

1 **Work with a partner. Do you think you can study the things in pictures 1–5 at university? Why?/Why not? Students' own answers**

2 **Read the comments (a–e) from an Internet forum and match them to pictures 1–5. Write the answers in your notebook.**

a 3 b 1 c 4 d 2 e 5

3 **Match the people (a–e) with the questions below. Write the answers in your notebook.**

Which person ...

- is excited about going to a particular place for their course? 1 d
- is confident about their future thanks to their course? 2 c
- thinks it's as valid to study modern culture as older culture? 3 b
- believes that people think their subject is all practice and no theory? 4 a
- thinks other people would like to study their course? 5 e
- clearly prefers the practical side of their course? 6 c

4 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- Are these subjects too specialised, in your opinion?

5 **Can you guess from the context what the underlined words mean? Check your ideas in a dictionary. Answer: p166**

6 **What about you?**

Which of these subjects would you most like to study? Why?
Students' own answers

BUZZWORD

micro learning – an educational approach that is focused on small learning units or short-term learning activities

My tutor is experimenting with micro learning – I get assignments in the form of podcasts, infographics or micro-lectures.

Student **CHAT ROOM**

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UNUSUAL DEGREES

28th October

a **Kat** 19.10



I'm having a brilliant time at uni at the moment. The only problem is that I'm not studying a typical subject like engineering or business studies. I'm doing baking technology management.

Some people think that all I do is bake bread and cakes. But there is a lot more to it than that. It's true that on Wednesdays and Fridays we always do practical assignments, but on the other days we do essays and exam preparation like everybody else. There's another thing that drives me mad. People are forever asking me to make them their favourite cake!

b **Jsm95** 19.25



My first degree course wasn't very unusual. I did sociology. But now I'm in the middle of a master's course entitled 'The Beatles, Popular music and Society'. When I tell people, usually they'll start singing an old Beatles tune. Then they'll ask me why I'm wasting my time studying pop music. I don't see why they think it's OK to study classical music or literature but not the music and words of a group that changed the modern world. Anyway, what somebody studies is always a very personal choice.

c **Brad** 19.40



I'm doing a degree that's relatively new, Digital and Social Media. People think that I spend all day on social media networks. Of course, I enjoy using social media, but the degree goes into the whole

area in great depth. We even study things like the philosophical and ethical implications of social media. But for me the best thing about the course is that it's very hands-on. For example, we get 12 weeks of work experience in a digital agency. Maybe that's why 91% of students who study this course find a job as soon as they graduate.

d **MikeyS** 19.50



You guys have it easy! People never stop asking me where my helmet is when I tell them that I'm doing Viking studies. I suppose that it does seem a strange thing to study, but I've always been fascinated by the Vikings. That's why I decided to specialise.

People usually think that, because it's so specialised, there isn't much to do. It's just the opposite! We study Scandinavian languages, and learn about contemporary Danish and Icelandic culture. Undergraduates spend their third year in a Scandinavian university, which I'm looking forward to. And no, we don't need to wear Viking helmets when we're there.

e **Kooks** 20.10



People are usually really jealous when I tell them that I'm studying surf science and technology.

It's only a two-year course, but we do a whole variety of subjects, including the history of surfing, sports psychology, and practical work creating a dynamic surfboard. What I really like about the course are the other students. We all share the same passion for surfing, so it means we all get on really well and work together as a team.

Present simple, present continuous and present habits

1a Look at the verbs in these sentences and name the tenses.

- On Wednesdays and Fridays we always **do** practical assignments. *present simple*
- I'm **having** a brilliant time at the moment. *present continuous*
- People **study** better when they're interested in the subject. *present simple*
- People **are** forever **asking** me to make them a cake. *present continuous*
- They **think** that there isn't much to do. *present simple*

1b Read the explanations and match them with the sentences in 1a. Write the answers in your notebook.

- We use the **present simple** for routines and habits. 1
- We use the **present simple** for things that are generally or always true. 3
- We use the **present simple**, not the present continuous, for verbs that describe states and situations, not actions. 5
- We use the **present continuous** for actions that are happening at or around the moment of speaking. 2
- We can use the **present continuous** with *always*, *constantly*, *continually* or *forever* for habits that annoy or irritate us. 4

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2 Choose the correct alternative. Write the answers in your notebook.

- Thanks to you, I understand / ~~am understanding~~ now.
- The Moon goes / ~~is going~~ round the Earth.
- Listen! Somebody comes / ~~is coming~~.
- Temperatures get / ~~are getting~~ higher each year.
- My brother usually walks / ~~is usually walking~~ to the university, but this week he goes / ~~is going~~ by bus.
- Do you wear / ~~Are you wearing~~ a uniform at your school?
- I don't agree / ~~am not agreeing~~ that it's better to study at home.
- That course sounds / ~~is sounding~~ really interesting.

3a 1.02 Listen to the sentences and mark the word which the speaker stresses most. Write the answers in your notebook.

- They're constantly arriving late.
- You're always saying that.
- She's forever complaining.
- He's continually talking about football.

3b Practise saying the sentences with the stress on the correct words.

4a In your notebook, complete the dialogues with the present simple or present continuous form of these verbs. Add other words if necessary.

coach • leave • play • say • study

- A: What's the matter?
B: It's my brother. He 's forever playing music loud.
- A: Why isn't your sister here?
B: She's at the Language Academy. She studies Italian on Wednesdays.
- A: You're angry with me, aren't you?
B: Yes, I am. You 're always leaving your dirty plates on the table.
- A: Why don't you like this TV presenter?
B: He 's constantly saying the same things.
- A: Are you coming on the trip on Saturday?
B: I can't. I coach the junior basketball team and there are matches every Saturday.

4b Work with a partner. Practise saying the dialogues using the correct word stress. Students' own answers

5 Work in groups of three. Talk about things people do that annoy you. Students' own answers

Present perfect simple and present perfect continuous

6a Match sentences 1-4 with the explanations of their uses a-d. Write the answers in your notebook.

- We've **been** here for four weeks.
 - I've **met** lots of interesting people.
 - I've **just realised** something.
 - I've **made** a timetable. It's on my wall.
- an action which started in the past and continues in the present
 - an action that happened at an unspecified moment in the past
 - a past action which has a result in the present
 - an action which finished very recently

6b Look at these sentences. Which is present perfect simple and which is present perfect continuous? How do we form these tenses?

- I've been studying here for a month.
present perfect continuous
Present perfect continuous: subject + has/have been + verb + -ing
- I've joined three clubs. *present perfect simple*
Present perfect simple: subject + has/have + past participle

6c Which tense gives more importance to ...

- the completion and result of an action?
present perfect simple
- the process and duration of an action?
present perfect continuous
- how many times an action happens?
present perfect simple
- an action that is incomplete or has finished recently?
present perfect continuous

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7 Work with a partner. These words often go with the present perfect simple or present perfect continuous. Talk about why and how we use the words.

- | | |
|---------|-----------|
| 1 for | 5 just |
| 2 since | 6 already |
| 3 ever | 7 yet |
| 4 never | |

8 In your notebook, rewrite the sentences using the correct tense. Correct the words in bold.

- She's **been failing** six exams. *failed*
- I've lived here **for** 2012. *since*
- We've **been** to that city in 2008. *went*
- I've **done** this assignment for two weeks, but I haven't finished yet. *been doing*
- My friend **has been having** an accident. *had*
- That artist **has been painting** more than a hundred paintings. *painted*
- They've been revising for that exam **since** five hours. *for*
- Oh no! My keys and my wallet! I lost them. *I've*
- I **haven't been doing** this exercise yet. *done*
- I've **waited here** for a bus for 20 minutes. *been waiting*



9a In your notebook, complete the questions with the present perfect simple or present perfect continuous. *Example answers*

- How long have you ...? *lived here*
- How long have you been ...? *watching TV*
- Have you ever ...? *done a bungee jump*
- How many times have you ...? *eaten sushi*
- What have you been ...? *doing all day*
- Have you just ...? *had your lunch*

9b Interview your partner with the completed questions. Then tell the class one interesting thing you found out about your partner. *Students' own answers*

do and make

1 Look at these words. Do they usually go with **do** or with **make**? Make two lists in your notebook.

do – a course, an assignment, an exam, chores, homework, the shopping, the washing, well
make – a cake, a decision, a noise, friends, the dinner

a cake • a course • a decision • an assignment
 an exam • a noise • chores • friends • homework
 the dinner • the shopping • the washing • well

2 In your notebook, complete the rules with **do** or **make**.

- We usually use do with work at school or university.
- We usually use do with work around the house.
- We usually use make with things we produce, create or construct.
- We usually use do when we talk about activities in general.
- We use make with these words: a mistake, a decision, a noise, friends, an appointment, an effort, an excuse, money, progress, a phone call, a plan, a promise, an offer, a suggestion.
- We use do with these words: your best, a favour, business, sport, your hair.

3 Complete the text with the correct form of **do** or **make**. Write the answers in your notebook.

Last year a good university (a) made my brother an offer to study electronic engineering there. He (b) made the decision to accept their offer. He has to (c) do a lot of work, but his tutors say that he (d) is doing very well at the moment and that he (e) is making a lot of progress. He has to (f) do a lot of theoretical exercises, but he also has to (g) do practical assignments. Right now, for example, they (h) are making a simple computer from old parts. The only problem is that my brother is becoming unhealthy because he never has time to (i) do sports and he always eats out because he doesn't have time to (j) do the shopping or (k) make lunch or dinner. My mum says he needs to (l) make an effort to (m) do those simple chores, but I understand that it's hard. There isn't time to (n) do everything!

4a Choose three expressions with **do** and three with **make**. Use the expressions to write questions in your notebook to ask other people in your class. *Students' own answers*

*What do you think is the best way to make new friends?
 How do you feel when you make mistakes speaking English?
 What course would you like to do at university?*

4b Interview as many people as possible with your questions. *Students' own answers*



1 **Work in groups of three. Look at these statements made by students about revising for exams. Which ones do you think are a good idea?**

Suggested answers:

Useful ideas are 1, 2 (as long as all the students are focused on revising), 3, 4, 6, 8 (breaks should be short and involve drinking water and taking some exercise), 9.

- 1 Reading your notes again and again is useful.
- 2 It's good to revise with other students.
- 3 I always go to the library to revise.
- 4 I revise by reading my notes and then asking somebody to test me.
- 5 I can't stand revising so I leave all my revision to the last week before the exams.
- 6 I feel stressed when I revise so I go running or swimming regularly to help me relax.
- 7 My revision strategy involves drinking lots of coffee and going to bed late.
- 8 I always need to take a break after 45 or 50 minutes of study.
- 9 The last thing I do before the real exam is do a practice exam.
- 10 I avoid revising everything. I just revise some of the topics and hope they come up in the exam.

