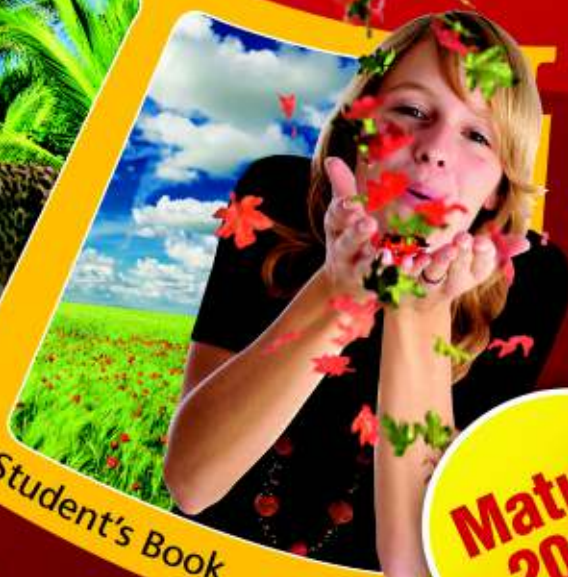


# MATURA Prime Time plus



Podręcznik przygotowujący do nowej matury

## Intermediate



Virginia Evans  
Jenny Dooley

Student's Book

**Matura  
2015**



Express Publishing

# MATURA Prime Time **plus**

**Intermediate**

**Student's Book**

Virginia Evans – Jenny Dooley



**Express Publishing**



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	<ul style="list-style-type: none"> <li><i>Street Art: Art or not?</i> (T/F)</li> <li>Ben Langdon: Forensic Scientist</li> <li><i>CyberCrime Going Crackers!</i> (headings to paragraphs)</li> <li>Mark's Blog (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>give a witness statement</li> <li>Pronunciation: epenthesis</li> <li>Comment on an event</li> </ul>	<ul style="list-style-type: none"> <li>an account of an experience</li> <li>writing about an inspirational figure</li> <li>presentation on cybercrime</li> <li>an interview</li> <li>a letter to the editor making suggestions</li> </ul>	<ul style="list-style-type: none"> <li><i>The Civil Rights Movement in the USA</i></li> <li>Citizenship: Amnesty International</li> </ul>

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# Starter module

## Transport

- 1 Complete the sentences with the types of transport in the list. There are two words that you don't need to use.

• plane • bus • underground • ferry • bike  
• car • motorbike • taxi

- Mr Holmes is flying to Spain on a business trip. His ..... leaves at 6:00.
- The fastest way to travel in London is below the city on the .....
- Hannah was very late for work and had to call for a .....
- We went to the Isle of Man by ..... last weekend. The sea was calm.
- Tom loves riding his ..... in the park every afternoon.
- People don't often take their ..... into the city centre because there is too much traffic.

## Places in a city

- 2 Complete the table with the words.

• block of flats • petrol station • post office  
• traffic lights • tunnel • bungalow  
• semi-detached house • road sign • hospital  
• cottage • library • bus stop • bus lane  
• detached house • community centre

Types of Home	
Features of a Town/City	
Public Services/Facilities	

## Household chores

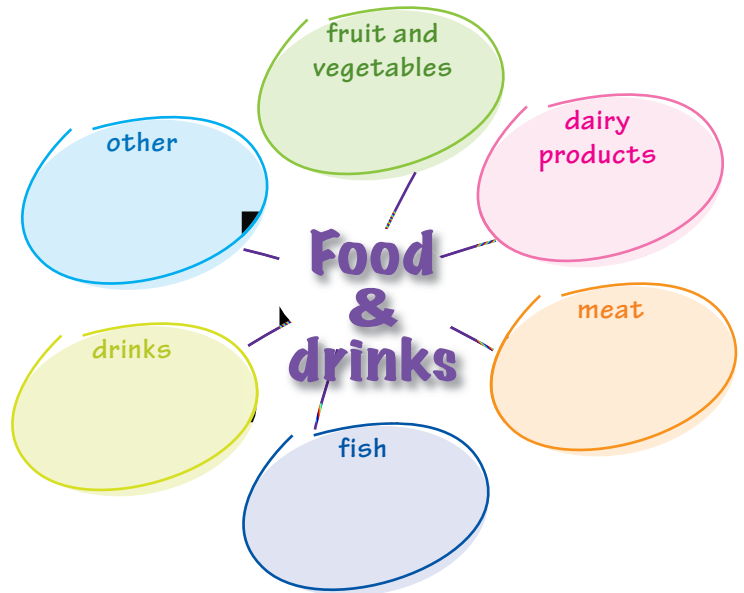
- 3 Fill in: *do, lay, mop, iron, dust, make, take out, Hoover*

- |                       |                        |
|-----------------------|------------------------|
| 1 ..... the furniture | 5 ..... the rubbish    |
| 2 ..... the bed       | 6 ..... the floor      |
| 3 ..... the clothes   | 7 ..... the washing-up |
| 4 ..... the table     | 8 ..... the carpets    |

## Food & drinks

- 4 Complete the spidergram. Use these words. Add one to each category.

• tomatoes • yogurt • chicken • orange juice  
• cauliflower • bread • salmon • grapes  
• rice • lamb • milk • eggs • cherries • tuna  
• tea • peppers



## Collocations

- 5 Fill in: *grow, raise, stuck, show, patrol, try, lose, put up, miss, make*.

- ..... vegetables
- ..... the beach
- ..... posters
- ..... money for charity
- get ..... in mud
- ..... local food
- ..... a flight
- ..... my luggage
- ..... respect
- ..... a difference

- 6 Match the words in the two columns.

1	polluted	A	team
2	child	B	supplies
3	rescue	C	waters
4	medical	D	project
5	conservation	E	lane
6	bus	F	labour


# Starter module



## Cooking methods


7 Fill in: *pour, add, beat, slice, chop, stir, melt.*


## Strawberry Shortcake

Strawberry Shortcake is delicious. Let's make it together!


First, we 1)  ..... the strawberries, and then we

2)  ..... the sugar. We 3)  ..... the

strawberries and sugar until they 4)  ..... into a sauce.

Next, we cut the biscuits and put them in a tray. Then, we add the strawberry sauce. After that, we 5)  ..... some cream and

a little sugar. We 6)  ..... the cream onto the biscuits.

Finally, we 7)  ..... some nuts and put

them on top! Your strawberry shortcake is ready!



## Natural disasters

8 Match the comments with the natural disasters in the list. There are two items you don't need to use.

• drought • flood • earthquake • forest fire • tornado  
• tsunami • hurricane

- 1 "We saw the sea coming towards us. We all ran for the hills to save our lives."
- 2 "I was in bed when the house started shaking. I could see the walls move, so I jumped out of bed and hid under the kitchen table."
- 3 "We planted potatoes in December, but the rain never came. The fields are empty. We hope it will rain very soon."
- 4 "The emergency services warned us to leave our house immediately. There was water on the first floor. We could not stop it. It was rising and rising."
- 5 "We could see and smell the thick smoke in the atmosphere."

