good salary.*

### MATURA SPEAKING TASK

rozmowa na podstawie

#### > exercise 2 page 17

materiału stymulującego

Ask students to look at the three pictures on page 17. Give each student a copy of the worksheet with the task below (*worksheet activities page 121*). Alternatively, you may dictate or write it on the board. Students take turns to do the task and answer the two questions.

**EXAM TASK** Dostałeś/Dostałaś możliwość odbycia praktyk zawodowych w jednej z trzech firm przedstawionych na zdjęciach na stronie 17.

- Wybierz tę firmę, która najbardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe możliwości.

#### Examiner's questions:

- Would you like to have a corporate job or would you rather be self-employed?*
- How should the government help people who have lost their jobs?*

### EXTRA SUPPORT

weaker classes

#### > exercise 6 page 17

Before students start doing exercise 6, elicit the Polish equivalents of the words in italics from the class. Alternatively, you may give students a copy of the worksheet with the definitions of the words below (*worksheet activities page 121*) and ask them to match each word with the correct definition.

- the money that you receive for doing your job*
- an activity that involves physical or mental effort*
- to make someone leave their job, sometimes as a punishment*
- work that you do regularly to earn money*
- someone who works in the same organisation or department as you*
- a job or profession that someone works in for a long time*
- to terminate someone's employment, especially temporarily, because there is not enough work for them*
- a fixed amount of money that you earn each month or year from your job*
- the people who work for a particular company, organisation or institution*
- a regular amount of money that you earn for working (usually received weekly)*
- a job which requires special skills and qualifications in order to be done properly*
- to inform your boss that you are leaving a job permanently*

#### Key

- |                 |                    |
|-----------------|--------------------|
| 1 pay           | 7 lay somebody off |
| 2 work          | 8 salary           |
| 3 fire somebody | 9 staff            |
| 4 job           | 10 wages           |
| 5 colleague     | 11 profession      |
| 6 career        | 12 resign          |

### HOMEWORK

Students choose five words from exercise 6 and make their own sentences containing them.

## GRAMMAR past simple and present perfect • present perfect continuous

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<ul style="list-style-type: none"> <li>• past simple</li> <li>• present perfect</li> </ul>
<b>Reading/Listening</b>	<ul style="list-style-type: none"> <li>• a blog entry about vlogging</li> <li>• a dialogue:               <ul style="list-style-type: none"> <li>– two people talking about a new job</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Człowiek, Życie rodzinne i towarzyskie

### Past simple and present perfect

#### IF YOU WANT A LEAD-IN ... (5–7 minutes)

In pairs, students role-play mini-dialogues using the present perfect to describe experiences and the past simple to give details about a specific event in the past. Give each pair of students a copy of the worksheet with the prompts below (**worksheet activities page 121**). Role-play one dialogue as a model.

- A** *Have you ever earned some money?*  
**B** *Yes, I helped my uncle on his farm last summer.*

- 1** **A** *you / ever be / Greece?*  
**B** *Yes / I be there in ...; I visit / stay / eat*
- 2** **A** *you / ever eat octopus?*  
**B** *Yes, I eat it ... ago. I like it / it be delicious; I not like it / it be awful, etc.*
- 3** **A** *You / ever spend a night / hospital?*  
**B** *Yes. It be ... ago; I be in hospital because ...*
- 4** **A** *you / ever work?*  
**B** *Yes, I work in ...; The work be easy / hard.*
- 5** **A** *you / ever meet someone famous?*  
**B** *Yes, last ... I meet ...; He/she look ...*
- 6** **A** *you / ever travel / plane?*  
**B** *Yes, ... ago I fly to ...; It be great / boring / scary, etc.*

#### CULTURE NOTE

vlogs

#### > exercise 1 page 18

A **vlog** (video blog or video log) is a form of a blog which includes entries recorded on video, and is a form of web television. Vlog entries often combine embedded video with supporting text and images. Vlogs are very popular on YouTube.

#### EXTRA SUPPORT

weaker classes

#### > exercise 5 page 18

In sentences 1–8 students find the words, e.g. adverbs of frequency, question words, dates, etc. which could help them choose the correct tense in each sentence.

