

MATURA Prime Time



Podręcznik przygotowujący do nowej matury

Intermediate



Student's Book

Virginia Evans
Jenny Dooley

konsultacja: Bożena Sendor-Lis
Barbara Czarnecka-Cicha



Express Publishing

**Nowa
Matura**

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	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Curricular
		<ul style="list-style-type: none"> Revision 		
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	<ul style="list-style-type: none"> <i>Matt of the Antarctica</i> (T/F statements) <i>Extremely weird</i> (multiple choice) <i>Climate change</i> (T/F statements) <i>Trapped in the Wilderness</i> (gapped text) Listening: identifying specific information (Multiple Choice) 	<ul style="list-style-type: none"> Talking about the weather Talking about extreme activities Booking accommodation/ asking for and giving information Talking about environmental problems Describing pictures Pronunciation: Intonation – stress in compound nouns 	<ul style="list-style-type: none"> A short text about Antarctica Sentences about extreme sports A short paragraph about global warming A semi-formal email asking for information A summary of a text 	<ul style="list-style-type: none"> <i>The Appalachian Trail</i> Geography: Caves
	<ul style="list-style-type: none"> <i>Modern marvels or new nasties</i> (headings to paragraphs) <i>Remedies from the kitchen cupboard</i> (reading for specific information) <i>The French Spiderman</i> (Multiple Choice) <i>Phobias</i> (gapped text) Listening: (multiple matching) 	<ul style="list-style-type: none"> Talking about health problems Talking about how to use gadgets wisely Visiting the doctor (at a doctor's surgery) Making suggestions/ replying Pronunciation: rhyming words 	<ul style="list-style-type: none"> Writing about gadgets and health problems Writing suggestions about health problems Writing an interview A summary of a text An essay making suggestions 	<ul style="list-style-type: none"> <i>Australia's most dangerous animals</i> PSHE: Catch some Zzzs!
	<ul style="list-style-type: none"> <i>It's annoying</i> (T/F / DS statements) <i>Steven Marshall</i> (T/F statements) <i>A change for the better</i> (reading for specific information) <i>Rites of Passage</i> (multiple choice) Listening: (T/F statements) 	<ul style="list-style-type: none"> Talking about annoying situations Talking about social etiquette in your country Complaining and apologising Commenting on changes in appearance Pronunciation: linking sounds 	<ul style="list-style-type: none"> Writing a post about an annoying situation sentences speculating about a character Writing sentences about person you admire A for-and-against essay 	<ul style="list-style-type: none"> <i>Social Etiquette in the UK</i> Science: Body Talk
	<ul style="list-style-type: none"> <i>Street Art: Art or not?</i> (T/F) Ben Langdon: Forensic Scientist <i>CyberCrime Going Crackers!</i> (headings to paragraphs) Mark's Blog (multiple matching) 	<ul style="list-style-type: none"> give a witness statement Pronunciation: epenthesis Comment on an event 	<ul style="list-style-type: none"> an account of an experience writing about an inspirational figure presentation on cybercrime an interview a letter to the editor making suggestions 	<ul style="list-style-type: none"> <i>The Civil Rights Movement in the USA</i> Citizenship: Amnesty International

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

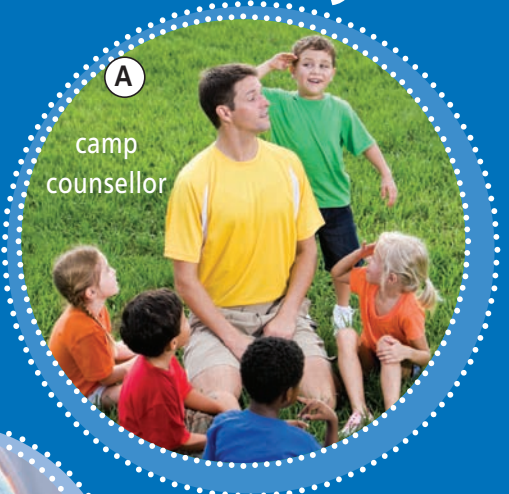
A camp counsellor supervises children at a camp.

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.