## Everyday English

9 Circle the correct response.

- 1 A: Hello, Can I help you?  
B: a I'd like two tickets to Brighton, please.  
b No, you can't do that!
- 2 A: And what would you like to drink?  
B: a I'm not very hungry.  
b I'd like a cola, please.
- 3 A: Someone stole my bag.  
B: a I don't believe you.  
b Oh, you poor thing! I'm so sorry.
- 4 A: I went on a day trip to a wildlife park.  
B: a Oh, really? I'd really like to go there too.  
b That's not very exciting.
- 5 A: Would you mind helping me with this?  
B: a Of course I would.  
b No problem.
- 6 A: See you at 9 tomorrow!  
B: a I'm free this morning.  
b Great.
- 7 A: Can I give you a hand?  
B: a Actually, I've nearly finished.  
b Sure I can.
- 8 A: Did you have a nice weekend?  
B: a Oh, I didn't do anything special.  
b They had a nice time.
- 9 A: I think that's all, thank you.  
B: a You're welcome.  
b Just one more thing.
- 10 A: Would you like any side orders?  
B: a I'd like a glass of orange juice, please.  
b Not for me, thank you.



**Vocabulary:** jobs, character adjectives, hobbies, sports, student jobs

**Grammar:** adverbs of manner, present simple – present continuous, stative verbs, comparisons, infinitive/-ing form

**Everyday English:** an interview for a part-time job

**Pronunciation:** intonation in questions

**Writing:** a CV and cover letter

**Culture Corner:** Cash in hand (student jobs in the USA)

**Curricular (PSHE):** What's the job for you?

**Phrasal verbs:** break, bring

**Word formation:** person nouns

# Module 1

## Work & Play

### Vocabulary

#### Jobs

1  Listen and say.

2 What does each person do at work? Use the phrases to tell the class.

- make sure people obey the law
- follow and photograph tornadoes
- put out fires
- look after passengers on a plane
- help customers
- supervise children at a camp
- apply the law in a court
- operate on people

*A camp counsellor supervises children at a camp.*

3 Which job do you think is: dangerous? demanding? interesting? well paid? easy? difficult?

*A storm chaser's job is dangerous because they follow tornadoes.*

#### OVER TO YOU!

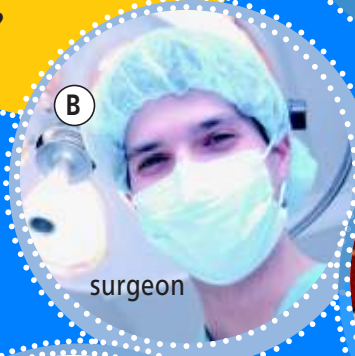
What do your parents do for a living? What would you like to do for a living? Why?

A  
camp  
counsellor



B

surgeon



C

judge



D

firefighter



E

storm chaser



F

shop assistant



G

flight attendant



H

police officer





# 1a Hard at work



## Study skills

### Predicting content

The key words of a text help you predict its content.

## Vocabulary Work

- 1 a) In a minute, think of as many jobs as possible.
- b) Look at the jobs in the pictures. Who works: 9-5? shifts? at the weekends? long hours? on their own? with a team?  
gets: paid well? low wages?

## Character adjectives

- 2 Complete the sentences with a suitable job from those in Ex. 1.

- 1 A(n) ..... has to be **brave**; they do dangerous things at work.
- 2 A(n) ..... has to be **organised**; they need to plan their work well.
- 3 A(n) ..... has to be **creative**; they need to develop original ideas.
- 4 A(n) ..... has to be **caring**; they need to look after sick people.
- 5 A(n) ..... has to be **patient**; they need to stay calm and not get **annoyed**.
- 6 A(n) ..... has to be **polite**; they deal with people from different backgrounds.

## Reading

- 3 a) The words in the **Check these words** box on p. 9 are the key words of the text. Read the words. What do you expect the text to be about? Read, and check. What is the author's intention?

- b) **MATURA P** Read the text. For each gap, choose the correct answer A, B, or C.

- |            |         |         |
|------------|---------|---------|
| 1 A here   | B where | C that  |
| 2 A part   | B role  | C side  |
| 3 A during | B at    | C in    |
| 4 A throws | B drops | C falls |
| 5 A see    | B feel  | C sense |

🔊 Listen and check.



# HOT jobs

1a

**When it comes to tough jobs,  
nothing beats being a smokejumper!**

**F** smokejumper

## Check these words

tough job, beat, elite, risk, remote areas, bravely, parachute, put out, duty, training, fit, fire zone, padded, face mask, helmet, backpack, drop

Smokejumpers are elite firefighters who risk their lives fighting forest fires in remote areas. They bravely parachute out of aeroplanes into burning forests, 1) ..... they quickly get to work putting the fire out. A smokejumper's duties are not easy. They have to do long, tough training before they can become 2) ..... of a team. Smokejumpers need to be very good parachutists, and know how to read maps to get out of a forest safely. "To be a smokejumper you need to be very fit, and able to work for long hours 3) ..... difficult conditions," says Zach Meyers, a smokejumper at West Yellowstone. "We train

all the time and we're always trying to improve."

When they parachute into a fire zone they wear a padded jump jacket and trousers, boots, gloves, a face mask and a helmet. They also carry a backpack with some food and water, and a fire shelter. The aeroplane 4) ..... the tools and equipment they need to fight the fire.

"People think that smokejumpers have a very dangerous job, but we don't 5) ..... it like that," says Zach with a smile. "This job keeps me happy. I love the feeling I get when I jump out of the aeroplane and fly through the air. I wouldn't want any other job in the world."

## 4 Use words from the **Check these words** box to complete the sentences.

- 1 They tried to ..... the fire with buckets of water until the firefighters arrived.
- 2 Smokejumpers parachute from aeroplanes into ..... that can't be reached easily.
- 3 To be a firefighter you need to be ..... and strong.
- 4 Firefighters go through difficult ..... before they are ready to join the Fire Service.

## Grammar

see  
p. 115

## Adverbs of manner

## 5 Read the theory. Find examples in the text. Are there similar structures in Polish?

- Adverbs of manner describe how we do something. *She talks **slowly**.* (How does she talk? Slowly.)
- We usually form adverbs of manner by adding **-ly** to an adjective. *slow – **slowly**, sudden – **suddenly**, careful – **carefully**, quiet – **quietly**, etc*
- Sometimes, we need to change the spelling. *easy – **easily**, true – **truly**, gentle – **gently***
- Some adverbs keep the same form as the adjective. *fast, hard, late, early, etc*
- Irregular form: *good – well*

## 6 Form adverbs. Use them to complete the sentences (1-6).

- |                 |               |
|-----------------|---------------|
| 1 good .....    | 4 happy ..... |
| 2 brave .....   | 5 quick ..... |
| 3 careful ..... | 6 hard .....  |

- 1 The men check the area ..... for fires.
- 2 Smokejumpers have to train very .....
- 3 They use aeroplanes to get to the fire .....
- 4 Zach smiles ..... when he talks about his job.
- 5 They fought the dangerous fire ..... and managed to put it out.
- 6 Smokejumpers know the forest very .....

## Speaking & Writing

## 7 Read the text again and make notes under the headings: *job, duties, qualities needed, clothes & equipment, feelings*. Imagine you are Zach. Use your notes to present your job to the class either in English or in Polish.

## 8 **THINK!** Would you like to work as a smokejumper? Why? Why not? In three minutes, write a few sentences about the topic. Read your sentences to your partner or the class.



# 1b Hobbies

## Vocabulary Hobbies

- 1 a) In a minute, write as many hobbies as you can think of. Compare your list with your partner's.
- b) Listen and say. Do you know any of these activities (A-E)? Which one would you like to try? Why/why not?



ghost hunting



robot building



tornado chasing



metal detecting

## Reading

- 2 a) Read the title and the introduction to the article. What does Nick's hobby involve?
- Listen, read, and check.

\*UFO = unidentified flying object

- b) Read the article again and complete the sentences. Imagine you are Nick and use the words in the **Check these words** box to talk about your hobby to the class.