#### Key

- 1** *for ten years* – present perfect  
**2** *when* – past simple  
**3** *yet* – present perfect  
**4** *in 2015* – past simple  
**5** *(1883–1971)* – past simple  
**6** *this year* – present perfect  
**7** *results; celebrate* – present perfect (we are interested in the outcome of an action)  
**8** *in the last few years* – present perfect

#### EXTRA ACTIVITY

finished and unfinished time

#### > exercise 7 page 18

For further practice in the use of the past simple and the present perfect to discuss finished and unfinished time, you may use the task below. Write the sentences on the board and discuss the questions in brackets with the class.

- 1** *I have eaten two sandwiches this morning.*  
 (What time is it now? Is it still the morning?)
- 2** *How many times did you call her in the afternoon?*  
 (What time is it now? Is it still the afternoon?)
- 3** *What did you do at school today?*  
 (Is the school now over for the day?)
- 4** *Have you been to the shops today?*  
 (Are the shops still open?)

#### Key

- 1** any time before 12.00 o'clock  
**2** any time after 18.00 o'clock  
**3** probably yes (all the lessons have finished)  
**4** yes, it's probably still possible to go shopping

#### HOMEWORK

Students write three sentences in the present perfect and three in the past simple, using the expressions in exercise 4.

### Present perfect continuous

#### EXTRA ACTIVITY

present perfect continuous

#### > exercise 4 page 19

Give each pair of students a copy of the worksheet with the sentences below (**worksheet activities page 121**).

Alternatively, you may write the sentences on the board or dictate them to students.

- 1** *My hands are sticky.*  
**2** *I'm wet.*  
**3** *My room is a mess.*  
**4** *I feel hot.*  
**5** *It smells nice in my kitchen.*  
**6** *My back hurts.*  
**7** *My feet are sore.*

Elicit sentences in the present perfect continuous to describe a recent activity that has resulted in the situations in sentences 1–7.

#### Key (suggested answers)

- 1** *I've been making a cake / using glue / eating honey, etc.*  
**2** *I've been taking a shower / swimming / walking in the rain, etc.*  
**3** *I've been looking for my keys / playing with my dog / moving furniture around, etc.*  
**4** *I've been sunbathing / running / sitting near the fireplace, etc.*  
**5** *I've been baking a chocolate cake / roasting chicken / cooking dinner, etc.*  
**6** *I've been carrying heavy things / exercising / sleeping on the floor, etc.*  
**7** *I've been hiking for many hours / wearing uncomfortable shoes / running a marathon, etc.*

**EXTRA CHALLENGE****error correction****> exercise 8 page 19**

In pairs, students write three correct and three incorrect sentences using the present perfect simple and the present perfect continuous. They swap their sentences with another pair. In pairs students decide which sentences are correct and correct the mistakes in the other sentences. Check the answers as a class.

**HOMEWORK**

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 122**). Students translate the Polish parts of the sentences into English. Alternatively, you may write the sentences on the board.

- 1 *The children are dirty because (bawili się na dworze) \_\_\_\_\_ all day.*
- 2 *(Jesteśmy przyjaciółmi) \_\_\_\_\_ since we were 5 years old.*
- 3 *I'm sorry for the mess. (Gotowałam) \_\_\_\_\_ all morning.*
- 4 *I'm afraid (właśnie zepsułam) \_\_\_\_\_ your iPad.*
- 5 *(Ona siedzi tutaj) \_\_\_\_\_ for an hour and she's really cold.*

**Key**

- 1 they have been playing outside
- 2 We've been friends
- 3 I've been cooking
- 4 I've just broken
- 5 She's been sitting here

## READING AND VOCABULARY reading for gist and detail • careers advising • word formation (noun and adjective suffixes)

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>careers advising</li> <li>word formation (noun and adjective suffixes)</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>an interview with a careers adviser</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>pairwork:               <ul style="list-style-type: none"> <li>– discussing the choice of a future career</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Praca; Rozumienie pisanych tekstów (Dobieranie, Prawda/Falsz)

### EXTRA ACTIVITY vocabulary from the text

#### > before exercise 3 page 20

Before students read the text, you may pre-teach the words and phrases below to help students understand the text.