2 **1.03 Listen to two teenagers talking about revision. Which three ideas in 1 does the boy mention? Has he prepared well for the exam or not?**

The boy mentions ideas 7, 5 and 10.

He hasn't prepared well for the exam.

3 **1.03 Listen again and choose the best answer. Write the answers in your notebook.**

- 1 Last night the boy ...
 - a didn't sleep at all.
 - b** didn't sleep much.
 - c slept badly because of nerves.
- 2 The students found out about the exam ...
 - a** four weeks ago.
 - b yesterday.
 - c four days ago.
- 3 On Fridays the boy ...
 - a goes out.
 - b** does sport.
 - c revises.
- 4 The boy ...
 - a doesn't understand all the exam topics.
 - b doesn't like some of the exam topics.
 - c** hasn't got notes for all the topics.
- 5 The boy thinks he isn't going to pass the exam as ...
 - a** he needs to answer all the questions.
 - b he's studied the wrong topics.
 - c he's studied last year's exam.

4 **What about you? Students' own answers**

- 1 Have you ever had a bad experience in a test or exam? What happened? Was it because you didn't prepare?
- 2 What is your top tip for doing well in exams? Why?

Gerunds and infinitives – 1

1 In your notebook, match statements 1–10 in Listening exercise 1 with these rules.

We use the **gerund**

- a as the subject/object of a sentence. 1
- 6 b with go to talk about physical activities.
- 4 c after prepositions.
- 5 d after verbs of liking or disliking (except when the verb goes with *would*, e.g. *would like*, *would prefer*).
- 7, 10 e after certain verbs like *admit*, *avoid*, *consider*, *involve*, *risk*, *suggest*.

We use the **infinitive**

- 3 f to explain why somebody does something.
- 2 g immediately after adjectives.
- 9 h after *too*, *enough*, *the first*, *the last*.
- 8 i after certain verbs like *agree*, *appear*, *arrange*, *ask*, *decide*, *expect*, *forget*, *help*, *learn*, *manage*, *need*, *promise*, *try*, *want*.

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BUZZWORD

binge learning – when you learn a lot shortly before an exam and you forget it all soon after

No wonder he's so tired. He was up binge learning for his finals until 2 am.

2a Choose the correct alternative. Write the answers in your notebook.

TWO UNUSUAL REVISION TECHNIQUES

It's amazing (a) thinking/to think how much revision we do while we're at school or university. The problem is that (b) revising/to revise can quickly become boring and repetitive. It's important (c) using/to use a variety of different revision techniques for (d) keeping/keep revision as effective as possible. Instead of (e) doing/to do the same old things, here are two unusual techniques that might work for you.

1 (f) Leaving To leave revision cards all around your house can help (g) checking/to check what you've learnt. Put cards in the bathroom, kitchen, living room ... everywhere. The idea is that you can revise and learn something even when you go to the kitchen cupboard (h) getting/to get a biscuit! But remember that it's essential (i) having/to have a real break from time to time.



2 Most people enjoy (j) singing/to sing, even if they don't actually sing very well. Some experts suggest (k) singing/ sing your revision notes to the tune of a song that you like.



You can sing your notes all day long, even when you walk to school, go (l) cycling/to cycle, or do sport. Basically, music appears (m) helping/to help us to remember more. But don't forget (n) keeping/to keep your voice down in the exam when you're singing your notes to yourself! And check that people in your family don't mind (o) listening/ to listen to you revising at home all weekend!

2b Work with a partner. Would you use either of these techniques? Why?/Why not? *Students' own answers*

3 Is the gerund or infinitive used correctly in each sentence? If not, rewrite it in your notebook.

- I've been studying hard so I expect passing to pass the exam.
- She suggested to study *studying* together that evening.

- We arranged to meet in the library. *correct*
- My friends appeared finding *to find* the exam easy.
- I was happy because I managed passing *to pass* the exam with 90%.
- Please promise not to cheat again! *correct*
- You risk to fail *failing* if you don't start studying soon.
- Have you ever considered to study *studying* another language?

4 Complete this exam advice with the gerund or infinitive form of the verbs given. Write the answers in your notebook.

- Plan your time at the start to make sure that you have enough time to finish (finish) the exam.
- Starting (Start) the exam before you have read all the questions can be a bad idea.
- We suggest taking (take) more than one pen or pencil to the exam.
- Don't write too fast or carelessly to avoid creating (create) a bad impression.
- Think about leaving (leave) yourself time to check (check) your work at the end.
- Check that you know how many questions you need to complete (complete) because sometimes not all questions are obligatory.
- Try answering (answer) all the questions that are obligatory.

5a Work with a partner. Complete these questions with the gerund or infinitive form of an appropriate verb. Write the answers in your notebook. *Example answers:*

- Do you enjoy going out in the evening?
- When you sleep, do you ever dream of falling ?
- Have you ever thought of becoming famous ?
- Do you find it difficult to study ?
- Have you ever considered changing schools ?
- Do you think that you are brave enough to jump out of a plane ?
- Would you like to be the first person to live on Mars ?
- Are you interested in studying Surf Science and Technology ?
- At the weekend, do you ever go mountain biking ?
- Next year do you want to study another language ?

5b Interview other students using your questions in 5a. Tell the class some of the things you discovered. *Students' own answers*

Giving personal information – preferences

1 Read questions 1–6 and match each one with one of the categories a–d. Write the answers in your notebook.

- a 1 What do you like about the place where you live?
- d 2 What would you like to do when you finish studying at school?
- c 3 Are you happier studying alone or with other people?
- b 4 What things do you enjoy doing with your friends?
- b 5 Do you like going to parties?
- c 6 Are you happier doing mental or physical work?

- a your home and family
- b your interests
- c your studies/work
- d your plans for the future



2 1.04 Listen to six students answering the questions in 1. Match each student to one of the questions.

- Student A question 2
- Student B question 4
- Student C question 5
- Student D question 3
- Student E question 6
- Student F question 1

3 1.04 Listen again. Does each student give a reason or any personal details to support their answer? Is it a good idea to give reasons and/or personal details? Why?/Why not?

All the students answer the questions well except Student C who does not give reasons or personal details to support their answer. It's a good idea to give reasons and personal details because it helps promote further conversation. A short response can indicate that you are annoyed, uninterested or very shy.

4 Work with a partner. Take turns to ask and answer the questions in 1. Remember to give reasons and personal details. *Students' own answers*

5 Look at the different ways of expressing preferences in the Speaking bank and then do exercise 6. *Students' own answers*

SPEAKING BANK

Expressing preferences

prefer

- I prefer to work alone.
- I prefer revising alone.
- I prefer studying alone to studying with other people.

would prefer

- I'd prefer to be a translator (than a musician).
- I'd prefer not to study music.

would rather

- I'd rather live in a big city.
- I'd rather not live in a small town.
- I'd rather study than work.

6 Put the verbs in the correct form. Write the answers in your notebook.

- 1 I prefer playing (play) football to doing (do) homework.
- 2 I'd rather go (go) by bus than walk (walk).
- 3 She'd prefer not to stay (not stay) in at the weekend.
- 4 She prefers writing (write) essays by hand.
- 5 He'd rather write (write) a project than do (do) an exam.
- 6 I'd prefer to go (go) by train than (to) fly (fly).

Practice makes perfect

7a Work with a partner. Ask and answer the questions. Remember to give reasons and personal details and to use expressions from the Speaking bank. *Students' own answers*

Student A: Ask these questions.

- 1 Which subject(s) do you prefer studying?
- 2 Would you rather study at home or in a library?
- 3 Would you like to have an end-of-year school trip this year or would you prefer to go somewhere with your family?

Student B: Ask these questions.

- 1 Would you prefer to study in your country or abroad?
- 2 Do you prefer studying with books or using a computer?
- 3 Would you rather have a school uniform or wear what you like?

7b Change partners and repeat. *Students' own answers*

An informal email replying to a request for information



- 1 Read this email from a British girl called Amy to a friend who lives in Italy. In the email, find the four main pieces of information that Amy asks for.**
- What have you been doing recently?*
 - Which month do you think is better, July or August?*
 - What do you think is the best way for me to do that?*
 - Please let me know what type of things you'd like to do here.*

✕

Hii!

Sorry I haven't written for a long time, but I've been revising hard for exams. I've finished them all now 😊 I hope I've passed! What about you? What have you been doing recently?

I've got some great news! I spoke to my parents about your invitation to take part in an exchange programme this summer, and they say that I can! Which month do you think is better, July or August?

By the way, I'd really like to learn more of your language when I'm there. What do you think is the best way for me to do that?

Then after I've spent some time with you in Italy, you'll come back with me and visit my family here in England. Please let me know what type of things you'd like to do here.

Anyway, I'm going out with my friends now to celebrate the end of our exams. I'll tell you all about it in my next email. Write back soon!

Best wishes,
Amy

- 2 Look at the style of the email in 1. What things in it are typical of informal emails?**
- | | |
|---------------------------|---------------------------------------|
| <i>exclamation marks</i> | <i>simple sentences</i> |
| <i>informal words</i> | <i>contractions (I've, I'd, etc.)</i> |
| <i>Hii! as a greeting</i> | <i>Best wishes at the end</i> |

- 3 Look at the Writing bank. Match these topics with the groups of expressions. Write the answers in your notebook. Can you add any other expressions?**

- | | |
|------------------|--|
| 1 Changing topic | 4 Opening remarks |
| 2 Signing off | 5 Asking about someone's health and activities |
| 3 Greetings | |

WRITING BANK

Useful expressions in informal emails

- *Hi, Dear ...* (a)
- *Thanks for your last email, It was great to hear from you, Sorry I haven't written for a long time, I'm writing to tell you about ...* (b)
- *What about you? How are you? How are things? Are you doing exams/on holiday at the moment? What have you been doing?* (c)
- *By the way, Anyway,* (d)
- *Write back soon, That's all for now, Bye for now, Best wishes, All the best,* (e)

- a 3 (Hello ..., Hey ...)*
- b 4 (Great to hear from you. Thanks for telling me all your news. I just wanted to get in touch about ...)*
- c 5 (What have you been up to? What have you been doing recently/lately? How have you been?)*
- d 1 (On another note ..., That reminds me ...)*
- e 2 (I'll be in touch soon. See you!)*

- 4 Work with a partner. Imagine that you have received Amy's email. In your notebook, make notes about the information she wants. Students' own answers**

What have you been doing recently? – assignments at school, went away with family last weekend, started going to the gym ...