- 1 Nick Porter likes UFO hunting because .....
- 2 His UFO club members mainly .....
- 3 When they go out, they have ..... with them.
- 4 If you want to take up UFO hunting, you need .....



# UFO HUNTER!

A strange shape is moving across the sky. Is it a bird? Is it an aeroplane? Or is it a UFO\*? Nick Porter is fascinated by the possibility of life on other planets, so in his free time he tries to find out what these objects are. We asked him some questions about his unusual hobby.

**So, Nick, why are you so interested in UFOs?**

Well, thousands of people see strange objects in the sky all over the world. Most of these are planets, meteors, or military planes – but what about the rest? I'm a very curious person, so I want to find an explanation!

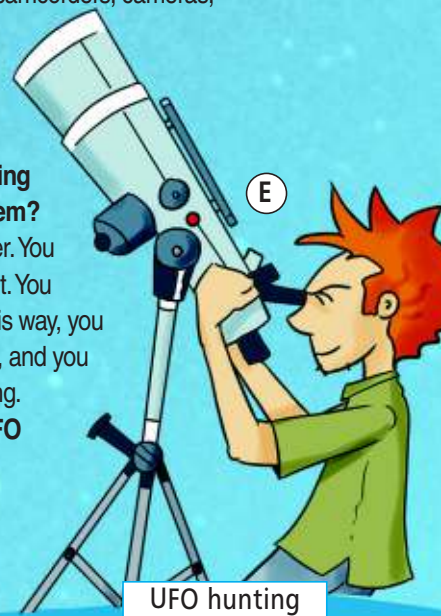
**And what exactly does your hobby involve?**

Well, I started a UFO club and we mostly investigate sightings. We interview witnesses and analyse videos and photos. Sometimes we go out to a UFO 'hotspot', too. In fact, we're going out tonight. We usually go high up on a rooftop or a hillside. If we see something strange, we record as much information as we can! We use camcorders, cameras, telescopes, and other devices. Then we analyse the information on our laptops.

**Maybe some of our readers are thinking about taking up UFO hunting now! What advice do you have for them?**

Well, anyone can become a UFO hunter. You just need to be enthusiastic and patient. You also need to join a local UFO club. This way, you find out where the UFO hotspots are, and you have witnesses if you spot something.

**So, what are you waiting for? UFO hunting is a lot of fun, and you never know – you might just turn science fiction into science fact!**



UFO hunting

### Check these words

fascinated, strange object, planet, meteor, military plane, curious, explanation, involve, mostly, investigate, sighting, interview witness, analyse, hotspot, rooftop, hillside, record information, camcorder, telescope, device, take up, enthusiastic, patient, find out, spot

### 3 **THINK!** Complete the sentences.

- 1 I find UFO hunting ..... because .....
- 2 I ..... ghost hunting because .....
- 3 My hobby is ..... because .....



## Grammar see p. 115

### Present simple – Present continuous

- 4 Read the table. Find examples in the text. Are there similar structures in Polish?

We use the **present simple** to talk about:

- permanent states & facts.  
*Nick **comes** from the USA. The sun **rises** in the east.*
- habits/routines. *He **plays** tennis every Saturday.*
- timetables. *The train **leaves** at 7 pm.*

**Time expressions:** every day, on Mondays, often, etc

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

- actions happening now/around the time of speaking.  
*Janice **is watching** a DVD now.*  
*Tina **is studying** for her exams these days.*
- future arrangements. *I'm **going** out tomorrow.*
- temporary situations.  
*Jane **is working** as a waitress for the summer.*

**Time expressions:** now, at the moment, at present, etc

- 5 Put the verbs in brackets into the **present simple** or the **present continuous**.

- A: How often .....  
(you/hang out) with your friends?  
B: Every weekend. We usually .....  
(go) to the mall or .....  
(watch) a film.
- A: How .....  
(Pete/spend) his free time?  
B: He ..... (surf) the  
Net or ..... (read) comics.
- A: What ..... (you/do) now?  
B: I ..... (paint) my  
model aeroplane.
- A: Where ..... (Jane/be)?  
B: She ..... (prepare)  
her bag. She .....  
(go) UFO hunting.
- A: ..... (you/come)  
to the show tonight?  
B: No. I ..... (meet)  
Brian for dinner.

### Stative verbs

- 6 Read the table. Are there similar structures in Polish? Then, put the verbs in brackets in the **present simple** or the **present continuous**. Give reasons.

Some verbs do not usually have continuous forms because they describe a state, thought, or feeling rather than an action (e.g., *see, feel, hear, look, smell, sound, taste, forget, remember, want, belong*, etc). *He **looks** good.*

Some verbs can have continuous forms but with a difference in meaning. *I **think** he's very clever.* (I believe)  
*I'm **thinking** of going out.* (I'm considering)

- Mark ..... (believe)  
that UFOs exist.
- Sheila .....  
(not/understand) the exercise.
- I ..... (see) Paula  
later today. ....  
(you/want) to come?
- Martha ..... (love)  
reading science-fiction books.
- A: Look! The cook ..... (taste)  
the food! I think it's ready.  
B: Great! It ..... (smell)  
delicious! I can't wait.
- What ..... (you/look) at?

- 7 Complete the sentences using the **present simple** or the **present continuous**.

- Tonight, I .....
- I don't usually .....
- My friends often .....
- Right now, I .....
- Next weekend I .....
- I sometimes .....

### Speaking & Writing

- 8 Answer the questions, and then use your answers to write a short paragraph about your hobby. Tell your partner.

- What's your hobby?
- What does it involve?
- How much time do you spend on it?
- Does it need any special equipment?

## cash in hand!

These days in the USA, around 60% of all university students have a part-time job to help pay for university, or simply to earn some spending money. Students work in the evenings and at weekends. Their **average** wage is \$15 per hour.



### A ALL KINDS OF JOBS ...

Jobs such as waiting tables, making deliveries, cashier work and working in customer service are always very popular. There are also some jobs available on university campuses, such as a research assistant or a teaching assistant.



### B CAMP COUNSELLORS

During the summer holiday, a lot of university students choose to work at summer camps as camp counsellors. This way, they can spend time outdoors, organise sports and other activities, and have fun. There are many different kinds of camps, such as

sports camps, language-learning camps, and technology camps. Counsellors get free room and board and they also earn a good wage.



### C INTERNSHIPS

For students who know what they want to do when they graduate, a summer internship is ideal. The job can often be low-paid or even unpaid, but it's great experience in the student's chosen profession. For example, medical students often work as lab or

research assistants, ICT students work as computer lab assistants and law students work as clerks for a law firm. The company sometimes offers the intern a job after they graduate.

### Check these words

cash, part-time, earn, average wage, waiting tables, delivery, cashier, customer service, available, campus, camp counsellor, internship, profession, experience, clerk, offer

- 1 Do university students in your country usually have a part-time job? What kind of jobs do they do?

### Reading (Multiple matching)

#### Preparing for the task

- 2 a) Look at the pictures in the text. What part-time jobs do you think American university students have?  
 Ⓛ Listen, read, and check.  
 b) Read the sentences (1-2) and paragraph A. Underline any similar vocabulary. Then choose which sentence (1 or 2) correctly paraphrases information in the paragraph.

In which paragraph does the author

- |   |  |  |
|---|--|--|
| 1 | advises against doing a part-time job.     |  |
| 2 | refers to help that universities can give. |  |

- A It is important for students who want to earn extra money to choose the right kind of part-time job. Universities can often give helpful suggestions about what work is suitable as well as offer advice about how to make sure the job does not affect students' studies.

- c) **MATURA R** Read the introduction and the three paragraphs. Match the questions (1-4) to the paragraphs (A-C). One paragraph matches two questions.