- **standardised exams** – a standardised exam requires all those sitting the exam to answer the same questions in the same way. It makes it possible to compare the results of individual students or groups of students.
- **income** – money that someone receives from working or from investing money
- **leadership skills** – a set of skills which allow a person to be a successful leader
- **reliability** – the quality of being a reliable person, i.e. someone who you can trust to behave well, work hard, or do whatever is expected of them
- **unique talents** – very special and unusual talents
- **average** – somewhere around a usual or ordinary level or standard
- **be suitable for something** – right for a particular purpose, person, or situation

To help students understand the words, you may also ask the following questions:

Can you give an example of a standardised exam?

What unique talents do you have?

Do you know a person with good leadership skills?

What does he/she do?

What kind of work are you suitable for? What makes you think so?

### EXTRA SUPPORT weaker classes

#### > exercise 5 page 20

Inform students that statements 1, 2, 4, 6 and 7 are false. Students read the text to find the fragments which contain the answers and explain why the sentences are true or false.

#### Key

- 1 F (Secondly, school doesn't really help because it is about standardised exams which mainly test their academic knowledge.)
- 2 F (And finally, because of parents who want their teenage children to follow a career which guarantees a good income.)
- 3 T (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.)

4 F (His parents suggested that he should study computer graphics but he wasn't too keen on the idea.)

5 T ('Can you study that?', he asked in amazement.)

6 F (This type of work practice is called shadowing and is unpaid.)

7 F (In the interview, the careers adviser is explaining how to plan a future career.)

### EXTRA ACTIVITY

### word formation

#### > exercise 9 page 21

Before students do exercise 9, write the words below on the board. Ask students to come up to the board and underline the suffixes. Elicit which words are nouns and which are adjectives.

<u>manager</u>	<u>fearless</u>	<u>payment</u>
<u>educator</u>	<u>friendship</u>	<u>fascinating</u>
<u>concentration</u>	<u>disappointed</u>	<u>bilingual</u>
<u>hopeful</u>	<u>aggressive</u>	<u>available</u>

With a stronger class, you may ask students to work in groups and write as many words with the suffixes listed in the exercise as they can. Set a time limit of about 3–4 minutes. Check the answers as a class.

#### Key (suggested answers)

-or/-er: inventor, teacher

-tion: invention, creation

-ful: useful, helpful

-less: hopeless, useless

-ship: friendship, leadership

-ed: excited, interested

-ive: competitive, positive

-ment: entertainment

-ing: boring, interesting

-al: facial, manual

-able: capable, incredible

### HOMEWORK

Tell students to imagine that they go to a school which focuses on developing students' unique talents and passions rather than just teaching academic subjects. Students write 2–3 sentences to describe an unusual subject they would like to have in their timetable and explain why they'd like to learn it, e.g. *I'd like to learn scuba-diving at school. It is an amazing sport which is also good for your health ...*

## SPEAKING a job interview

### WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	• a job interview
<b>Functional language</b>	• talking about strengths and weaknesses • talking about your experience
<b>Listening</b>	• a job interview • a student calling an employer
<b>Matura topics and tasks</b>	Praca; Mówienie ( <i>Rozmowa z odgrywaniem roli</i> )

### IF YOU WANT A LEAD-IN ... (3 minutes)

Tell students to imagine that they've applied for their dream job. Ask students what they would tell the employer to show that they are the right person for the job. Encourage students to use the vocabulary and expressions from the previous lessons.

### EXTRA CHALLENGE strengths and weaknesses

#### > exercise 6 page 22

Ask students the question: *What is your greatest weakness?* Elicit some ideas from the class. Then explain that job candidates are often advised to present themselves in the best possible light. To answer the question about weaknesses, they should try to turn a negative quality into a positive one, e.g. someone who can't meet deadlines may say, 'I am a perfectionist, I sometimes care too much about the quality of my work'. Give each pair of students a copy of the worksheet with the table below and ask the students to match the positive expressions with their more negative equivalents (**worksheet activities page 122**). Alternatively, you may write the adjectives on the board.

negative	positive
<i>stubborn</i>	<i>self-confident</i>
<i>irresponsible</i>	<i>realistic</i>
<i>negative</i>	<i>creative</i>
<i>arrogant</i>	<i>responsible</i>
<i>disorganised</i>	<i>dedicated</i>
<i>boring</i>	<i>adventurous</i>

Students work in pairs and make sentences, using the adjectives to describe a weakness in a positive way.

#### Key (suggested answers)

##### stubborn – dedicated

I'm a really dedicated person and when I have a brilliant idea I try to make others understand it.