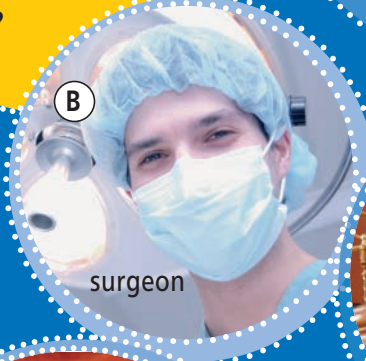
A

camp counsellor



B

surgeon



C

judge



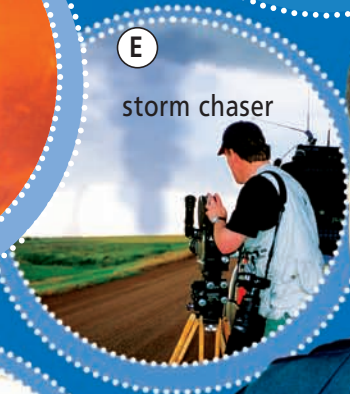
D

firefighter



E

storm chaser



F

shop assistant



G

flight attendant

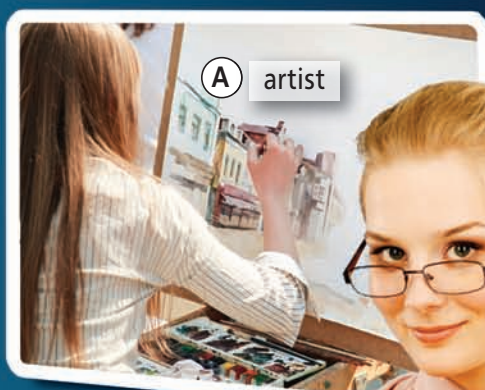


H

police officer



1a Hard at work



(A) artist



(B) sports coach



(C) taxi driver



(D) nurse



(E) secretary

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?
 Listen, read, and check.

- b) Read the text again and choose the correct answer, A, B, or C.

- 1 Smokejumpers travel to the fire zone
 A through forests B by road C by air
- 2 Before becoming a smokejumper, they must learn how to
 A train B parachute C work as a team
- 3 Smokejumpers are always trying to become
 A tough B fit C better
- 4 When smokejumpers parachute into a forest, they don't carry
 A tools B water C a backpack
- 5 Zach's favourite part of the job is
 A flying the aeroplane B parachuting
 C fighting the fire



F smokejumper

HOT jobs

1a

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

Smokejumpers are elite firefighters who risk their lives fighting forest fires in remote areas. They bravely parachute out of aeroplanes into burning forests, where 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 part 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 in 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 drops the tools and equipment they need to fight the fire.

"People think that smokejumpers have a very dangerous job, but we don't see 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."

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

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.

- 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

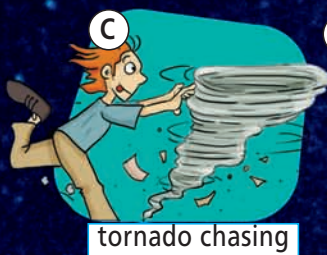
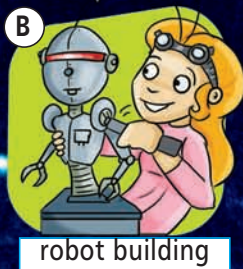
7 Read the text again and make notes under the headings: *job, duties, qualities needed, clothes & equipment, feelings*. Imagine you are Zach. Use your notes to present your job to the class.

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-D)? Which one would you like to try? Why/why not?



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.

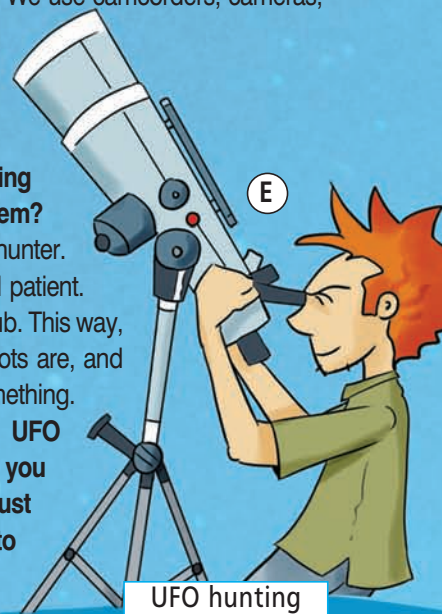
Maybe some of our readers are thinking about taking up UFO hunting now! What advice do you have for them?