In which paragraph does the author

- |   |                                   |  |
|---|-----------------------------------|--|
| 1 | mention accommodation?            |  |
| 2 | refer to future employment?       |  |
| 3 | refer to restaurant or café jobs? |  |
| 4 | mention voluntary work?           |  |

- 3 Match the highlighted words to their synonyms.

1 perfect; 2 usual; 3 finish your degree;  
 4 food and accommodation; 5 helper

- 4 **THINK!** What type of part-time work would you like to do as a university student? Why? Tell your partner or the class.

- 5 Compare the jobs university students do in the USA to those in your country or in another European country. Tell the class.

*In the USA, most university students work part-time. In my country ...*



## A job interview

- 1 Read the job adverts. What kind of job is each one for? Who should apply?

**WANTED:** Part-time waiter/waitress for busy Italian restaurant. £7 per hour. Mon-Fri evenings. Must be hardworking & reliable. Experience preferred but not necessary. La Fiamma, 225 Rington Plaza, Cloverdale Tel. (0253) 743 984

(A)

**Buzz Clothing** is looking for a friendly & energetic part-time shop assistant to work evenings & weekends (10-15 hours a week). Full training provided. Apply to: Mr Andrews, PO BOX 21547  
Application deadline: 20th September

(B)

- 2 a) Listen and repeat. The sentences appear in the dialogue below. Who says each: *an interviewer or a job applicant*?

- Please have a seat.
- Tell me a little about yourself.
- Why do you think you'll be a good shop assistant?
- Well, I think I'm hardworking and honest.
- Do you have any experience in this type of work?
- Here's a letter of recommendation.
- I can start immediately.
- Thank you very much for your time.

- b) Listen and read to find out.

Simon: Good morning. I'm Simon Jones.  
Mr Andrews: Nice to meet you, Simon. Please have a seat.  
Simon: Thank you.  
Mr Andrews: So, Simon, tell me a little about yourself.  
Simon: Well, I'm 18 years old, I'm a student, and I'm looking for a part-time job to help pay for university.  
Mr Andrews: I see. Why do you think you'll be a good shop assistant?  
Simon: Well, I think I'm hardworking and honest. People also say I'm friendly and helpful.  
Mr Andrews: Do you have any experience in this type of work?  
Simon: Yes. I worked in a surf shop last summer. Here's a letter of recommendation.  
Mr Andrews: Oh, that's great! If we offer you the job, when can you start?  
Simon: I can start immediately.  
Mr Andrews: OK, Simon, I think that's all I need to know. I'll be in touch.  
Simon: Thank you very much for your time.

- 3 Find sentences in the dialogue which mean: *Sit down, please.* – *I'd like to find out about you.* – *I understand.* – *You will hear from me.*

## Intonation: questions

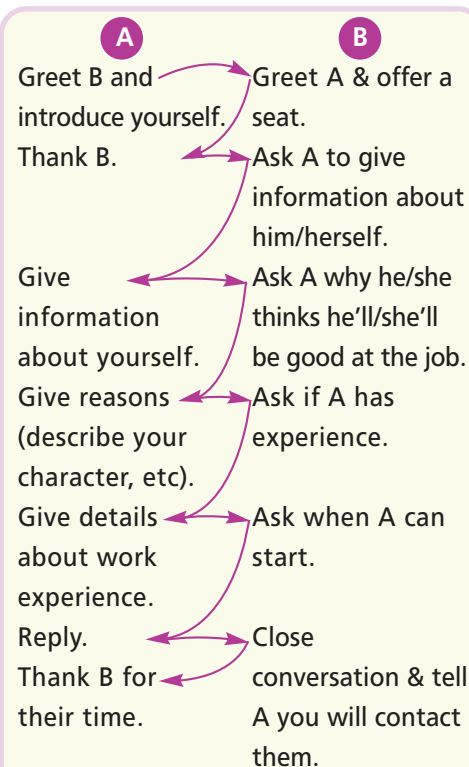
- 4 Read the theory, then listen and repeat.

Yes/No questions usually have rising intonation. *Wh-* questions usually have falling intonation.

- 1 What days can you work?
- 2 Are you a student?
- 3 Do you work on Saturdays?
- 4 What's your job?

## Speaking

- 5 Work in pairs. You are applying for the job in advert A. Act out your interview with the employer. Follow the plan.





# 1e Adventure sports

## Vocabulary Sports

- 1 a) Match the sports (1-9) to the pictures (A-I).  
 Listen and check, then say.

1	mountain biking
2	street luge
3	motocross
4	speed skiing
5	windsurfing
6	freediving
7	paragliding
8	rock climbing
9	white-water rafting



- b) Which of these sports can you do: *on land?* *on water?* *in the air?*

- 2 Have you tried any of the sports in Ex. 1a? Which ones do you want to try? Why? Use the ideas in the list and any of your own ideas to tell your partner.

- see amazing scenery
- try something thrilling
- go really fast
- spend time outdoors
- enjoy nature

*I've tried mountain biking before.  
 I really want to try windsurfing  
 because I think it's fun to go really  
 fast and spend time outdoors.*

## Listening

- 3 Listen to three people each talking about a different sport. What sport does each person do?

A Rob	.....
B Rachel	.....
C Luke	.....

## Reading

- 4 Read the title of the text and the first sentence in each paragraph. What do you think the text is about?

Listen and read to check.

- 5 **MATURA P** Now read the text again and for questions 1-5 choose the best answer (A, B, C, or D). Find evidence in the text.

- Which of the following equipment does Sara use?  
 A an air tank                      C a monofin  
 B two flippers                    D a phone
- What happens to a freediver's lungs as they swim down?  
 A They get a lot smaller.        C They become twice as big.  
 B They get 22% larger.         D They don't change at all.
- Why can Sara hold her breath for so long?  
 A She is taller and stronger than other women.  
 B Other activities she does help her.  
 C She has small lungs.  
 D She meditates before she dives.
- What does Sara particularly enjoy when she's diving?  
 A the thrill of doing something dangerous  
 B the sounds underwater  
 C the peace and quiet  
 D the excitement of trying to break a record.
- In this text, the writer  
 A presents the benefits of yoga and meditation.  
 B explains why Sara is successful.  
 C encourages readers to take up a sport.  
 D describes one day in Sara's life.