##### irresponsible – adventurous

I'm rather adventurous and I always look for unusual solutions.

##### negative – realistic

I'm realistic and I usually don't support the ideas I don't believe in.

##### arrogant – self-confident

I'm self-confident and I often say what I think even though some people may not like it.

##### disorganised – creative

I'm a very creative person and when I am working I often don't pay attention to unimportant details.

##### boring – responsible

I'm a responsible person and I do not like wasting my time on silly things.

### EXTRA SUPPORT

weaker classes

#### > exercise 9 page 22

Write the expressions listed below on the board: *bring documents, to organise games and activities for children, to be responsible for something, to be paid weekly/monthly, to have duties, to have a lot of experience, to be a little impatient, to start work, to be a good team player, hours a week*. Students match the expressions with the Polish sentences 1–10 to help them do the task.

#### Key

<b>1</b> to have a lot of experience	<b>6</b> to start work
<b>2</b> be a good team player	<b>7</b> paid weekly/monthly
<b>3</b> to be a little impatient	<b>8</b> bring documents
<b>4</b> to be responsible for something	<b>9</b> hours a week
<b>5</b> to organise games and activities for children	<b>10</b> to have duties

### HOMEWORK

matura writing task – wiadomość e-mail

Students write an email for the following task. Give each student a copy of the worksheet with the task (**worksheet activities page 122**). Alternatively, you may write it on the board or dictate it to students.

**EXAM TASK** Niedawno brałeś/brałaś udział w rozmowie o pracę (ogłoszenie z ćwiczenia 2). Napisz wiadomość e-mail (80–130 wyrazów) do kolegi z Anglii i:

- zrelacjonuj przebieg rozmowy,
- opisz wrażenie jakie zrobił na tobie właściciel klubu, z którym rozmawiałeś/rozmawiałaś,
- przedstaw plusy i minusy tej pracy,
- napisz, co zamierzasz zrobić jeśli nie dostaniesz tej pracy.

## WRITING a job application

### WHAT IS THE LESSON ABOUT?

<b>Writing</b>	• a job application
<b>Functional language</b>	• starting and ending a letter of application • talking about your personality, skills and experience • ordering your points
<b>Reading</b>	• a job application
<b>Matura topics and tasks</b>	Praca; Wypowiedź pisemna ( <i>List formalny</i> )

### EXTRA SUPPORT

weaker classes

#### > exercise 3 page 23

Write the headings describing the purpose of the four paragraphs on the board.

- enclosed documents
- experience and qualifications
- the aim of the letter
- what makes the writer a suitable candidate

Students match the headings with the paragraphs in the letter.

### Key

Paragraph 1: the aim of the letter

Paragraph 2: experience and qualifications

Paragraph 3: what makes the writer a suitable candidate

Paragraph 4: enclosed documents

### EXTRA SUPPORT

weaker classes

#### > exercise 5 page 23

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 122**). Students rewrite the underlined parts of the sentences in a more formal way using the nouns given.

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

### EXTRA ACTIVITY

describing talents and experience

#### > exercise 7 page 23

Draw two columns on the board with the headings: *professional experience* and *talents*. Elicit some phrases for each of the headings from the class. If you have a weaker class, read out the sample phrases below for students to decide which category they belong to.

#### professional experience

- I have worked as a stand host before.
- I was responsible for organising a book fair at my school.
- I had a summer job in a local library.
- I helped my uncle in his bookshop during the summer, etc.

#### talents

- I communicate well with people of all ages.
- I am patient and polite.
- I am quite creative and I write my own stories.
- I know how to get on well with people, etc.

### HOMEWORK

Students translate the Polish parts of the sentences below into English. Give each student a copy of the worksheet with the sentences (**worksheet activities page 122**). Alternatively, you may dictate the sentences or write them on the board.

- (*Uważam się*) \_\_\_\_ reliable and loyal.
- (*Załączam swój życiorys*) \_\_\_\_ and copies of my certificates.
- (*Proszę się ze mną skontaktować*) \_\_\_\_ if you need more information.
- (*Piszę w odpowiedzi*) \_\_\_\_ to the job advertisement I found on your website.
- (*Co więcej*) \_\_\_\_ I am an excellent team player.