- 5 You are going to write a reply to Amy. With your partner, make a paragraph plan in your notebook. Decide what information to include in each paragraph.**

Paragraph 1 – Thank Amy for her letter. Tell her what you've been doing.
Paragraph 2: Describe the best time to visit Italy / the best way to learn Italian
Paragraph 3: Describe things I'd like to do in England.
Paragraph 4: Say goodbye.

Practice makes perfect

- 6 Write your reply to Amy. Use your notes and paragraph plan to help you. Make sure that you include all of the information she needs. Write between 120 and 150 words. Students' own answers**

1 **Work in groups of three. Which of the social causes would you volunteer to help and why? Does your school support any volunteer programmes?** *Students' own answers*

- helping the elderly with the housework / providing company for the elderly
- helping children from underprivileged families to study and assisting them with their homework
- providing children from underprivileged families with opportunities to spend their free time in a fun and active way
- organising activities for children in hospital
- taking care of animals in shelters

2 **Read an advertisement for a voluntary service organisation and answer the questions below. Write the answers in your notebook.**

VOLUNTEERING FOR PEACE – WHY NOT?

Have you ever wondered if there is anything you could do to help build international peace? If you have, we've got the very project for you. We are Service Civil International, a voluntary non-profit organisation, founded in 1920 by Pierre Cérésolle, a Swiss engineer. His aim – to promote a culture of peace after World War I – remains our goal. Every year, we help thousands of volunteers, of all ages (18+) and from many different backgrounds, to take part in various community projects.

We believe that international peace is only possible if people from different cultures meet in order to understand each other better. This is why we bring people from different countries together to give them the opportunity to live and work together for a period of two to three weeks. These short-term projects – called workcamps – are organised in different local communities all around the world – from Belgium, Finland and Turkey, to Palestine, Indonesia or Iceland.

Why are the projects called workcamps? Because their primary aim is to work for the local community, for example, working with refugees, helping disadvantaged or disabled children, teaching English in a youth club, planting trees, helping locals develop more eco-friendly farms, or helping to preserve local traditions and festivals. However, the most important goal is to break down barriers and learn about other cultures in order to become more tolerant and open-minded. At the same time, you will also learn how to become more independent, as well as make a lot of new friends! To find out more about our workcamps, check our website. We look forward to hearing from you!

A Are the sentences true (T) or false (F)? If they are false, correct them in your notebook.

- F 1** Service Civil International makes a huge profit every year. *It's a non-profit organisation.*
- F 2** A Swiss engineer founded SCI in order to try prevent the start of the First World War. *in order to promote peace after the First World War*
- T 3** The aim of SCI is to promote tolerance and a more open-minded attitude.
- F 4** There is an upper age limit for volunteers. *there is a lower age limit (18 years old)*
- T 5** Workcamps last a couple of weeks.
- F 6** Participants of workcamps are required to do some physical work. *they have different tasks, not only physical ones*

B What is the style of the advertisement: formal, informal, informative, critical, encouraging?
formal, informative, encouraging

3 **1.05 Listen to the recording and answer the questions below. Write the answers in your notebook.**

- 1 What's the topic of the programme? *voluntary work*
- 2 Why are Paulina and Peter in England? *They are on a student exchange programme.*
- 3 What voluntary organisations have they worked for? *Paulina – the Academy of the Future, Peter – Service Civil International*
- 4 Why does Peter recommend doing voluntary work? *Because you can meet a lot of people from all over the world, as well as become more tolerant of other cultures.*

4 **1.05 Listen again. Which of the following is stated in the recording as a fact? Which is the opinion of the speaker? Write the answers in your notebook.**

- 1 The Academy of the Future has been helping children in Poland for 15 years. *fact*
- 2 A child meets his/her mentor on a weekly basis. *fact*
- 3 Mentors make friends with the children in their care. *opinion*
- 4 One of the aims of Peter's workcamp was to help organise free time for refugee children. *fact*
- 5 The activities managed to help the children to forget about their present situation. *opinion*

5 **In your notebook, complete the email with the information from the advertisement in 2 and the recording.**

Od:	Kasia	Do:	Jasiek
Temat:	Wolontariat		

Cześć Jasiek!
Przeczytałam artykuł o SCI, który mi przesłałeś. Podoba mi się cel ich działania – czyli (1) *promowanie/wspieranie pokoju* na świecie. Podoba mi się też to, że na „workcampie” mogą się spotkać ludzie z (2) *różnych krajów/całego świata*. Nie jestem jednak pewna, czy chciałabym wyjechać zagranicę na taki „workcamp”. Wolałabym zrobić coś tu, w naszym mieście, i dlatego bardziej podoba mi się idea Akademii Przyszłości, w której jeden mentor opiekuje się jednym dzieckiem. Fajne jest też to, że dzieci (3) *mają wpływ na* kontrakt, który podpisują i są traktowane po partnersku, oraz to, że organizatorzy zapewniają bogaty program (4) *wydarzeń kulturalnych*. Z drugiej strony, można zorganizować taki „workcamp” SCI w Polsce – słyszałam o projekcie w Belgii, gdzie wolontariusze zajmowali się przez tydzień (5) *dziećmi z ośrodka dla uchodźców/ dziećmi uchodźców*, uczyli ich angielskiego i organizowali im zabawy i gry. Może moglibyśmy coś podobnego zorganizować u nas?
Pa,
Kasia

6 **Work in pairs. Discuss the following questions.** *Students' own answers*

- 1 Do you think it's a good idea to do voluntary work? Why?/Why not?
- 2 Should schools encourage and support their students in any voluntary activities? Why?/Why not?
- 3 Some people think that we should help people in need in our home country first, rather than help people in other countries. To what extent do you agree?

7 **For the next class, with a partner, prepare a short presentation on a voluntary organisation aimed at teenagers (either Polish or international), which you consider to be worthwhile. Include the following information:** *Students' own answers*

- the name and location of the organisation;
- its main activities;
- who can participate;
- the reason(s) why you find it worthwhile.

EDUKACJA

Uczenie się, oceny szkolne

assignment (n)	/ə'sainmənt/	praca domowa
cheat (v)	/tʃi:t/	ściągać
continuous assessment (n)	/kən'tinjuəs ə'sesmənt/	ocena na podstawie całorocznej pracy
course (n)	/kɔ:s/	kurs, zajęcia
coursework (n)	/'kɔ:s,wɜ:k/	praca okresowa
degree (n)	/'di:ɡri:/	stopień naukowy
fail (v)	/feil/	nie zdać, oblać
grade (n)	/ɡreid/	ocena, stopień
graduate (v)	/'ɡrædʒueit/	ukończyć szkołę
lecture (n)	/'lektʃə(r)/	wykład
mark (n)	/'ma:k/	ocena, stopień
master's (n)	/'mɑ:stəz/	stopień magistra
notes (n pl)	/'nəʊts/	notatki
pass (v)	/'pɑ:s/	zdać
resit (v)	/'ri:'sit/	zdawać ponownie
revise (v)	/'ri:'vaiz/	powtarzać
term (n)	/'tɜ:m/	semestr
tutor (n)	/'tju:tə(r)/	nauczyciel, adiunkt
tutorial (n)	/'tju:'tɔ:riəl/	ćwiczenia, seminarium
undergraduate (n)	/'ʌndə'ɡrædʒəʊət/	student na studiach licencjackich

Życie szkoły

become independent (v phr)	/'bi:kəm ɪndi'pendənt/	usamodzielić się
extracurricular activities (n phr)	/'ekstrəkʊlə'ri:kjələ'æk'tivətiz/	zajęcia ponadprogramowe
hall of residence (n)	/'hɔ:l əv 'rezid(ə)ns/	akademik
make new friends (v phr)	/'meik ,nju: 'frendz/	zawierać nowe przyjaźnie
student facilities (n phr)	/'stju:d(ə)nt fə'silətiz/	udogodnienia
student loan (n phr)	/'stju:d(ə)nt 'ləʊn/	kredyt studencki
study abroad (v phr)	/'stʌdi ə'brɔ:d/	studiować za granicą

CZŁOWIEK

Społeczny system wartości

assist (v)	/ə'sist/	pomagać
break down barriers (v phr)	/'breik 'daʊn 'bæriəz/	przełamywać bariery
community project (n)	/'kə:mju:nəti ,prɒdʒekt/	projekt społeczny/
disabled (adj)	/'dis'eɪb(ə)d/	niepełnosprawny
disadvantaged (adj)	/'disəd'vɑ:ntɪdʒd/	pokrzywdzony przez los
mentor (n)	/'mentɔ:(r)/	mentor, opiekun
non-profit organisation (n)	/'nɒn 'prɒfɪt ɔ:ɡənə'zɪʃ(ə)n/	organizacja non-profit
preserve (v)	/'pri:zə:v/	zachowywać
refugee (n)	/'refju:ˈdʒi:/	uchodźca
shelter (n)	/'ʃeltə(r)/	schronisko
underprivileged (adj)	/'ʌndə'prɪvəlɪdʒd/	upośledzony społecznie
volunteer (v)	/'vɒlən'tiə(r)/	podjąć się czegoś dobrowolnie
voluntary work (n)	/'vɒlənt(ə)ri ,wɜ:k/	wolontariat

KOŁOKACJE Z DO I MAKE

make a cake (v phr)	/'meik ə 'keɪk/	robić ciasto
make a decision (v phr)	/'meik ə dɪ'sɪʒ(ə)n/	podjąć decyzję
make a noise (v phr)	/'meik ə 'nɔɪz/	hałasować
make friends (v phr)	/'meik 'frendz/	zawierać przyjaźnie
make the dinner (v phr)	/'meik ðə 'dɪnə(r)/	robić obiad
do a course (v phr)	/'du: ə 'kɔ:s/	robić kurs
do an assignment (v phr)	/'du: ən ə'sainmənt/	robić pracę domową

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

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
 (phr) = phrase – wyrażenie
 (prep) = preposition – przyimek
 (pron) = pronoun – zaimek
 (v) = verb – czasownik

do an exam (v phr)	/'du: ən ɪɡ'zæm/	zdawać egzamin
do chores (v phr)	/'du: 'tʃɔ:z/	wykonywać obowiązki domowe
do homework (v phr)	/'du: 'həʊm,wɜ:k/	robić pracę domową
do the shopping (v phr)	/'du: ðə 'ʃɒpɪŋ/	robić zakupy
do the washing (v phr)	/'du: ðə 'wɒʃɪŋ/	robić pranie
do well (v phr)	/'du: 'wel/	dobrze sobie radzić