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!



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.

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. 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.



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.



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.



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

- 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 text again and mark the statements as T (true), F (false), or DS (doesn't say). Correct the false statements.
- 5 Not many university students work to earn money.
- 2 The most common type of work is waiting tables in a café or restaurant.
- 3 Camp counsellors pay for their food and accommodation out of their wages.
- 4 Being a camp counsellor can help students get a job after they graduate.
- 5 Interns usually earn a low wage.

- 3 Match the highlighted words to their synonyms.

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

- 4 **THINK!** What type of part-time work would you like to do as a university student? Why? In three minutes, write a short paragraph. Read it to your partner or the class.

- 5 Compare the jobs university students do in the USA to those in your 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

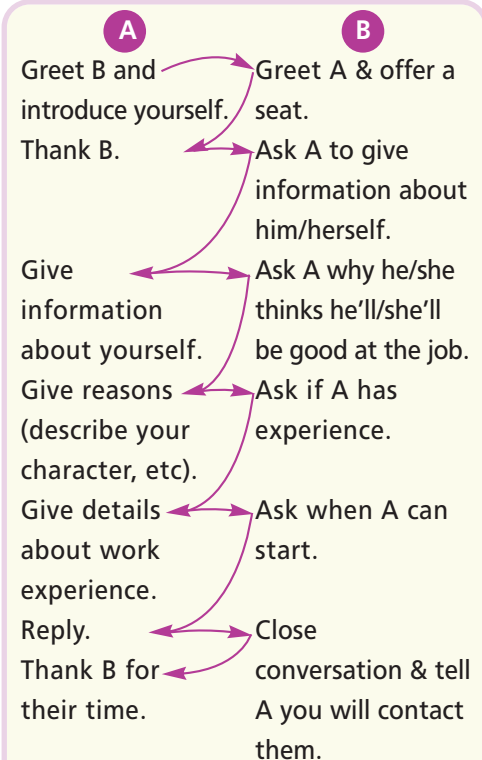
- 4** Read the theory, then listen and repeat.

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-H).
 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.

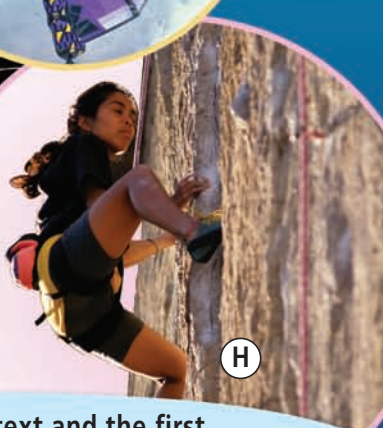
- see amazing scenery
- try something thrilling
- go really fast
- spend time outdoors
- enjoy nature

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 **Matura** 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 Now read the text again and for questions 1-4 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.

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 dived 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

2

Matura

Read again and match the headings to the paragraphs. There is one extra heading. 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

generally, 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!

5 ☐

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. 116-117

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.

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

- 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 Complete the second sentence 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** Listen and match each person (1-5) to the summer job (A-H) they have. There are two extra jobs.

PEOPLE

0	<input checked="" type="checkbox"/> F	Sandy
1	<input type="checkbox"/>	Shane
2	<input type="checkbox"/>	Fiona
3	<input type="checkbox"/>	Bridget
4	<input type="checkbox"/>	Tony
5	<input type="checkbox"/>	Andrea

JOBS

- A shop assistant
- B animal shelter volunteer
- C lifeguard
- D camp counsellor
- E waitress
- F dog walker
- G conservation group volunteer
- H swimming pool cleaner

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 **Matura** Portfolio: You see this job advert on your college website and decide to apply. Write a cover letter (120-150 words). Follow the plan below. Check your work.