### Key

- I consider myself
- I enclose my CV
- Please do not hesitate to contact me
- I am writing in response
- In addition, / Moreover, / What is more, / Furthermore,

## ENGLISH IN USE

## WHAT IS THE LESSON ABOUT?

<b>Reading</b>	<ul style="list-style-type: none"> <li>a text about an unusual career</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>pairwork:               <ul style="list-style-type: none"> <li>– talking about summer jobs and volunteer work</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Praca, Życie rodzinne i towarzyskie; Znajomość środków językowych (PP: Transformacje zdań PR: Tłumaczenie fragmentów zdań)

## IF YOU WANT A LEAD-IN ...

🕒 (2 minutes)

Write the sentences below on the board for students to complete with their own ideas.

- *My interests include ...*
- *I know a great deal/a lot about ...*
- *I believe that my ... and ... make me a suitable candidate for the position of ...*

## EXTRA SUPPORT

weaker classes

## &gt; exercise 1 page 24

If students find exercise 1 difficult, you may write the gapped sentences below on the board instead for students to complete:

- I am \_\_\_\_ at swimming.  
I am a good \_\_\_\_.*
- I never \_\_\_\_ in maths tests.  
I always \_\_\_\_ maths tests.*
- My uncle has a \_\_\_\_ job.  
My uncle earns a good \_\_\_\_.*

## EXTRA SUPPORT

weaker classes

## &gt; exercise 2 page 24

Encourage students to translate the underlined words and expressions into Polish before they look at the options (a–c) in the task.

## EXTRA SUPPORT

weaker classes

## &gt; exercise 4 page 24

Tell students to write numbers 1–18 to correspond to each line of the text. Students read out each line of the text and decide if it is correct or if there are some mistakes. If students are unsure about the answers, you may give each student a copy of the handout with the clues below (**worksheet activities page 123**).

- **line 1:** *Do a career?*
- **line 2:** *Is the word 'work' countable? Can we say 'an unusual work'?*
- **line 4:** *Is it correct to say: 'to be unsatisfying' with your career?*
- **line 5:** *Do people 'get fired' when the company is closed down?*
- **line 7:** *What tense do we use after 'since' in this sentence?*
- **line 8:** *Can you use the adjective 'rewarded' to describe a job?*
- **line 10:** *What does 'employee' mean? What do we call someone who employs workers?*
- **line 11:** *Is Dan still writing the blog? What tense should we use?*

## HOMEWORK

Students find an advertisement of a summer job on the Internet. Tell them to copy the advert or print it and bring it to the next class. Students present their job advert to the class and say whether they would like to do the job or not and why.

## READING STEP BY STEP multiple choice

### WHAT IS THE LESSON ABOUT?

Reading	• two texts about working in the fire service
Matura topics and tasks	Praca; Rozumienie tekstów pisanych (Wielokrotny wybór)

### MATURA

#### Rozumienie pisanego tekstu, poziom rozszerzony: wielokrotny wybór

Uczeń czyta dwa teksty i odpowiada na pięć pytań typu wielokrotny wybór.

Jedno z pytań może dotyczyć obu tekstów.

**Rodzaje tekstów:** dwa teksty o różnej formie i długości (np. tekst literacki i publicystyczny)

**Testowane umiejętności:** określanie głównej myśli poszczególnych części tekstu, znajdowanie w tekście określonych informacji, określanie intencji nadawcy/ autora tekstu

### IF YOU WANT A LEAD-IN ...

 (3–5 minutes)

Ask students the following discussion questions related to the topic of the reading texts.

- *Do you have a fire escape plan? Does everybody in your family know where to go in the event of a fire?*
- *How do you put out a fire when you have no water?*
- *Would you like to work as a fire fighter? Why? / Why not?*

### EXTRA ACTIVITY

**facts and opinions**

#### > before exercise 1 page 25

Give each pair of students a copy of the worksheet with the statements below (**worksheet activities page 123**).

- 1 *Some people think that women are better bosses than men.*
- 2 *Statistics show that very few men work as nursery school teachers.*
- 3 *I guess being a teacher is a very challenging job.*
- 4 *A recent survey has shown that fathers spend more and more time with their children.*
- 5 *It seems that older workers are more reliable than younger employees.*
- 6 *Housekeeping is probably the least popular kind of job in the world.*
- 7 *The figures show that women still earn less than men in most European countries.*
- 8 *According to experts, many young people cannot find employment because they don't have any work experience.*

Tell students to work in pairs and decide which sentences describe facts and which refer to opinions. Encourage students to give reasons to support their answers.