INNE

academic (adj)	/'ækə'demɪk/	naukowy, akademicki
ages (n pl)	/'eɪdʒɪz/	całe wieki
already (adv)	/'ɔ:l'reɪdɪ/	już
annoy (v)	/'ə'noɪ/	irytować
anyway (adv)	/'eni,'weɪ/	w każdym razie
arrange (v)	/'ə'reɪndʒ/	umawiać się / postanawiać (coś zrobić)
avoid (v)	/'ə'vɔɪd/	unikąć
brave (adj)	/'breɪv/	dzielny, odważny
break (n)	/'breɪk/	przerwa
by the way (prep phr)	/'baɪ ðə 'weɪ/	przy okazji
can't stand (v phr)	/'kɑ:nt 'stænd/	nie znosić
choice (n)	/'tʃɔɪs/	wybór
chore (n)	/'tʃɔ:(r)/	obowiązek, praca domowa
come up (v phr)	/'kʌm 'ʌp/	pojawiać się
complain (v)	/'kəm'pleɪn/	skarżyć się, narzekać
don't mind (v phr)	/'dɒnt 'maɪnd/	nie mieć nic przeciwko
duration (n)	/'djʊ'reɪʃ(ə)n/	czas trwania
encourage (v)	/'ɪn'kʌrɪdʒ/	zachęcać
ever (adv)	/'evə(r)/	kiedykolwiek
expect (v)	/'ɪk'spekt/	oczekiwać
experience (n)	/'ɪk'spɪəriəns/	doświadczenie
find out about (v phr)	/'faɪnd 'aʊt ə'baʊt/	dowiedzieć się (o czymś)
hand in (v phr)	/'hænd 'ɪn/	wręczać, oddawać
helpline (n)	/'help,'laɪn/	infolinia
improve (v)	/'ɪm'pru:v/	poprawiać
instead of (adv)	/'ɪn'sted əv/	zamiast (czegoś/kogoś)
just (adv)	/'dʒʌst/	właśnie, dopiero co
look forward to (v phr)	/'lʊk 'fɔ:wəd tə/	z niecierpliwością oczekiwać
manage (v)	/'mænɪdʒ/	zdołać, móc, dać radę
never (adv)	/'nevə(r)/	niegdy
personal details (n pl)	/'pɜ:s(ə)nəl 'di:teɪlz/	dane osobowe/ personalne
practical (adj)	/'præktɪk(ə)l/	praktyczny
realise (v)	/'ri:əlaɪz/	uświadomić sobie
relatively (adv)	/'relətɪvli/	stosunkowo
research (v)	/'ri:sɜ:tʃ/	przewodzić badania
research (n)	/'ri:sɜ:tʃ/	badania
risk (v)	/'rɪsk/	ryzykować
since (adv)	/'sɪns/	odkąd, od kiedy
take your mind off something (v phr)	/'teɪk jə'maɪnd ɒf 'sʌmθɪŋ/	odwrócić uwagę od czegoś
theoretical (adj)	/'θiə'retɪk(ə)l/	teoretyczny
topic (n)	/'tɒpɪk/	temat
uni (n)	/'ju:ni/	uniwersytet
unspecified (adj)	/'ʌn'spesɪfaɪd/	nieokreślony
valid (adj)	/'vælɪd/	ważny, obowiązujący
wallet (n)	/'wɒlɪt/	portfel

Rozumienie ze słuchu

1 ★ 1.06 Usłyszysz dwukrotnie fragment programu radiowego. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszytcie luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

Dr Anderson and his team are studying how people (1) memorise and recall things. They have recently discovered that, in some cases, making a guess might improve the process of (2) remembering new information. When people are asked to make a guess which is based on the (3) similarity between two words, it might have benefits for their memory. The same is true when people have to guess a word and are told (4) what category the word belongs to, as they tend to remember the words better and for a longer period of time. In such cases, people are forced (5) to make an effort and to process the information. However, making (6) a wild guess might not improve the process of remembering but rather have a negative effect on the way people retain new information.

Rozumienie tekstów pisanych

2 Przeczytaj teksty związane ze studiowaniem. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz w zeszytcie literę A, B albo C.

DO YOU EVER WONDER WHAT IT WOULD BE LIKE TO STUDY ABROAD?

- » Are you interested in a degree in business studies, engineering or sociology?
- » Would you like to become more independent and make new friends abroad?
- » Would you like to practise your language skills?
- » Are your grades excellent?

If you want to learn more about:

- » What undergraduate courses you can do in Britain;
- » What coursework and assessment look like at British universities;
- » What student facilities are available;
- » How to apply for a student loan

Come to a meeting with Paula Delaney of the British Embassy

FRIDAY, 4 P.M.,
SCHOOL ASSEMBLY HALL

- 1 The aim of the meeting is to
- A encourage teenagers to study in Britain.
 - B practise language skills.
 - C provide information about studying in Britain.



Please tell Kate I can't go to the cinema with you tonight. I've failed an important exam in psychology and I need to study this evening because my tutor has allowed me to retake it tomorrow. I promise I'll join you next time. Kisses



Bob, did you attend the course in international law with Professor McDonald? I was wondering if you still have notes from his classes. I'm having an exam with him in a few weeks, and your notes would help me a lot, cause I've been absent a lot this term. Please?

2 Both texts are about

- A exam grades.
- B taking exams.
- C university teachers.

From: To: Subject:

Uncle Jack,

- 1 There are some things I don't understand as I've been ill for a few weeks.
- 2 I would be really grateful – I'm trying to do my best to get a good final grade.
- 3 I want to ask you a favour – I've got a big test in biology this week and I need to revise a lot of material.
- 4 Could you help me with it?

Thanks a lot,
Robert

3 The correct order of the sentences in the message is

- A 4-3-1-2
- B 3-1-4-2
- C 2-3-1-4

Znajomość środków językowych

3 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów. Trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszytcie.

- 1 My younger brother is so annoying – he is always listening to (always / listen) loud music when I'm trying to study.
- 2 I have been doing a course (do / course) in directing since September as, one day, I'd like to be able to make my own films.
- 3 I would prefer to study (prefer / study) psychology rather than engineering after I've graduated from secondary school.
- 4 My sister has not made any (not / make) friends at her new college yet.
- 5 If you revise everything the night before an exam, you risk forgetting (risk / forget) most of the material.

4 ★ Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszycie literę A, B, C albo D.

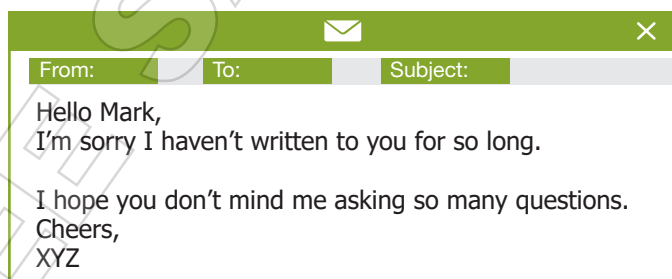
If you're a secondary school student, you've probably heard more than once that choosing what to study is a tough decision. Unfortunately, it is true. It is one of the most difficult decisions you will ever have to (1) and one which will have enormous impact on your future life. My son Jack (2) computer games, and so he decided to study game design. He was convinced it would help him to construct his own game, which would bring immediate financial rewards. However, much to his surprise, he (3) for almost two years now, but he hasn't designed a game yet. He has always been good at drawing and graphic design, so he doesn't have to make (4) in these subjects. However, he has been working really hard to learn programming. He's also been learning how (5) all the assignments on time as he has never been too fond of sticking to deadlines. Even though studying game design involves (6) really hard, Jack is satisfied: he is doing what he has always dreamt of. So, the moral of the story is: choose wisely.

- | | |
|---|---|
| 1 A do
B perform
C make
D make up | 4 A any effort
B his best
C homework
D chores |
| 2 A always loved
B always intended
C has always loved
D has always wanted | 5 A doing
B making
C to do
D to make |
| 3 A studied
B is studying
C studies
D has been studying | 6 A to work
B working
C that he will work
D him to work |

Wypowiedź pisemna

5 Napisz e-mail do znajomego, który studiuje za granicą. W treści e-maila: *Students' own answers*

- wyjaśnisz, że też chciałbyś/chciałabyś studiować zagranicą;
- napiszesz, czym się interesujesz i co chciałbyś/chciałabyś studiować;
- zapytasz o dobre i złe strony studiowania za granicą;
- poprosisz o sugestie dotyczące kosztów związanych ze studiowaniem za granicą i pożyczek studenckich.



Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

6 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania. *Students' own answers*

Chciałbyś/Chciałabyś dowiedzieć się, jak uczyć się szybciej i bardziej efektywnie. Masz do wyboru trzy formy zdobywania nowej wiedzy.

- Wybierz formę zdobywania wiedzy, która byłaby dla Ciebie najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 To what extent is it possible to change your learning habits?
- 2 Some people say that the realities of today's world mean it's necessary to learn new skills throughout one's life. Do you agree? Why?/Why not?

Uczeń B

- 1 What can you learn best from books: knowledge or skills? Why?
- 2 To what extent do you agree with the opinion that we learn best in groups with other people/from other people? Justify your opinion.

✓ SELF-ASSESSMENT UNIT 1

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

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

- a I can talk about present situations, routines and actions.
- b I can understand written and spoken texts about studying and university life.
- c I can express preferences.
- d I can reply to informal emails and include relevant information.
- e I can give a presentation on a voluntary organisation.

2 Nine to five

Vocabulary

Work conditions and responsibilities

1 **Work with a partner. Try to think of one job for each letter of the alphabet.** *Answer: p166*

A – architect B – builder C – chef

2 **Read the job descriptions. What are the jobs?**

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

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

3 **Look again at the expressions in yellow. Check that you understand what they mean. Use a dictionary if necessary.** *Answer: p166*

4 1.07 **Listen to four people describing their jobs. Match each person to one of these jobs. Write the answers in your notebook.**

architect • bank manager • construction worker
head teacher • office worker
personal assistant (PA) • physiotherapist
school caretaker • software engineer • vet

1 school caretaker 3 personal assistant (PA)
2 software engineer 4 physiotherapist

5 **Work in groups of three. Describe a job using the expressions in yellow in 2. Can your partners guess the job?** *Students' own answers*

BUZZWORD

gamification – the process of adding game-like elements to activities, in order to encourage people to take part and increase success or profits

Our company is using gamification in employee training and it's really exciting.