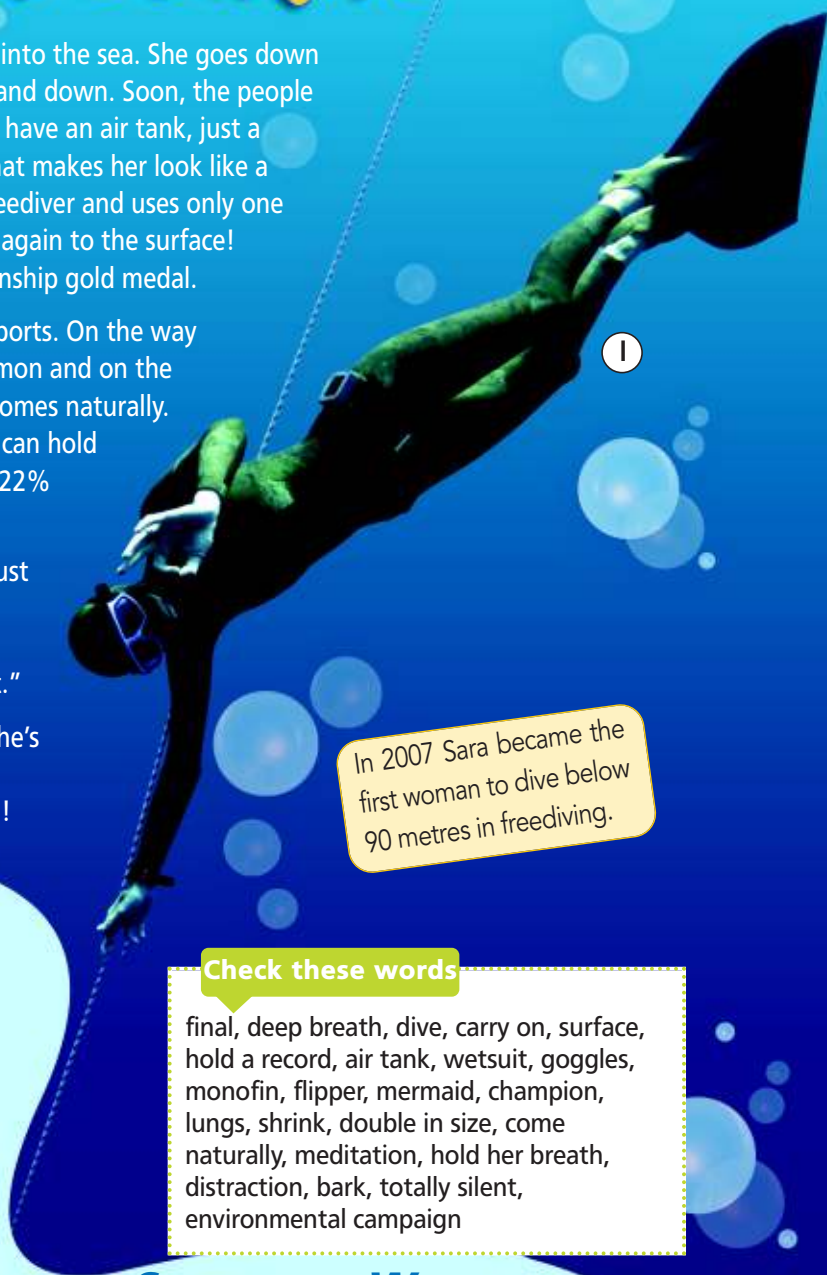
# Take a Deep Breath!

Sara Campbell takes a final **deep** breath and dives into the sea. She goes down into the blue water and carries on going down ... and down. Soon, the people on the surface can't see her any more. She doesn't have an air tank, just a wetsuit, goggles and a monofin – a large flipper that makes her look like a modern-day mermaid. Sara is a world champion freediver and uses only one breath to take her as deep as she can go and back again to the surface! She holds four world records and a world championship gold medal.

Freediving is one of the world's most **dangerous** sports. On the way down, a freediver's lungs **shrink** to the size of a lemon and on the way back they double in size. But to Sara, all this comes naturally. After years of practising yoga and meditation, she can hold her breath for over five minutes and her lungs are 22% larger than other women her size.

Sara feels completely comfortable underwater. "I just jump in and feel **terrific**. There are no distractions. Dogs aren't barking, phones aren't ringing, and nobody is making noise next door. It's totally silent."

Sara has a **busy** life and loves every minute of it. She's presenting a TV show, planning environmental campaigns, and training to set a **new** world record!



In 2007 Sara became the first woman to dive below 90 metres in freediving.

**6** Use words from the **Check these words** section in the correct form to complete the sentences.

- 1 Freedivers' lungs ..... as they swim down.
- 2 She ..... as she dove into the cold water.
- 3 It's ..... underwater. There's no noise at all.
- 4 Divers usually wear a(n) ..... so that they can breathe at the bottom of the sea.
- 5 Nobody is better than her at freediving. She's the world .....
- 6 Her ..... keep the water out of her eyes when she dives.

**7** Match the words in **bold** with their opposites below.

- |                  |                   |
|------------------|-------------------|
| 1 expand ≠ ..... | 4 awful ≠ .....   |
| 2 old ≠ .....    | 5 safe ≠ .....    |
| 3 quiet ≠ .....  | 6 shallow ≠ ..... |

## Check these words

final, deep breath, dive, carry on, surface, hold a record, air tank, wetsuit, goggles, monofin, flipper, mermaid, champion, lungs, shrink, double in size, come naturally, meditation, hold her breath, distraction, bark, totally silent, environmental campaign

## Speaking & Writing

- 8** a)  You are a magazine journalist and your partner is Sara Campbell. Use the text to help you prepare questions and answers. Act out your interview in front of the class.
- b) **THINK!** Imagine you are Sara. You are swimming underwater. What can you see? How do you feel? In a few minutes, write a few sentences on the topic. Read them to your partner or to the class.



# 1f Getting a job

## Reading

- 1 Read the title of the article and the words in the **Check these words** box. What do you expect to read?

Listen and read to check.

### How to Get a Job... and Keep it!

*Some young people today are unprepared for the world of work. We've got some great tips to help you to prepare for, get ... and keep ... the job of your dreams!*



1

About 2,500 years ago, the Chinese philosopher Confucius said "Choose a job you love and you will never work a day in your life." Well, even dream jobs are hard work sometimes, but life is definitely easier and more enjoyable when you have a job that you love doing. So, spend some time researching different careers on the Internet or at a careers centre that match your personality and abilities. There are some great quizzes and questionnaires to help you with this. Don't forget to consider your hobbies and interests, too.

2

Half of the top employers in the UK are having difficulty filling their job vacancies because young people don't have basic work skills. One way to start getting these skills is to get a summer or part-time job while you're at school or university. You might not like the idea of flipping burgers, delivering pizzas or folding clothes in a shop, but these things can teach you the skills employers want such as being on time, communicating with customers, working with others and accepting orders from a boss.

3

These days sometimes hundreds of people apply for the same job, especially graduate jobs. This means it's becoming more and more important to write a good CV and letter of application to make sure you get an interview for the job! There are many websites to help you to do this, but generally,

2

**MATURA P** Read again and match the headings (A-F) to the paragraphs (1-4). There are two extra headings. What is the author's purpose?

A GET YOUR APPLICATION RIGHT

B BE A STAR ON THE JOB

C SUCCEED AT THE INTERVIEW

D MAKE YOUR MIND UP

E LOOK YOUR BEST

F DEVELOP YOUR SKILLS

3

Your English-speaking friend is looking for a job. Use the information in the text to advise him/her on how to get a job.

### Check these words

careers centre, skills, top employer, fill, job vacancy, write a CV, letter of application, flip burgers, fold clothes, order, boss, graduate, interviewee, support, smart clothes, firm handshake, sit up straight, lean forward, maintain eye contact, fidget, employee, co-worker, criticism, enthusiastic

your CV and letter should be simple and easy to read, and present the qualifications, experience, interests and skills that the employer will be interested in.

Remember to include volunteer work, foreign languages and computer skills!

4

The best candidate doesn't always get the job – sometimes the best interviewee does. So ... prepare well before your interview. Read the company's website to find out as much as you can about them. Prepare your answers to common questions like 'Tell me about yourself' and 'Why do you want this job?', using specific examples to support your answers. During the interview, wear smart clothes and think about your body language. Greet the interviewer with a smile and a firm handshake, sit up straight and lean forward to show interest, maintain eye contact and don't fidget. Above all, be yourself!

So, you got the job ... but you don't want to get fired in your first few weeks! All employers expect their employees to work hard and to be good at their job. Listen carefully to what you have to do, ask questions to avoid making mistakes, get along with your co-workers and accept criticism. No-one's perfect, but you should be enthusiastic and show that you want to learn.