#### Key

1 opinion	3 opinion	5 opinion	7 fact
2 fact	4 fact	6 opinion	8 opinion

### EXTRA SUPPORT

**weaker classes**

#### > before exercise 4 page 25

Before students do the multiple choice task, tell them to read the two texts and answer the questions below.

#### Text 1

- 1 *Where might this text have come from?*
- 2 *What important decision has the boy taken? Why did he make it?*

#### Text 2

- 3 *What are some of the reasons why very few women choose to work as firefighters?*
- 4 *According to the text, are men in the fire service happy to work with women?*

#### Key

- 1 a novel/story (It's a literary text.)
- 2 The boy has decided to become a firefighter in the future. He was impressed with the firefighter who saved his life when his house was on fire.
- 3 People think the job is too dangerous for women; It is believed that women are not strong enough to fight a fire. The word 'fireman' is still often used.
- 4 No, they aren't. (The text mentions 'negative attitude of male colleagues'.)

### HOMEWORK

Students write two facts and two opinions about something that interests them using the expressions from exercise 2, e.g. *Statistics prove that football is the most frequently played sport on earth. It seems that men are more interested in football than women. It is believed that football isn't a very violent sport.*

## REVIEW 2

## IF YOU WANT A LEAD-IN ...

🕒 (5 minutes)

Give each pair of students a copy of the worksheet with the categories below (**worksheet page 123**). Tell students to think of items from the previous lessons that fit these categories.

- 1 *jobs where you have to wear a uniform*
- 2 *positive adjectives to describe jobs*
- 3 *types of employment*
- 4 *adjectives which describe job candidates*
- 5 *words and phrases connected with earning money*

**Key**

- 1 firefighter, physician, surgeon, soldier, electrician, nurse
- 2 lucrative, rewarding, challenging, creative
- 3 full-time, part-time, self-employed, employee, unemployed
- 4 helpful, communicative, uncommunicative, creative, imaginative
- 5 salary, wages, badly-paid, earn a good salary, be paid weekly/monthly

**EXTRA ACTIVITY****memorising difficult words**

Tell students to look through the Wordlist on page 27 and find five or six words which they find difficult. Ask students to record the words in their notebooks in an unusual way, e.g. draw pictograms (pictures representing the words), write funny memorable sentences with the words, use colour pencils, capital letters, italics, etc.

**EXTRA ACTIVITY****grammar revision**

Dictate the sentences below to students. Explain that students should only write down those sentences which they think are correct. Then write the incorrect sentence on the board and ask students to correct the mistakes.

- 1 *Monica has been working as a sales representative for two years. Last week she has travelled to London to meet an important client.*
- 2 *Jane Austen was a famous English novelist. She has written very popular books about relationships between men and women.*
- 3 *Peter Field is a policeman. He has worked in London all his life.*
- 4 *You look terrible. What were you doing?*
- 5 *I've played chess since I was a kid.*
- 6 *Have you been waiting long? When did you arrive?*
- 7 *I just had a job interview, it went very well.*

**Key**

- 1 Monica has been working as a sales representative for two years. Last week she ~~has travelled~~ travelled to London to meet an important client.
- 2 Jane Austen was a famous English novelist. She ~~has written~~ wrote very popular books about relationships between men and women.
- 4 You look terrible. What ~~were you doing~~ have you been doing?
- 7 I ~~just had~~ have just had a job interview, it went very well.

**HOMEWORK****web research task**

Students research the Internet to find answers to the questions below:

- 1 *What are some of the most dangerous jobs in the world?*
- 2 *What are some of the best paid jobs in the world?*

**Web research key words:**

- most dangerous jobs
- best paid jobs

**Key (suggested answers)**

- 1 **fishers** (possible dangers: extreme weather conditions at sea; heavy equipment; drowning)  
**logging workers** (possible dangers: falling trees, cutting equipment, difficult terrain)  
**aircraft pilots** (possible dangers: emergency situations, crashes, technical failures)
- 2 **surgeons** (annual average salary: \$233,150)  
**general practice physicians** (annual average salary: \$187,200)  
**psychiatrists** (annual average salary: \$178,950)  
**dentists** (annual average salary: \$146,340)