Working life

6 **In your notebook, match the definitions 1–5 with the expressions a–g. There are two extra expressions.**

e 1 You have flexible working hours.	a work long hours
b 2 You sometimes work during the day and sometimes at night.	b do shift work
g 3 You work extra hours.	c work from nine to five
a 4 You spend a long time working.	d work full-time
f 5 You don't work all day.	e be on flexitime
	f work part-time
	g work overtime

7 **Work with a partner. In which jobs or situations do you think it is common to work ...**

1 from nine to five? 2 long hours? 3 overtime?

Suggested answers

1 *in a normal office job*

2 *people with a lot of responsibility and who are well paid often work long hours, e.g. managers, directors*

3 *in a stressful job when there is a lot of work to do; when you can earn extra money; when there is a chance of promotion*

8a **In your notebook, put these different events in a logical order.** *Students' own answers*

apply for a job • be offered a job
get a promotion • look for a job • sign a contract

1 – *look for a job*

8b 1.08 **Listen and check.**

2 *apply for a job, 3 be offered a job, 4 sign a contract, 5 get a promotion*

9 **Match the expressions 1–5 with their meanings a–e. Use a dictionary if necessary. Write the answers in your notebook.**

a 1 become unemployed	c 4 retire
e 2 be made redundant	b 5 resign
d 3 be sacked/fired/dismissed	

a general expression for when you lose your job
b state formally that you are leaving a job permanently
c stop working, usually because you are officially too old to work
d lose your job, usually for doing something wrong
e lose your job because it is no longer necessary

10 **Work with a partner. Talk about your work plans.** *Students' own answers*

I'd like to find a job as a software engineer, designing games. I'd prefer ...

1 Work with a partner. Look at the photos of two people with unusual jobs. Where do you think they work?
Students' own answers

2 Read the articles and check your answer in 1. *Students' own answers*

WORKING LIFE

Sliding into a dream job

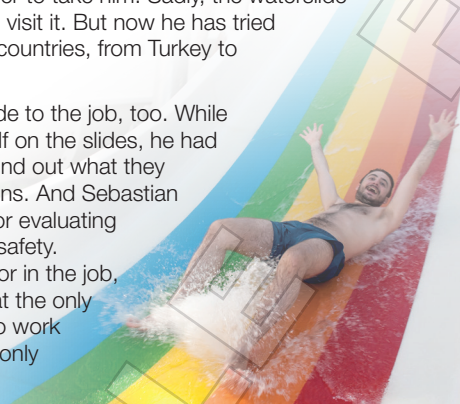
While 22-year-old student Sebastian Smith was doing his final university assignment, he heard an advert on the radio asking people to apply for 'the best job in the world'.

5 The job was to evaluate waterslides around the world. Sebastian spent the rest of the day dreaming about it and just knew that he had to apply. Meanwhile, 2,000 other people were thinking exactly the same. In the end, five lucky people got to the final selection event, which took place at a holiday resort in Egypt. After a number
10 of trials, Sebastian convinced the judges that he was the best candidate.

Sebastian finished his degree course in design, graduated and then walked straight into his new job. It came with a good annual salary and all his travel expenses paid. Unfortunately, the job was only for
15 six months, but it included a seven-night, all-inclusive holiday.

Sebastian felt that the job was a dream come true. There used to be a waterslide close to where he lived as a young child and he would beg his mother to take him. Sadly, the waterslide closed before he could visit it. But now he has tried
20 waterslides in over 15 countries, from Turkey to Jamaica.

There was a serious side to the job, too. While he was enjoying himself on the slides, he had to talk to families and find out what they
25 thought of the attractions. And Sebastian was also responsible for evaluating other factors, such as safety. Sebastian's predecessor in the job, Tommy Lynch, said that the only
30 drawback was going to work on a cold day wearing only a pair of shorts!



This job is a nightmare!

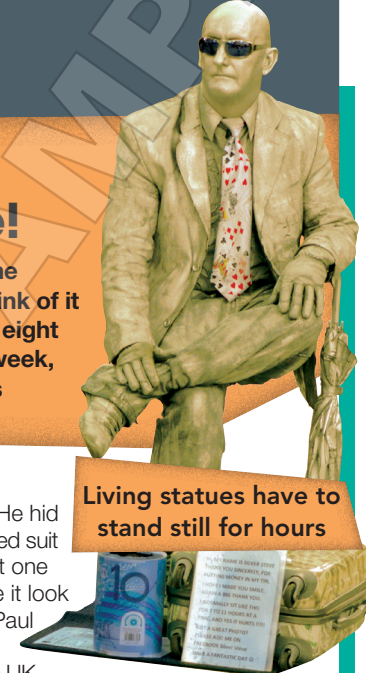
When you see them on the street, you really don't think of it as a full-time job. But for eight hours a day, five days a week,
5 Paul Edmeades works as a living statue.

Some time ago, Paul made a special metal structure and attached it to a heavy base. He hid
10 the structure in his gold-painted suit and learnt to sit back with just one foot on the ground and make it look as if he was defying gravity. Paul became one of the thousands
15 of living statues working in the UK.

These statues have to put up with children and adults coming up to them and touching them to see if they are real. And standing still for hours can bring serious health problems. Matt Walters has been a living statue for over 30 years.
20 He used to be able to stand completely still for three hours at a time. But the pain became too much. The cold certainly doesn't help. Paul wears four pairs of trousers and three pairs of socks. And there are other, even worse dangers. Members of the public sometimes hit Paul, insult him, or even steal
25 the money he makes. Once when he was working in Trafalgar Square, a gang suddenly appeared and started kicking him. Luckily he escaped, but that was all because he was working in somebody else's spot.

So, what about promotion or a pay rise? Is it possible to get ahead in this profession? Paul says that living statues are currently very popular in the United Arab Emirates and the pay there is good. But the problem is the heat, which, for a living statue, is even worse than the cold!

Living statues have to stand still for hours



3 Read the articles again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.

- Sebastian was an undergraduate when he first heard about this special job. T/F/NM
- At first, Sebastian wasn't very interested in the job. T/F/NM
- Sebastian's mother thought waterslides were too dangerous for children. T/F/NM
- Part of Sebastian's job was to see if any waterslides were dangerous. T/F/NM
- It's important that people can't see the mechanism that Paul built. T/F/NM
- One problem that living statues have is that people are not sure if they are real statues. T/F/NM
- The worst problem for a living statue is the cold. T/F/NM
- The psychological pressure of being a living statue is difficult to bear. T/F/NM

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think 'dream jobs' really exist? Why/Why not?
- What factors do you think could make a job a dream job?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary. *Answer: p166*

6 What about you? *Students' own answers*

Would either of the jobs in the articles be your idea of a dream job? Why/Why not?

BUZZWORD

vibe manager – a person who is responsible for planning office parties, staff outings, etc. in order to make sure people are enjoying their time at work

As a *vibe manager* Kate is involved in promoting healthy office activities, such as lunchtime yoga.

Past simple and past continuous

1a Look at these sentences. Which verbs are past simple and which are past continuous?

- Paul **became** one of the thousands of living statues in the UK. *past simple*
- He **was working** in somebody else's spot. *past continuous*
- Sebastian **finished** his degree course, **graduated** and then **walked** into his new job. *past simple*
- While he **was doing** his assignment, he **heard** an advert. *past continuous, past simple*
- Once when he **was working** in Trafalgar Square, a gang suddenly **appeared**. *past continuous, past simple*

1b Look at the rules. Is each rule for the past simple (PS) or the past continuous (PC)?

- We use it to say that one thing happened after another. *PS*
- We use it to talk about an activity in progress at a moment in the past. *PC*
- We use it to describe scenes in a story or description. *PC*
- We use it to talk about finished actions or situations in the past. *PS*
- We use it to talk about an activity in progress in the past that was interrupted by another action. *PC*

1c Is it more common to use the words **while** and **as** with the past simple or the past continuous?
past continuous

GRAMMAR REFERENCE ► PAGE 138

2a How do we spell the -ed form of these verbs? Write the answers in your notebook.

cry • develop • happen • hate • mention
occur • plan • prefer • step • stop • study
travel • try • visit

cried, developed, happened, hated, mentioned, occurred, planned, preferred, stepped, stopped, studied, travelled, tried, visited

2b  1.09 How do we pronounce the -ed form of the verbs in 2a: /d/, /t/, /ɪd/? Listen and check your answers.

/d/: cried, happened, mentioned, occurred, planned, preferred, travelled, tried
/t/: developed, stepped, stopped
/ɪd/: hated, visited, studied

3 Are the underlined verbs in the correct tense? If not, rewrite them correctly in your notebook.

- When I got home, I was making *made* the dinner.
- As we were walking home, we helped *correct* an old lady to cross the road.
- When I looked out of the window, I saw *correct* that it rained *was raining*.
- Last year, I was spending *spent* my holidays in the US.
- When the phone rang, I stopped *correct* what I did *was doing* and answered *correct* it immediately.
- I was unlucky because I walked *was walking* in the park when it started to rain.
- I asked her why she cried *was crying*.

4a In your notebook, make the correct questions for these answers.

- What did you do when you got home after school yesterday?
I had a snack when I got home after school yesterday.
- Were you watching TV at 9 o'clock last night?
No, I wasn't watching TV at 9 o'clock last night.
- What were your parents doing yesterday at 10 am?
My parents were working yesterday at 10 am.
- Where did you go last summer?
I went to Ireland last summer.
- Were you listening to music while you were doing your homework yesterday?
Yes, I was listening to music while I was doing my homework yesterday.
- What did you do last Saturday?
I ate out last Saturday.
- What were you doing at 6 o'clock this morning?
I was sleeping at 6 o'clock this morning.

4b  Now interview your partner using the questions in 4a. *Students' own answers*

Past habits

5a Look at these sentences and answer the questions.

- There **used to** be a waterslide close to his home.
 - He **didn't use to** go on waterslides.
 - He **would** beg his mother to take him.
 - The final **took** place at a holiday resort in Egypt.
- Which events in a–d are things that happened regularly? *a, b, c*
 - What happened just once? *d*

5b Read rules 1–5 and complete 1–3 with **used to**, **would** or **the past simple**. Write the answers in your notebook.

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

GRAMMAR REFERENCE ► PAGE 138

6 Choose the best alternative. If you think both alternatives are correct, choose both. Write the answers in your notebook.