**All in all ...  
KNOW  
YOURSELF,  
PREPARE and  
WORK HARD.  
Good luck!**



#### 4 Complete the sentences with: *communicate, careers, apply, interviewee, contact, vacancies, experience, fidgeting.*

- 1 A ..... centre can provide someone who is looking for a job with information about potential employers and jobs on offer.
- 2 Why don't you go online and find what job .... are available in the area?
- 3 To ..... effectively with a customer you need to convey the right message and make sure it is understood.
- 4 She wants to ..... for the post of secretary at M & F.
- 5 He has no ..... in telemarketing so he wasn't given the post.
- 6 The manager spoke clearly so that the ..... could understand his questions.
- 7 He was so nervous during the interview he couldn't stop .....
- 8 It's important to maintain eye ..... with the interviewer during the interview.

### Grammar

#### Infinitive/-ing forms

see  
pp. 115-117

#### 5 Put the verbs in brackets into the correct infinitive or -ing form.

- 1 He's looking forward ..... (start) his new job on Monday.
- 2 I'd love ..... (do) a course on interior design.
- 3 He loves ..... (work) with kids.
- 4 It's getting difficult ..... (find) a job nowadays.
- 5 They didn't let her ..... (go) out.
- 6 He promised ..... (help) me with my CV.

#### 6 Write sentences about you and your friends/relatives.

	meet new people
enjoy	get a top job
would love	go to university
(not) want	start my/his etc own business
hope	get a summer job
hate	dress smartly
not mind	have job interviews
	work in an office

*I enjoy meeting new people.*

### Comparisons

#### 7 Read the examples. How do we form the comparative/superlative forms? Find more examples in the text. Is it the same in Polish?

- 1 Sam is **more organised than/braver than** Jo.
- 2 Harry is **the most organised/the bravest** of all.
- 3 A nurse's job isn't **as dangerous as** a firefighter's.
- 4 Lucy is becoming **busier and busier** at work.
- 5 Holly is **a bit/a little/slightly/much/a lot more creative than** Jane.

#### 8 Fill in the gaps with the correct form of the adjectives in brackets.

- 1 Henry's job is ..... (interesting) than Jack's.
- 2 A: Thanks for your help with my CV, Angie.  
B: It's ..... (little) I can do.
- 3 It's getting ..... and ..... (hard) for young people to get their first job.
- 4 Which job is ..... (tiring), a shop assistant, a waiter or a delivery person?
- 5 My student days were some of ..... (happy) of my life!
- 6 The ..... (much) you prepare for an interview, the ..... (good) you'll do.
- 7 It's ..... (easy) to get a good job if you prepare well before.

### Key word transformations

#### 9 **MATURA** Complete the second sentence using the word in brackets so that it means the same as the first.

- 1 Jo organises parties really well. (GOOD)  
Jo is ..... parties.
- 2 Mark found it difficult to write his CV. (HAD)  
Mark ..... his CV.
- 3 Ann can't wait to go to university. (FORWARD)  
Ann is ..... to university.
- 4 Dave's job is better than John's. (GOOD)  
John's job ..... as Dave's.

### Writing

#### 10 **THINK!** Read Confucius' saying in paragraph 1. What does he mean? In three minutes write a few sentences. Tell your partner or the class.

# 1g Skills

## Vocabulary Student jobs

1 a) Listen and say.



b) Which of the jobs in Ex.1a are popular in your country? Which would you like/not like to do? Why?

*Babysitting is a popular job for students in my country. I'd like to be a gardener or a dog walker because I'd like to work outdoors.*

2 Read the text below. What is it? What is it for? Fill in: *travelling abroad, degree, lifeguard, interests, university, shop, grades, waitress.*

## Curriculum Vitae

— **Ruth Boswell,** \_\_\_\_\_  
234 Park Road, Melbourne  
ruthb@hotmail.com  
Date of Birth: 05/08/1991



— **Education** \_\_\_\_\_  
2006-2010

1) ..... in English Literature & French,  
2) ..... of Melbourne, Australia

2004-2006

Melbourne College  
Exam subjects and 3) .....: English Literature (A), History (B), French (A)

— **Work Experience** \_\_\_\_\_  
2009-2010

4) ..... , Aquatics Centre, Melbourne  
2008-2009

5) ..... , Piper's Pizzas, Melbourne  
2007

6) ..... assistant, Casual Clothing, Melbourne

— **Hobbies & 7)** .....  
Learning foreign languages, swimming, scuba diving and 8) .....

## Study skills

### Identifying key information

Read the two lists of items to familiarise yourself with the content of the conversation. This will help you do the task.

## Listening

3 **MATURA P** Look at sentences A-E. You will hear four people talking about student jobs. Match the sentences A-E to speakers 1-4. There is one extra sentence.

The speaker

- A compares two different jobs.
- B wishes he had more time to study.
- C wants to find a job.
- D explains how he became a volunteer.
- E feels happy despite getting tired.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

## Speaking

### Asking for personal details

4 You are an interviewer and your partner is Ruth. Use the language in the box to ask and answer questions.


- How old are you?
- Are you married or single?
- What qualifications do you have?
- What kind of experience do you have?
- What are your hobbies and interests?

A: *How old are you, Ruth?*

B: *I'm 19.*

5 Write your own CV. Use Ruth's CV in Ex. 2 as a model.

## A cover letter

- 1 Read the letter. What is the writer's purpose?
- 2  Which of the following does Ruth include in her letter? Which paragraph is each in?
  - 1 previous work experience
  - 2 her favourite college subject
  - 3 her personal qualities
  - 4 what she looks like
  - 5 where she likes going on holiday
  - 6 her age and current position
  - 7 where she saw the advertisement
  - 8 when she can start work

## Writing Tip

### Letter writing – formal style

To write a formal letter you need to use:

- full forms *I am writing to ...*  
(NOT: ~~I'm~~ writing to ...)
- advanced vocabulary and set phrases  
*Please find enclosed a copy of my CV.*
- formal greetings and endings *Dear Sir/Madam* → *Yours faithfully*  
(when you don't know the name of the person you are writing to)  
*Dear Mr/Mrs/Miss Smith* → *Yours sincerely* (when you know the name of the person you are writing to)

- 3 Correct the register in Ruth's letter. Replace the informal phrases in bold in her letter with the formal phrases below.

- |                            |  |
|----------------------------|--|
| <input type="checkbox"/> A | I look forward to your reply           |
| <input type="checkbox"/> B | Yours faithfully                       |
| <input type="checkbox"/> C | I am writing to apply for the position |
| <input type="checkbox"/> D | Please find enclosed                   |
| <input type="checkbox"/> E | I consider myself to be                |
| <input type="checkbox"/> F | I am available                         |
| <input type="checkbox"/> G | which was advertised                   |
| <input type="checkbox"/> H | would be a useful experience           |
| <input type="checkbox"/> I | I recently obtained                    |

Dear Sir/Madam,

1) **I want to apply for the job** of part-time lifeguard 2) **that I read about** in the Daily Gazette on Tuesday, 3rd April.

I am in my final year at sixth form college and am considering a career as a PE teacher. 3) **I just got** a certificate in lifesaving and first aid and I feel that a summer job as a lifeguard 4) **is a good idea** for me.

Last summer, I worked as a receptionist at my local swimming pool and as a delivery person in the evenings.

5) **I think I'm** hardworking and enthusiastic. I am also good at working with people.

6) **Here's** a copy of my CV. 7) **I can come** for an interview at your convenience. 8) **I can't wait to hear from you.**

9) **Best regards,**

Ruth Boswell

## Writing (a cover letter)

- 4 **Portfolio:** You have seen a job advert for a part time job at a bookshop on your college website and have decided to apply. Write a cover letter (80-130 words). In your letter:
  - write why you are writing this letter
  - state your qualifications & experience
  - describe your personal qualities
  - ask for an interview. Follow the plan below.
 Check your work.