WANTED

Student to work part-time in bookshop Mon-Fri evenings. Are you friendly and patient? Do you enjoy working with the public? Send cover letter and CV to: thebookshop@barns.ac.com

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 /kə'riə/ (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

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

2 Choose the correct preposition.

- I don't mind working on my own, but I prefer working as part **in/of** a team.
- Students often get a job to help pay **about/for** university.
- Harry wants to apply **to/for** a job as a lifeguard.
- 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.

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

- 1 Read the rubric. Think of health problems related to working in different jobs e.g. *dentist: suffers from backache*, etc. Compare with your partner.

Matura

Usłyszysz dwukrotnie wypowiedzi pięciu osób na temat ich zawodów. Przyporządkuj mówiących do zdań, które najlepiej podsumowują ich wypowiedzi, wpisując odpowiednie litery (A–F) w kratki (1–5). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A It's an exciting job, but requires endurance.
B Sometimes I feel my work is never done.
C I'd be lost without my voice.
D On the whole the risks are low.
E I need to be careful not to get hurt while practising.
F I often suffer from upper back problems.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- 2 Do the listening task. Which words helped you decide?

Rozpoznawanie struktur leksykalno-gramatycznych (Test luk)

Study skills

Dobieranie wyrazów do luk

Przeczytaj tekst pobieżnie, aby poznać jego główny temat. Następnie przeczytaj go uważnie, zdanie po zdaniu, zwracając uwagę na słowa pojawiające się przed każdą luką i po niej, gdyż pomoże Ci to wybrać poprawną odpowiedź. Na koniec przeczytaj cały tekst, aby sprawdzić, czy stanowi on logiczną i spójną całość.

- 3 a) Read the title and look at the picture. What is the text about? Read through and check.

Matura

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

THE FEARLESS EPPERS OF HOLLYWOOD!

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. Why would a mother be telling her son to jump off a building? 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 are the fearless Eppers of Hollywood and danger is their middle name. Matt is the fourth generation of Eppers who might carry on the 3) If you're watching someone hanging from a helicopter or a dangerous car stunt, it's probably an Epper doing a hard day's work. 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 4) the toughest of the bunch. Her name is Jeannie Epper who happens to be Matt's great-grandmother. She is considered to be the greatest stuntwoman who's ever lived and has received a Lifetime Achievement Award at the Oscars. She 5) in the business for over 60 years and is still going strong. She worked as a stunt double for Linda Carter in *Wonder Woman* and Linda Evans in *Dynasty*.

So what's it like living with the Eppers? Well, with all the banged-up body parts, you might hear a lot of creaky bones. Every day, somewhere in Hollywood there is an Epper flipping a car or setting themselves on fire. According to Matt's great-grandmother, "When we do stunts, there's just no 6) for fear. You just have to close your eyes and jump!"

- | | | | |
|--------------|---------------|---------------|------------|
| 1 A louder | B the loudest | C most loudly | D loudest |
| 2 A hear | B listen | C notice | D catch |
| 3 A trade | B profession | C work | D business |
| 4 A to being | B be | C being | D to be |
| 5 A has been | B is | C was | D is being |
| 6 A area | B space | C chance | D room |

Mówienie

(Wypowiedź na podstawie materiału stymulującego)

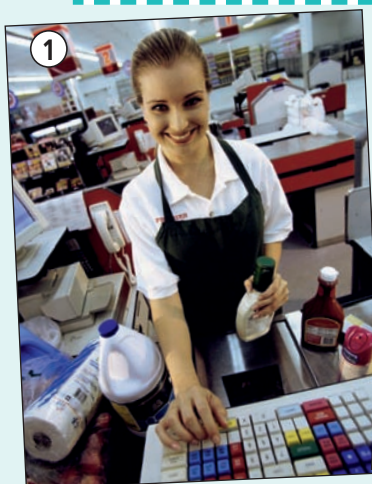
4 a) Read the rubric, then do the task.

Matura

Przyjrzyj się zdjęciom 1, 2 i 3.

Twoja osiemnastoletnia przyjaciółka z Anglii, Laura, zastanawia się nad podjęciem wakacyjnej pracy, ale nie wie, w jakim charakterze. Umie opiekować się dziećmi i jest najlepszą lekkoatletką w szkole. Prosi Cię o radę w kwestii wyboru najbardziej odpowiedniej dla siebie pracy.