- When I was small, I used to/would have a skateboard.
- My brother lived/used to live in France for a month.
- We didn't use to/wouldn't walk to school, but now we do.
- When I was ten, I used to/would play computer games for hours.
- Once my friend met/would meet a famous actor.
- At primary school, I used to/would go home for lunch.
- In the past, everything used to/would be cheaper.

7 Complete this text with *used to*, *would* or the past simple. When both *used to* or *would* are possible, use *would*. Write the answers in your notebook.



A few years ago, Ben Southall had a dream job. He (a) lived (live) in a luxurious house on a tropical island, to promote tourism in Australia. He (b) didn't have (not have) much time for just relaxing because he (c) used to work (work) up to 19 hours, seven days a week. Each day he (d) would do (do) lots of promotional events and press conferences. At the end of the day, he (e) would write (write) his blog before going to sleep. Above all, he (f) used to love (love) the excitement of surfing, sailing and flying. There was one dangerous moment though. In the last week of the job, he (g) jumped (jump) into the sea and he nearly (h) died (die) because of a jellyfish sting! Luckily, a local doctor (i) saved (save) his life.

8a Complete these sentences in your notebook. Make some of them true for you and some false. Students' own answers

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

8b Work in groups of three. Read out your sentences. Can your partners say which ones are true and which are false? Students' own answers

Phrasal verbs connected with work

1 Match the phrasal verbs in yellow with their meanings (a-h). Write the answers in your notebook.

- spend time producing or improving something
 - start (a business, an organisation, etc.)
 - continue doing something even if you want to stop
 - be more successful, or progress faster
 - go at the same speed as something or someone
 - add information to a document, e.g. your name/address
 - not accept an offer, request or application
 - take control of something
- If you want to **get ahead**, you need to work hard.
 - He applied for a job in an international company, but they **turned him down**.
 - She **took over** the project last year. It's hers now.
 - They're going to **set up** a new office in Tokyo.
 - This new job is really hard, but I'm going to **keep at it**.
 - We're **working on** a new product to get it just right.
 - To apply for the job, you need to **fill in** this form.
 - I'm so busy at work that I can't **keep up with** it all.

2 In your notebook, complete the sentences with the correct form of the phrasal verbs in 1.

- Don't stop trying! Keep at it!
- I'm ambitious. I want to get ahead and get to the top of the company.
- Don't forget to fill in this section of the questionnaire with your email address.
- They offered me a promotion, but I turned it down because it wasn't well-paid.
- You need a lot of money and original ideas to set up a new business.
- We need to work faster if we want to keep up with our competitors.
- Let's work on this project first and when we finish we can look at something else.
- We used to be independent, but a big company took us over last year.

3a In your notebook, complete the questions with the correct preposition or adverb.

- Are you working on any school assignments?
- Do you find it easy or difficult to keep up with all of your homework?
- What qualities do you think you must possess to get ahead in a job?
- Would you like to set up your own business one day? What type of business?

3b Work with a partner. Take it in turns to ask and answer the questions in 3a. Students' own answers



Past perfect simple

1a Look at the sentence and then decide which action happened first.

When I **had finished** school, I **bought** a ticket to travel round the world.

- a I finished school.
- b I bought a ticket.

1b Choose the correct alternative. Write the answers in your notebook.

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

1c How do we form the past perfect simple?

subject + had/hadn't + past participle

GRAMMAR REFERENCE > PAGE 138

1 Work in groups of three. Read this definition of a gap year. Do you think gap years sound interesting? Why/Why not?

Example answers

I think a gap year sounds good because you can have a break from studying before you go to university.

I think a gap year is a bad thing because many people don't do anything useful or interesting, and they get out of the habit of studying.

gap year (n) /gæp jɪə(r)/

A year, usually between finishing school and starting university, when you travel or work.

2 Complete the sentences with the past simple or past perfect simple form of the verbs given. Write the answers in your notebook. *Suggested answers*

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

3 In your notebook, complete the sentences in a logical way using a verb in the past perfect simple and the words in bold.

- 1 We couldn't get into the room because ... **lock**
someone had locked it.
- 2 They gave her the job because ... **questions**
she had answered the questions well.
- 3 I couldn't go out last Saturday because ... **homework**
I hadn't done my homework.
- 4 She arrived late for work because ... **bus**
she had missed the bus.
- 5 My little brother was crying because ... **ice cream**
he had dropped his ice cream.
- 6 People on the beach were frightened because ... **shark**
someone had seen a shark.
- 7 He didn't feel well because ... **pizza**
he had eaten too much pizza.
- 8 They got wet because ... **umbrella**
they hadn't taken an umbrella with them.

2 1.10 Listen to five people talking about their gap year experiences. Match each statement (A-F) with the correct speaker. Use the letters only once. There is one extra letter. Write the answers in your notebook.

- A I didn't work at any moment during my gap year.
- B I learnt two languages during my gap year.
- C My gap year prepared me to study hard.
- D I was fired from my gap year job because I didn't enjoy it.
- E I enjoyed being close to nature during my gap year.
- F Although my gap year experience was difficult, it is going to influence my choice of a career.

Speaker 1: C Speaker 4: E

Speaker 2: B Speaker 5: A

Speaker 3: F

3 What about you? *Students' own answers*

- 1 Which of these gap years do you like the most? Why?
- 2 What would be your perfect plan for a gap year?



Past perfect continuous

4a Do these sentences contain verbs in the past perfect simple or the past perfect continuous?

- 1 I'd **been working** for almost 12 months when I had an idea.
past perfect continuous
- 2 When I'd **earned** enough money, I decided to go skiing in France.
past perfect simple
- 3 I'd **been organising** my gap year for a long time.
past perfect continuous
- 4 When I'd **finished** that job, I worked as a volunteer in Madagascar.
past perfect simple

4b Which sentences give more importance to the duration of the action? Which give more importance to the completion of the action? Sentences 1 and 3 with the past perfect continuous give more importance to duration. Sentences 2 and 4 with the past perfect simple give more importance to the completion of the action.

4c How do we form the past perfect continuous?

had + been + verb + -ing

GRAMMAR REFERENCE ► PAGE 138

5 Choose the best alternative. Write the answers in your notebook.

- 1 We had waited/been waiting for an hour when finally the director arrived.
- 2 They were tired because they have/had been running for more than an hour.
- 3 By the time we got there, they had eaten/been eating all the food.
- 4 He had written/been writing three novels by the time he was 25.
- 5 She couldn't open the door because she had lost/been losing the key.
- 6 When I saw her face, I knew she had cried/been crying for a long time.
- 7 The teacher was angry because the boys had talked/been talking all through the lesson.

6 In your notebook, make sentences in the past perfect simple or continuous to explain the situations.

- 1 Why was the little girl upset?
somebody steal sweets
Somebody had stolen her sweets.
- 2 Why were his parents angry with him?
not study hard enough
He hadn't studied hard enough.
- 3 Why were her hands dirty?
work all morning in the garden
She'd been working all morning in the garden.
- 4 Why did she feel really sleepy?
study for hours
She'd been studying for hours.
- 5 Why didn't he want to read the book?
read it twice before
He'd read it twice before.
- 6 Why did he fail his final exam?
not pay attention to his teacher all year
He hadn't paid attention to his teacher all year.

7a Read the story of Yu Youzhen. What did she do and why? Ignore the gaps at the moment. She kept working even though she was a millionaire; to set a good example to her children.



A few years ago, a Chinese woman called Yu Youzhen became a millionaire. Before becoming a millionaire, she had (a) been working hard for nearly 40 years. She (b) had been a farmer, cook and even a lorry driver. Then she applied (c) for the job of street cleaner. One day the government gave her money for her land. She used the money to set (d) up her own business. After a few years, she had made about £1 million by buying apartments. But she decided she (e) didn't want to stay at home doing nothing. So she (f) made the decision to continue keeping the streets clean. She wanted to be a good example to her children. She wasn't happy with them because they (g) were just sitting at home all day. They hadn't been (h) doing anything for years. And even though she had already (i) earned enough money to live well without doing anything at all, she put on her orange jacket and went to work six days a week. It worked! Now her children (j) have started working!

7b Read the text again and think of the word which best fits each gap. Use only one word in each gap. Write the answers in your notebook.

7c Work with a partner. What do you think of the story of Yu Youzhen? *Students' own answers*

Negotiating and collaborating – 1



1 Work in groups of three. Look at the jobs in the diagram. Would you like to do any of these jobs? Why/Why not?
Students' own answers

2 1.11 Listen to two students doing a listening task and answer these questions.

- 1 What does the examiner ask them to talk about? *how dangerous the different jobs are*
- 2 What second question does the examiner ask them? *decide which of these jobs you think is the most dangerous*
- 3 What is the students' final answer to that question? *firefighter*
- 4 Do you agree with their answer? Why/Why not? *Students' own answers*

3 1.11 Listen again and answer these questions in your notebook.

- 1 Do the two students talk about all of the jobs? *yes*
- 2 Do they listen to each other and respond to each other's comments? *yes*
- 3 Does one student speak much more than the other? *no*
- 4 Do they ask each other's opinions? *yes*
- 5 Do they fail to come to a decision at the end of the conversation? *no*

4 Look at the expressions in the Speaking bank. What are the three different categories? *Suggested answers*

- 1 *Asking your partner's opinion*
- 2 *Agreeing*
- 3 *Disagreeing*

SPEAKING BANK

Negotiating and collaborating – 1

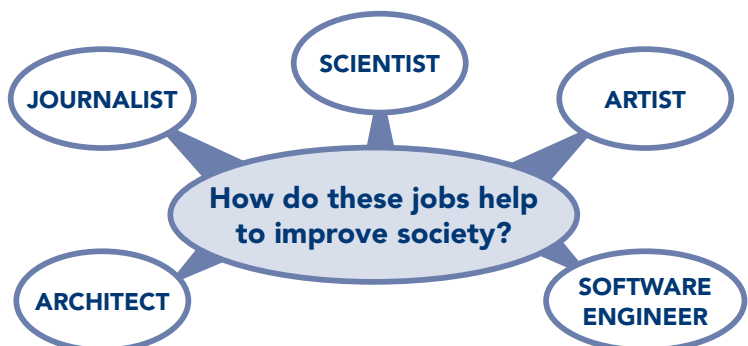
- 1 What do you think? ■ What do you think about (architects)?
What about you? ■ What about (bank managers)?
Do you agree? ■ Don't you think so?
- 2 Yes, I agree. ■ Yes, you're right. ■ Sure. ■ OK.
I think you're right. ■ That's true. ■ I agree with you.
I see what you mean. ■ That's a good idea.
- 3 I see what you mean, but ... ■ I suppose so, but ...
I'm not sure. ■ Maybe, but ... ■ I agree up to a point, but ...