## Plan

Para 1: opening remarks, reason for writing (*I am writing to... which...*)

Para 2: current activity, qualifications, reason for wanting the job  
(*I am... years old and... degree, I am considering.../I feel that...*)

Para 3: experience

Para 4: personal qualities (*I have... , Last... , I consider myself to be...*)

Para 5: when available for interview, closing comments (*Please find... , I am available... , I look forward...*)

## Study skills

### Checking your work

Look through your letter when you have finished to check that:

- you have used a formal writing style.
- you have given a good description of your experience and abilities.
- you have included all the important information.



# 1 Curricular: PSHE

- 1 **THINK!** Read the dictionary entry. Why do you think it is important to choose the right career?

**career** /kəˈrɪə/ (n) a job or profession that someone does for a long period. *Jack has a successful career in sales and marketing.*

- 2 a) What career do you want to have? Do the test to find out what type of career suits you the best.
- b) **THINK!** Do you agree with your result? Why? Why not? Tell the class.
- c) **THINK!** Do you think certain personality types are suited to certain jobs? In three minutes, write a few sentences. Read them to the class.

- 3 Complete the sentences with words from the **Check these words** section.

- 1 She's very ..... and practical.
- 2 What ..... do you need to be a social worker?
- 3 Dan always surprises me. He's so .....
- 4 Do you know the ..... who built the new bridge?
- 5 I enjoy hanging out with my friends, but I don't mind spending time ..... either.

- 4 **ICT** Choose a career that you think would suit you. Collect information about qualifications, qualities, duties, wage, etc. Present the job to the class and tell them why you like it.

## What's the job for you?

One of the keys to a happy life is enjoying the job you do. That's why finding the right job is very important. Take this test to help find a career that best suits your skills and interests!

- 1 Which item would you describe yourself as?
  - A A computer — I am very helpful and useful.
  - B A blanket — I comfort people.
  - C A TV — I have many different moods.
- 2 Which of these activities do you enjoy the most?
  - A fixing and building
  - B talking and listening
  - C painting and drawing
- 3 How do you prefer to work?
  - A I like to be part of a team.
  - B I prefer to work by myself.
  - C I'm fine either in a team or alone.
- 4 How do you usually solve a problem?
  - A I look for a practical solution.
  - B I try to find a solution everyone agrees on.
  - C I often think of a simple solution no one else thought of.
- 5 Which colour describes your personality best?
  - A Green — I am relaxed and calm.
  - B Yellow — I make people happy.
  - C Red — I am spontaneous.

### Check these words

key, suit, skills, interest, useful, blanket, comfort, mood, by myself, agree on, spontaneous, down-to-earth, engineer, electrician, social worker, psychologist, film director



### Mostly As

You are a realistic, down-to-earth person who likes to work with materials. You would make a good engineer, electrician, or surgeon.

### Mostly Bs

You are a caring and helpful person who likes to work with people. You would be a good nurse, social worker, or psychologist.

### Mostly Cs

You are an artistic and creative person who is also good at solving problems. You like coming up with new ideas, and you would be a good architect, film director, or interior designer.

# Language in Use 1

## Phrasal verbs/Prepositions

### 1 Choose the correct particle.

**break down:** 1) stop working; 2) lose control of feelings  
**break in:** enter by force (+ break into a building)  
**break out:** 1) begin suddenly (storm, war); 2) escape  
**break off:** break a piece from something  
**bring about:** cause to happen  
**bring sb round:** 1) regain consciousness; 2) persuade  
**bring up:** raise a child

- 1 The machines at the factory where Dan works often break **down/up**.
- 2 Michael's grandparents brought him **up/about** on a farm.
- 3 Ann broke **out/down** and started crying when she heard she didn't get the job.
- 4 The nurse brought him **about/round** gently after the operation.
- 5 The police are still looking for the prisoner who broke **down/out** of prison yesterday.
- 6 When Sally dropped her cup. The handle broke **up/off**.
- 7 Thieves broke **into/out** our house while we were at the cinema.

### 2 Choose the correct preposition.

- 1 I don't mind working on my own, but I prefer working as part **in/of** a team.
- 2 Students often get a job to help pay **about/for** university.
- 3 Harry wants to apply **to/for** a job as a lifeguard.
- 4 Smokejumpers jump **out of/for** aeroplanes **into/by** burning forests.

## Word formation

### 3 Fill in the correct word derived from the word in brackets.

#### Word Formation – Person Nouns

We use **-er** (*work – worker*), **-or** (*sculpt – sculptor*), **-ist** (*art – artist*), **-ian** (*magic – magician*), **-ee** (*employ – employee*) and **-ant** (*assist – assistant*) to form person nouns.

- 1 It takes a great ..... to make a great film. (**DIRECT**)
- 2 A ..... can learn a lot about the country they stay in. (**TOUR**)
- 3 An ..... should always be pleasant, polite and well prepared. (**INTERVIEW**)
- 4 The flight ..... asked everyone to stay in their seats after the aeroplane landed. (**ATTEND**)
- 5 Sue is paying an interior ..... to decorate her new flat. (**DESIGN**)
- 6 The ..... is fixing the light in the dining room at the moment. (**ELECTRIC**)

## Collocations

### 4 Fill in: zone, breath, shifts, long, put out, read, hold, wages, part-time, double. Use the completed phrases in sentences of your own.

- |                     |                      |
|---------------------|----------------------|
| 1 work ..... hours  | 6 work .....         |
| 2 get low .....     | 7 have a ..... job   |
| 3 fire .....        | 8 to ..... a map     |
| 4 ..... the fire    | 9 ..... in size      |
| 5 take a deep ..... | 10 to ..... a record |



Mark the sentences **T** (true) or **F** (false). Correct the false statements.  
Read through Module 1 and write a quiz of your own.

- |  |   |
|--|---|
| 1 A smokejumper is a type of firefighter. ....                               | 4 A freediver's lungs get smaller as they swim down. ....                 |
| 2 UFO stands for Unusual Flying Object. ....                                 | 5 Sara Campbell was the first woman to dive to a depth of 90 metres. .... |
| 3 Over half of all university students in the USA have a part-time job. .... | 6 You shouldn't give your address on your CV. ....                        |

### Rozumienie ze słuchu (Dobieranie)

#### Preparing for the task

- 1 Look at statements A-E. Then read the script. Choose the statement that best matches what the speaker says.

This speaker

- A can't stand working with children.
- B is bored with their job.
- C often suffers from upper back problems.
- D is tired of working with children.
- E works with sick children.

Speaker 1 ☐

Working with children is really rewarding but it's tiring as I am standing most of the time. I write on the board a lot and so I often get pains in my neck, shoulders and back as my arms are raised most of the day.

2

**MATURA P**

Usłyszysz dwukrotnie cztery wypowiedzi związane z pracą. Do każdej wypowiedzi (1-4) dopasuj odpowiadające jej zdanie (A-E). Wpisz rozwiązania do tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker:

- A thinks the job is exciting but requires endurance.
- B feels their work is never done.
- C feels they would be lost without their voice.
- D thinks that the risks are low.
- E needs to be careful not to get hurt while practising.

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

### Znajomość środków językowych (Wybór wielokrotny)

#### Preparing for the task

- 3 a) Choose the correct word. Do the sentences test grammar (G) or lexis (L)? Which words helped you decide?