- Wybierz pracę, która, według Ciebie, jest dla niej najbardziej odpowiednia i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe dwie propozycje.



- b) Listen to someone doing the task. Which job does the speaker choose? What reasons does she give to support her choice?

5 Answer the questions.

- 1 Is it easy for young people to choose a career path before school ends? (Why?/Why not?)

- 2 What are the benefits of going into higher education?
3 What are the most popular professions in your country? Why?
4 What are some reasons that young people look for work?

Wypowiedź pisemna

(List oficjalny)

6 Read the rubric and make notes for each bullet point. Do the task.

Matura

Przeczytałeś/-aś ogłoszenie reklamujące kurs dla kandydatów na szefa kuchni. Napisz list (120–150 słów), w którym:

- poinformujesz, gdzie znalazłeś/-aś ogłoszenie i wyrazisz zainteresowanie kursem,
- wspomnisz o przynajmniej dwóch cechach charakteru, które predysponują Cię do zostania szefem kuchni, i o swoim doświadczeniu,
- zapytasz o wymagania rekrutacyjne i poprosisz o przesłanie formularza aplikacyjnego,
- zapytasz, jakie zajęcia obejmuje kurs i jak długo trwa.

Stosowanie struktur leksykalno-gramatycznych

(Transformacje ze słowem kluczem)

7 Read the rubric, then do the task.

Matura

Wykorzystując podane wyrazy, uzupełnij każde zdanie, tak aby zachować znaczenie zdania wyjściowego (1–5). Nie zmieniaj podanych fragmentów i 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 is American.
COMES Peter the USA.
- 5 Ann wants to find a part-time job.
LOOKING Ann a part-time job.

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.

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

4x2=8 marks

7 Write a cover letter for a job you would like to do (80-100 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** ✓✓✓

MATURA Prime Time

Matura Prime Time to nowy, czteropoziomowy kurs przeznaczony dla uczniów szkół ponadgimnazjalnych przygotowujących się do nowego egzaminu maturalnego na poziomie podstawowym i rozszerzonym.

Kurs łączy aktywną naukę języka angielskiego z poznawaniem ciekawych zagadnień przedstawionych w **sześciu** modułach tematycznych. Podręcznik *Matura Prime Time Intermediate* odpowiada poziomowi **B1/B2** w skali przyjętej przez Radę Europy.

Matura Prime Time:

- zgodność tematów oraz materiału leksykalno-gramatycznego ze **standardami wymagań egzaminacyjnych**
- bogaty wybór zadań typu maturalnego w poszczególnych jednostkach lekcyjnych
- **sekcje maturalne (Matura Skills)** oferujące doskonałe przygotowanie do egzaminu maturalnego obowiązującego od **2012** roku
- unikalny przewodnik ułatwiający opanowanie umiejętności tworzenia wypowiedzi pisemnych (**Writing Bank**)
- różnorodne ćwiczenia rozwijające umiejętność krytycznego myślenia (**THINK!**) oraz zachęcające do korzystania z technologii informacyjno-komunikacyjnych (**ICT**)
- wskazówki w języku polskim wspierające rozwój samodzielności uczniów (**Study Skills**)
- vademecum kulturowe (**Culture Corner**) oraz sekcje poświęcone tematyce pojawiającej się w programie nauczania innych przedmiotów (**Curricular sections**)
- regularne powtórki materiału (**Language Review** oraz **Revision**)
- repetytorium gramatyczne (**Grammar Reference**)
- specjalne sekcje służące powtarzaniu i utrwalaniu słownictwa (**Vocabulary Bank**)
- przykładowe **zestawy egzaminacyjne** na poziomie podstawowym i rozszerzonym

KOMPONENTY:

- Student's Book
- interaktywny eBook
- Workbook
- Teacher's Book
- oprogramowanie do tablic interaktywnych
- Class CDs
- Test CD-ROM

Common European Framework	Matura Prime Time	Przygotowanie do egzaminu maturalnego z kursem Matura Prime Time	
A2	Elementary	Egzamin maturalny Poziom podstawowy	
B1	Pre-intermediate		
B1/B2	Intermediate		Egzamin maturalny
B2	Upper Intermediate		Poziom rozszerzony



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