5 Work with a partner. Practise doing the task in 2 giving your own opinions. *Students' own answers*

Practice makes perfect

6 Work with a partner and do this task. Use expressions from the Speaking bank. *Students' own answers*

- 1 Here are some different jobs. Talk to each other about how these jobs help to improve society.
- 2 You have a minute to decide which job you think helps society the most.



An opinion essay – 1

- 1 **Work with a partner. Read this writing task. Do you agree or disagree with the statement? Write notes with your main ideas. Students' own answers**

“It's a bad idea for teenagers to do part-time work while they are still studying.”

- 2 **With your partner, copy and complete this plan with your ideas. Students' own answers**

Paragraph 1:

Introduction with general statement on the topic and your opinion

Paragraph 2:

First and most important reason for your opinion

Paragraph 3:

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

Paragraph 4:

Summary and conclusion restating your opinion

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

Yes, it follows the paragraph plan in exercise 2.



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

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

- 5 **Put the expressions in 4 in the correct place in the Writing bank. Write the answers in your notebook.**

In some countries, the US for instance, many teenagers work while they are still studying at school or at university. (a) As far as I'm concerned, this is a bad idea.

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

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

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

WRITING BANK

Useful words and expressions in opinion essays

- Expressing opinions
Personally, I think ...
As far as I'm concerned
In my opinion,
I agree with this
I believe that ...
- Adding opinions and putting them in order
Firstly, To begin with
Secondly, In addition, Furthermore, What is more,
Finally, Lastly,
- Contrasting opinions
However, Nevertheless, On the other hand
- Concluding
In conclusion, To sum up, All things considered,

Practice makes perfect

- 6a **Work with a partner. Look at this task. Write notes with your ideas and then complete the plan in 2 for this topic. Students' own answers**

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

- 6b **Use the plan in 6a and words and expressions from the Writing bank to write your essay. Students' own answers**

1 **Imagine you are looking for a part-time job. Read the job offers below. In pairs, discuss which job(s) you would/wouldn't like to do, and why.**

Students' own answers

Part-time/summer household jobs wanted

Working in private homes, doing a range of household chores. Flexible working hours. No previous experience necessary. Working hours per week: 4–32.

Summer sports coach

Planning and running activities for children at an international sports camp. Interest/experience in a variety of sports and a very good command of English required. Full board and accommodation. Working hours per week: 38–40.

Internship at a local newspaper office

Doing paperwork. Answering emails and letters. Flexible working hours. Full-time contract/promotion prospects. Working hours per week: 16–38.

2 **Read the forum entries and answer the questions. Write the answers in your notebook.**

ARE YOU A POTENTIAL JOB SEEKER?

Share your hopes, expectations, ambitions and fears
4 comments • 5 hours ago



Chris
NEW

My parents keep telling me that I shouldn't expect to have a job for life, as my grandparents did. My mum has been working as a secondary school teacher for 20 years, but, in that time, she has changed schools three times. She says she's always wanted a new challenge; now she's a deputy headteacher. My dad, however, is self-employed, but he always seems to be under a lot of pressure or in a hurry. I'm wondering whether their level of commitment is something I'd like to take on.

5 minutes ago



Ellen
NEW

I've been thinking a lot about what I want to do in the future, but there are so many options available. I'm actually considering consulting a careers adviser – has anyone here used this kind of support? Will someone really be able to tell me what my strong points are? Please help.

10 minutes ago



Meghan

My older sister, Karen, has been looking for a job for two months now. She's sent off a lot of applications and has attended four or five job interviews, but she still hasn't found anything suitable. In fact, she has been offered a job more than once, but she is so fussy! Either the hours are too long, or the salary is not high enough, or there is too much paperwork involved. If there are more graduates like Karen, no wonder employers are beginning to complain!

4 hours ago



Noah

I've already made some plans. I'm going to look for a job in a big corporation, work there for a few years to get the necessary experience, training and contacts, and then I'd like to start my own company. There are a lot of courses now on how to launch your own company, how to write a business plan, how to get the finances – I'm sure I can succeed!

5 hours ago

Which person

- 1 thinks some young people's expectations are too high? *Meghan*
- 2 has already got an idea about their future? *Noah*
- 3 is unsure about following in their parents' footsteps? *Chris*
- 4 is asking for advice? *Ellen*
- 5 has been given advice by their parents? *Chris*
- 6 would like to be self-employed? *Noah*

3 **1.12 Listen to the recording and answer the questions below. Write the answers in your notebook.**

- 1 Where is the talk being given? *at a school*
- 2 What is the aim of the talk? *to discuss current job market trends and explain how a careers advisor can help*
- 3 How would you describe the style of the talk: formal, informal, informative, entertaining, motivating? *formal, informative*

4 **In your notebook, complete your notes, using information from the recording.**

Notes from the meeting

Employers' expectations:

- Bachelor's degree (minimum)
- Work experience (Voluntary work? Part-time job? Finding (1) *an internship* for the summer?)
- Employability skills (e.g. interpersonal skills, being able to work in (2) *a team*, problem solving, to get (3) *used to / adjusted to* new situations)

Career advisers:

- Help find your (4) *strengths and weaknesses* after you complete a (5) *skills assessment test* (sounds interesting!)
- Help find a career (6) *which will fit / match / fitting / matching* the skills and abilities you have

5 **Work with a partner. Discuss the following questions. Students' own answers**

- 1 Would you like to get advice from a careers adviser? Why/Why not?
- 2 Do you think it would be a good idea to take a skills assessment test to discover more about your strengths and weaknesses? Why/Why not?
- 3 Which of the employability skills do you think you've got?
- 4 Do you think schools should encourage their students to get advice from careers advisers, as well as organising employability skills courses for students? Why/Why not?

6 **For the next class, prepare a short presentation about opportunities for career counselling for secondary, college and university students in your area / in Poland. Include the following information: Students' own answers**

- what institutions (public and private) deal with career counselling,
- where you can find them,
- what kind of services they offer,
- who might use their services.

PRACA

Warunki pracy i zatrudnienia, obowiązki

bad conditions (n phr)	/ˈbæd kənˈdɪʃ(ə)nz/	złe warunki
be on flexitime (v phr)	/ˈbi: ɒn ˈfleksɪ,tʰaɪm/	mieć ruchomy czas pracy
be responsible for (v phr)	/ˈbi: nɪˈspɒnsəb(ə)l fə/	odpowiadać za
dangerous conditions (n phr)	/ˈdeɪndʒərəs kənˈdɪʃ(ə)nz/	niebezpieczne warunki
deal with (v phr)	/ˈdi:l wɪð/	zajmować się
do shift work (v phr)	/ˈdu: ˈʃɪft ˌwɜ:k/	pracować na zmiany
earn (v)	/ɜ:n/	zarabiać
employee (n)	/ɪmˈplɔɪ:/	pracownik
experience (n)	/ɪkˈspɪəriəns/	doświadczenie
from nine to five (prep phr)	/frɒm ˈnaɪn tə ˈfaɪv/	od 9.00 do 17.00
full-time (adj)	/ˈfʊl,tʰaɪm/	na pełny etat
good conditions (n phr)	/ˈgʊd kənˈdɪʃ(ə)nz/	dobre warunki
indoors (adv)	/ɪnˈdɔ:z/	wewnątrz
long hours (n phr)	/ˌlɒŋ ˈaʊəz/	długo
manual (adj)	/ˈmænjʊəl/	fizyczny, ręczny
outdoors (adv)	/ˌaʊtˈdɔ:z/	na zewnątrz
overtime (adv)	/ˈəʊvə,tʰaɪm/	w godzinach nadliczbowych
paperwork (n)	/ˈpeɪpə,wɜ:k/	papierkowa robota
part-time (adj)	/ˈpɑ:t,tʰaɪm/	w niepełnym wymiarze godzin
qualifications (n pl)	/ˌkwɒlɪfɪˈkeɪʃ(ə)nz/	kwalfikacja
salary (n)	/ˈsæləri/	pensja
self-employed (adj)	/ˌselfɪmˈplɔɪd/	samozatrudniony
skilled (adj)	/skɪld/	wymagający kwalfikacji, wykwalifikowany
stressful (adj)	/ˈstresf(ə)l/	stresujący
training (n)	/ˈtreɪnɪŋ/	szkolenie
well-paid (adj)	/ˌwelˈpeɪd/	dobrze płatny, dobrze opłacany

Rynek pracy

apply for a job (v phr)	/əˈplɑɪ fər ə ˈdʒɒb/	ubiegać się o pracę
become unemployed (v phr)	/bɪˈkʌm ˌʌnɪmˈplɔɪd/	stać się bezrobotnym
be dismissed (v phr)	/bi dɪsˈmɪst/	zostać zwolnionym
be fired (v phr)	/bi ˈfaɪə(r)d/	zostać zwolnionym
be made redundant (v phr)	/bi ˈmeɪd rɪˈdʌndənt/	zostać zwolnionym
be offered a job (v phr)	/bi ˈɒfəd ə ˈdʒɒb/	otrzymać ofertę pracy
be sacked (v phr)	/bi ˈsækt/	zostać zwolnionym
get a promotion (v phr)	/ˈget ə prəˈmɔʃ(ə)n/	otrzymać awans
look for a job (v phr)	/ˈlʊk fər ə ˈdʒɒb/	szukać pracy
resign (v)	/rɪˈzaɪn/	zrezygnować
retire (v)	/rɪˈtaɪə(r)/	przejsć na emeryturę
sign a contract (v phr)	/ˈsaɪn ə ˈkɒntrækt/	podpisać umowę

Mobilność zawodowa

careers adviser (n)	/kəˈrɪəz ədˈvaɪzə(r)/	doradca zawodowy
career change (n)	/kəˈrɪə ˌtʃeɪndʒ/	zmiana zawodu
career path (n)	/kəˈrɪə ˌpɑ:θ/	ścieżka kariery
employability skills (n pl)	/ɪmˌplɔɪəˈbɪlətɪ ˌskɪlz/	umiejętności dające szansę na rynku pracy
internship (n)	/ˈɪntɜ:nˌʃɪp/	staż
interpersonal skills (n pl)	/ɪntəˈpɜ:s(ə)nəl ˌskɪlz/	umiejętności interpersonalne
job for life (n)	/ˈdʒɒb fə ˈlaɪf/	praca na całe życie
job market (n)	/ˌdʒɒb ˈmɑ:kɪt/	rynek pracy
job seeker (n)	/ˌdʒɒb ˈsi:kə(r)/	osoba poszukująca pracy