- 1 My granddad has a bad leg and walks very .....  
A slow      B slowly      C slower
- 2 A fireman has to be a very ..... person.  
A courage      B brave      C hard

b)

**MATURA P**

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B albo C.

### Study skills

#### Uzupełnianie luk w tekście

Najpierw przeczytaj tekst pobieżnie, aby dowiedzieć się, czego dotyczy. Potem przeczytaj go uważnie, zdanie po zdaniu. Zwracaj uwagę na wyrazy występujące przed każdą luką i następujące po niej, gdyż będą one pomocne w wyborze prawidłowej odpowiedzi. Gdy uzupełnisz luki, przeczytaj tekst jeszcze raz, żeby sprawdzić, czy jest on spójny i logiczny.



Ten-year-old Matt is standing on the edge of the roof. His family and relatives are calling out to him from below. He can't hear what they're saying because his heart is beating 1) ..... than their calls. Matt is afraid. Suddenly, he hears his mother's voice. "Just jump, Matt!"

You're probably wondering what's going on. Well, in Matt's family it's a phrase you 2) ..... all the time and Matt's jump is his initiation into the family business.

Matt was born into a family of stuntmen. In fact, the Epper family has been doing death-defying stunts since the 1930s. They have appeared in films like *Die Hard*, *Commando* and *Transformers*. Of all the crazy risk-takers in this family, there is one name that stands out as 3) ..... the toughest of the bunch. Her name is Jeannie Epper: Matt's great-grandmother. She 4) ..... in the business for over 60 years and is still going strong. She worked 5) ..... a stunt double for Linda Carter in *Wonder Woman* and Linda Evans in *Dynasty*.

So what's it like living with the Eppers? According to Matt's great-grandmother, "When we do stunts, there's just no room for fear. You just have to close your eyes and jump!"

- |              |               |          |
|--------------|---------------|----------|
| 1 A louder   | B the loudest | C loudly |
| 2 A hear     | B listen      | C catch  |
| 3 A to being | B be          | C being  |
| 4 A has been | B is          | C was    |
| 5 A at       | B as          | C like   |



## Rozumienie ze słuchu (Wybór wielokrotny)


### Preparing for the task

- 1 Read the question and the choices (A-C). Then read the script and underline key words. Which is the correct answer? What words helped you?

How does Jill feel about her job?

- A She finds it boring.
- B She finds it interesting.
- C She finds it tiring.

Over the years many people have asked me how I can put up with the silence and isolation of the library because for some reason they think it's a boring job. But I get tired of hearing that because it's just not so. On the contrary, I can't wait to go to work as everyday is different and I'm always learning new things.

- 2 **MATURA R**  Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

- 1 Which of the following is stated as an opinion, not a fact?
  - A College doesn't prepare students for work.
  - B Many internships don't lead to jobs.
  - C Many graduates are overqualified for their job.
- 2 Which would be the best headline for the news item?
  - A UFOs LINKED TO ANCIENT EGYPT
  - B FIRST UFO EXHIBITION OPENS
  - C UFO SEEN IN SKY
- 3 What relationship does the man have with the girl?
  - A He is her employer.
  - B He is a relative of hers.
  - C He is her teacher.

## Znajomość środków językowych (Parafraza zdań)

### Preparing for the task

- 3 Read the first sentence and choose the sentence (A or B) that has the same meaning.
- 1 Ned had to stop skiing when he hurt his knee.
    - A Ned took up skiing when he hurt his knee.
    - B Ned gave up skiing when he hurt his knee.
  - 2 He will probably get the job.
    - A He is keen to get the job.
    - B He is likely to get the job.

- 4 Read the rubric, then do the task.

**MATURA R** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–4). Nie zmieniaj formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów zdań.

- 1 You'll hear from us soon. (TOUCH)  
We ..... soon.
- 2 She is a very careful driver in bad weather. (DRIVES)  
She ..... in bad weather.
- 3 I look forward to hearing from you. (WAIT)  
I ..... you.
- 4 Peter looks after his little brother at weekends. (CARE)  
Peter ..... his little brother at weekends.

## Wypowiedź pisemna

- 5 Read the rubric, then do the task.

**MATURA R** Jesteś zainteresowany/-a ubieganiem się o stanowisko sekretarza/sekretarki w międzynarodowej korporacji. Napisz **podanie** o pracę (200–250 słów), w którym przedstawisz swoją kandydaturę i uzasadnisz, dlaczego uważasz się za właściwą osobę na to stanowisko.

# 1 Revision

**1** Fill in: *parachute, curious, earn, take, campus, enthusiastic, breath, carry, duty, champion.*

- Sam is very ..... and always asks lots of questions.
- I want to ..... up street luge because it looks amazing.
- Sally is very ..... about her work.
- I can get to the university library very quickly because I live on .....
- He jumped out of the burning aeroplane and opened his .....
- It's a doctor's ..... to do his best to save a patient.
- I hold my ..... every time I dive in the sea.
- ..... on with your work. You must finish it before 5 pm.
- He's the world ..... for the third time.
- Students often do odd jobs to ..... extra money.

10x2=20 marks

**2** Circle the correct word.

- Samuel does his job **good** / **well**.
- Be **carefully** / **careful** with my bag.
- Does Liam always arrive **lately** / **late** to school?
- Jim thinks that the task is **easy** / **easily**.
- Lola is great. She works **hardly** / **hard**.
- Smokejumpers are **brave** / **bravely** men.

6x2=12 marks

**3** Complete the sentences with the *present simple* or *present continuous* form of the verbs in brackets.

- Dan ..... (**go**) to a job interview tomorrow.
- Patricia ..... (**want**) to buy some old coins.
- Dean ..... (**not/believe**) in ghosts.
- What ..... (**Claire/do**) at the moment?
- Amy ..... (**think**) her new job is great.

5x4=20 marks

**4** Put the verbs in brackets into the *(to) infinitive* or the *-ing* form.

- She's looking forward ..... (**go**) to university.
- Peter has difficulty ..... (**find**) an evening job.
- They don't let him ..... (**work**) the night shift.
- He agreed ..... (**work**) at weekends.
- I'd prefer ..... (**get**) a part-time job at the university library.

5x2=10 marks

**5** Put the adjectives in brackets into the correct form.

- He earns ..... (**much**) money than his brother.
- Days are getting ..... and ..... (**long**).
- Ann's a lot ..... (**hardworking**) than Sheila.
- Claire works ..... (**long**) hours of all in the office.
- She's ..... (**friendly**) person at work.

5x2=10 marks

**6** Match 1-4 with A-D to make exchanges.

- |                                   |                             |   |
|-----------------------------------|-----------------------------|---|
| <b>1</b> <input type="checkbox"/> | Do you have any experience? | <b>A</b> Thank you.                           |
| <b>2</b> <input type="checkbox"/> | We'll be in touch.          | <b>B</b> I can start immediately.             |
| <b>3</b> <input type="checkbox"/> | Please have a seat.         | <b>C</b> Yes, I worked part-time last summer. |
| <b>4</b> <input type="checkbox"/> | When can you start?         | <b>D</b> Thank you very much for your time.   |

4x2=8 marks

**7** Write a cover letter for a job you would like to do (80-130 words).

20 marks

Total: 100 marks

## Check your progress

- talk and write about jobs and careers \_\_\_\_\_
- talk and write about hobbies \_\_\_\_\_
- talk about immediate plans for the future \_\_\_\_\_
- talk and write about part-time jobs \_\_\_\_\_
- act out a job interview \_\_\_\_\_
- ask for personal information \_\_\_\_\_
- write a cover letter \_\_\_\_\_

**GOOD** ✓ **VERY GOOD** ✓✓ **EXCELLENT** ✓✓✓