(adj) = adjective – przymiotnik	(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(adv) = adverb – przysłówek	(phr) = phrase – wyrażenie
(conj) = conjunction – spójnik	(prep) = preposition – przyimek
(det) = determiner – określnik (np.: a, an, the, that itp.)	(pron) = pronoun – zaimek
	(v) = verb – czasownik

strengths (n pl)	/ˈstreŋθs/	mocne strony
skills assessment test (n)	/ˌskɪlz əˈsesmənt ˌtest/	test umiejętności
teamwork (n)	/ˈti:m wɜ:k/	praca zespołowa
vocational training (n)	/ˌvəʊˈkeɪʃ(ə)nəl ˈtreɪnɪŋ/	szkolenie zawodowe
weaknesses (n pl)	/ˈwi:knəsɪz/	słabe strony


CZASOWNIKI FRAZOWE ZWIĄZANE Z PRACĄ

fill in (v phr)	/ˌfɪl ˈɪn/	wypełniać
get ahead (v phr)	/ˌget əˈhed/	posuwać się do przodu
keep at it (v phr)	/ˈki:p ət ɪt/	nie szczędzić wysiłków
keep up with (v phr)	/ˌki:p ˈʌp wɪð/	naśladować
set up (v phr)	/ˌset ˈʌp/	otwierać interes
take over (v phr)	/ˌteɪk ˈəʊvə(r)/	przejmować
turn down (v phr)	/ˌtɜ:n ˈdaʊn/	odrzucać
work on (v phr)	/ˈwɜ:k ɒn/	pracować nad

INNE

all things considered (phr)	/ˌɔ:l ˌθɪŋz kənˈsɪdəd/	biorąc wszystko pod uwagę
apply to (v phr)	/əˈplɑɪ tə/	stosować się do (czegoś)
attach (v)	/əˈtætʃ/	przyczepiać do (czegoś); dołączać
beg (v)	/beg/	błagać, prosić o (coś)
bus fare (n)	/ˈbʌs ˌfeə(r)/	opłata za przejazd autobusem
caretaker (n)	/ˈkeəˌteɪkə(r)/	dozorca, dozorkczyni
distraction (n)	/dɪˈstrækʃ(ə)n/	rozproszenie uwagi
driving licence (n)	/ˈdraɪvɪŋ ˌlaɪs(ə)ns/	prawo jazdy
flexible (adj)	/ˈfleksəb(ə)l/	elastyczny
for instance (conj phr)	/fər ˈɪnstəns/	na przykład
furthermore (adv)	/ˈfɜ:ðəˌmɔ:(r)/	co więcej, ponadto
gap year (n)	/ˈgæp ˌjɪə(r)/	rok przerwy przed pójściem na studia
gravity (n)	/ˈgrævɪti/	ciężkość, ciężenie
ground (n)	/graʊnd/	ziemia
however (conj)	/ˌhaʊˈevə(r)/	jednakże
hurry (n)	/ˈhʌrɪ/	pośpiech
in addition (conj phr)	/ɪn əˈdɪʃ(ə)n/	w dodatku
interrupt (v)	/ɪnˈtəˈrʌpt/	prerywać
jellyfish (n)	/ˈdʒeliˌfɪʃ/	meduza
luxurious (adj)	/ˌlʌɡˈʒʊəriəs/	luksusowy
nevertheless (adv)	/ˌnevəðəˈles/	niemniej jednak
personal assistant (n)	/ˌpɜ:s(ə)nəl əˈsɪst(ə)nt/	asystent
press conference (n)	/ˈpres ˌkɒnf(ə)rəns/	konferencja prasowa
promote (v)	/prəˈməʊt/	promować
promotional (adj)	/prəˈməʊʃ(ə)nəl/	promocyjny
properly (adv)	/ˈprɒpəli/	odpowiednio
share (v)	/ʃeə(r)/	dzielić się
single (adj)	/ˈsɪŋɡ(ə)l/	pojedynczy
software engineer (n)	/ˈsɒf(t)weər ˌendʒɪˈnɪə(r)/	inżynier oprogramowania
sting (n, v)	/stɪŋ/	ukłucie, ukłuć
straight away (adv phr)	/ˌstreɪt əˈweɪ/	od razu, z miejsca
sum up (v phr)	/ˌsʌm ˈʌp/	podsumować
unlock (v)	/ˌʌnˈlɒk/	otwierać
volunteer (n)	/ˌvɒləntɪə(r)/	wolontariusz, wolontariuszka
what is more (phr)	/ˌwɒt ɪz ˈmɔ:(r)/	co więcej

Rozumienie ze słuchu

1 ★  1.13 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz w zeszycie literę A, B, C albo D.**

- The man is
 - a candidate applying for a job.
 - a client of the woman's company.
 - C** a journalist preparing an article.
 - an employer looking for employees.
- The aim of the announcement is to
 - ask students for help in organising a careers fair.
 - B** encourage students to take part in a careers fair.
 - explain what a careers fair is.
 - provide information on a range of different professions.
- Which of the following is stated in the text as a fact, not as an opinion?
 - Post-millennials will bring new attitudes into the workplace.
 - Finding a financially stable job with career prospects won't be easy.
 - Gen Z will expect to receive praise on social media.
 - D** 25% of post-millennials already do some form of voluntary work in their free time.

benefit from counselling. Sometimes, employees are told that their company is changing its profile, and they can stay in it only if they are able to adjust by getting new qualifications, enrolling in a course or learning a new skill.

(3) B However, it may also turn out to be a new beginning: on the one hand, a good career counsellor can help a person re-evaluate their skills, needs and expectations, and, as a result, help them to consider a new career path. On the other hand, as data show, young people rarely hesitate to leave a job they do not see as being worth their while, preferring to consider multiple opportunities as a way to finding the job or career of their dreams. (4) A So, do we really need a job for life? Does losing a job have to be a traumatic experience? Maybe it is worth consulting a career coach, after all.

- They will not turn down offers of part-time or temporary jobs, as these might give them some idea of what the work involves.
- Being fired may seem like the end of the world.
- So, in the film, people like Ryan Bingham fly around the US and inform employees they are out of work.
- Losing a job always involves sending out countless applications and waiting for a job interview.
- There are a lot of other situations in which people of all ages seek guidance and help when they are looking for a new job – or have a job but are considering a change.

Rozumienie tekstów pisanych

2 ★ **Przeczytaj tekst, z którego usunięto cztery zdania. Zapisz w zeszycie litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

CAREER CHANGE: A NECESSITY OR A WHIM?

Have you ever watched the film *Up in the Air* in which George Clooney (or rather Ryan Bingham) tells people that they have been fired? In case you were wondering, Clooney plays a 'career transition counsellor': this is someone who works for a management consulting company, which is hired whenever another company wants to make some of its employees redundant, usually because of a difficult situation it is experiencing.

(1) C They also give advice on how to look for a new job, but hardly anyone wants to listen as the unlucky employee is often too shocked, angry or sad to process what is being said to them.

The role of a career transition counsellor, or a career coach, is not just to offer advice to people who are about to be laid off. (2) E The services of career coaches or counsellors are used by many other groups, from college graduates to young mothers returning to work, or people who change jobs for personal reasons. Young employees unhappy with their current positions, who are perhaps looking for positions with more learning and promotion opportunities, might also

Znajomość środków językowych

3 **Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w zeszycie w języku angielskim.**

- X: Why didn't you answer the phone? I called you about 3 p.m.
Y: Sorry. I was working on an important task.
- X: I think the most important thing about a job is the money you earn. What's your opinion?
Y: I agree with you up to a point. However, in my opinion, job satisfaction is as important as the salary.
- X: Wow! You looked so much different when you were in primary school.
Y: I know. I used to wear glasses but now I wear contact lenses.
- X: I didn't know you could dive so well.
Y: I learnt when my parents and I lived in Australia for a year.
- X: I'm so angry with Alice! She's so unreliable!
Y: Oh, come on. She phoned you to say she couldn't come.
X: Yes, she did, but only after I had been waiting for her for an hour.

4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać od trzech do pięciu wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga:** nie zmieniaj formy podanych wyrazów. Odpowiedzi zapisz w zeszyte.

- 1 My grandfather would never go to bed after midnight, he was always an early bird. **USE** My grandfather did not use to go to bed after midnight, he was always an early bird.
- 2 After graduating from university, Chris found a full-time job as an engineer. **GRADUATED** Chris found a full-time job as an engineer after he had graduated from university.
- 3 Joe applied for a job as a chef in a French restaurant but he was not accepted. **DOWN** Joe applied for a job as a chef in a French restaurant, but they turned him down.
- 4 To sum up, I think that earning your own money makes you more independent. **CONSIDERED** All things considered, I think that earning your own money makes you more independent.
- 5 I was feeling really bored after having done a lot of paperwork. **BECAUSE** I was feeling really bored because I had done a lot of paperwork.

Wypowiedź pisemna

5 ★ Niektórzy ludzie uważają, że w życiu trzeba kilkakrotnie zmienić miejsce pracy, aby nie wpaść w nudę i/lub rutynę. Napisz rozprawkę na ten temat, w której przedstawisz argumenty wspierające ten punkt widzenia, oraz argumenty, które mu przeczą. *Students' own answers*

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

6 🗨️ Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania. *Students' own answers*

Szukasz pracy na wakacje. Masz do wyboru trzy oferty.

- Wybierz ofertę, która najbardziej by Ci odpowiadała, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 Would you prefer to have a holiday job in Poland or abroad?
- 2 Some people say that teenagers should relax during the holidays and not work. To what extent do you agree with this opinion?

Uczeń B

- 1 What are the advantages and disadvantages of having a summer job?
- 2 Would you prefer to work a few hours a day for two months during the summer, or have a full-time job for one month? Why?

✓ SELF-ASSESSMENT UNIT 2

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

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

- a I can talk about past events, situations and habits.
- b I can understand written and spoken texts related to the world of work.
- c I can negotiate and collaborate in conversations.
- d I can write texts expressing my opinion on topics related to school and work.
- e I can give a presentation on opportunities for career counselling for secondary, college and university students in my area.

LANGUAGE CHECKPOINT ► PAGE 139