

7 Odd jobs

- Grammar** ▶ Modal verbs of obligation, prohibition and advice (*must, have to, mustn't, don't have to, should, shouldn't*) ▶ Second conditional
- Vocabulary** ▶ Jobs, Personal qualities ▶ Compound adjectives
- Speaking** ▶ Making polite requests
- Writing** ▶ A letter of application and CV

▶ Vocabulary

Jobs

- 1 Uzupełnij nazwy zawodów, wpisując brakujące samogłoski.



1 c...mp...t...r
pr...gr...mm...r



2 r...c...pt...n...st



3 b...ld...r



4 p...l...c...ff...c...r



5 sh...p...ss...st...nt



6 m...ch...n...c



7 f...sh...n...d...s...gn...r



8 j...rn...l...st

- 2 Popatrz na mężczyznę na zdjęciu i zdecyduj, czy poniższe zdania na jego temat są prawdziwe (T – true), czy – nie (F – false).

- 1 He works with children. T/F
- 2 He works indoors. T/F
- 3 He does paperwork. T/F
- 4 He does manual work. T/F
- 5 He deals with the public. T/F
- 6 He travels a lot. T/F
- 7 He works in a team. T/F
- 8 He works in an office. T/F
- 9 He works with numbers. T/F
- 10 He works with a computer. T/F



Personal qualities

- * 3 Znajdź w poniższym diagramie wyrazowy przymiotniki i dopasuj je do poniższych synonimów lub definicji.

c	d	c	n	c	d	v	c	s	b
r	e	l	i	a	b	l	e	t	p
e	r	e	m	r	i	c	o	r	y
a	f	v	b	i	n	a	i	o	u
t	i	e	u	n	g	l	k	n	e
i	t	r	o	g	h	m	j	g	r
v	s	o	c	i	a	b	l	e	a
e	a	m	b	i	t	i	o	u	s

- 1 with lots of imagination and new ideas:
- 2 healthy:
- 3 with lots of physical energy:
- 4 intelligent:
- 5 kind, helpful and sympathetic to other people:
- 6 a friendly person who likes being with other people:
.....
- 7 somebody you can depend on:
- 8 somebody who doesn't easily get excited, worried or angry:
.....
- 9 somebody who wants to be the best:

- 4 Do każdego z zawodów dopisz dwie cechy z ćwiczenia 3, które są w danym zawodzie niezbędne.

- 1 A sports teacher:
- 2 A poet:
- 3 A scientist:
- 4 A shop assistant:

- 1 Przeczytaj oba teksty i uzupełnij ich tytuły mówiące o tym, jakie zawody wykonywali bohaterowie na początku, a jakie później.

Text 1: Barry Cox – from to

Text 2: Aleksander Kudajczyk – from to

Text 1

BARRY COX IS a famous singer. He's from Liverpool but he isn't famous in England. In China it's a completely different matter. There he's a superstar. So how did that happen?

Barry is 30 years old. When he left school he wasn't happy and decided to do something different with his life. The first step was to learn a new language. He started with Spanish but he didn't enjoy the experience. Then one day in Liverpool's China Town he suddenly had an idea. Not many English people learn Chinese so he decided to try. He went into a local Chinese restaurant and ordered a meal ... and some language lessons. He was lucky. The nephew of the restaurant owner wanted English lessons, so they helped each other and became friends. At that time Barry didn't know that there were different Chinese dialects. Barry learnt Cantonese, which is actually more difficult than Mandarin. He spoke it all day with his new Chinese friends and at a Chinese supermarket where he started working. Then one day he went to a concert by a famous singer from Hong Kong and it changed his life. He started singing in Cantonese. He took it more seriously, had singing lessons and entered singing competitions. One day he decided to move to Hong Kong. It was difficult to become a professional singer there but he moved to Macao, a sort of Chinese Las Vegas. That's where he became famous and where he lives now. He has to sing six days a week at a big casino but he loves it. And now they may make a film about his life!



Text 2

WHAT A CHANGE! At the moment Aleksander Kudajczyk has to clean the floors of Glasgow University but next week he is going to begin a new job, as a concert pianist. The surprising story of this 28-year-old Polish man is like a Hollywood film.

Mr Kudajczyk arrived in Scotland in January. He wanted to work as a teacher but all he found was a job as a cleaner at Glasgow University. He had to work there four hours a day, starting at 6am. One day in the university he discovered a grand piano and he asked permission to play on it. They gave him permission but nobody thought any more about it. What Mr Kudajczyk didn't know was that there was a webcam in the piano room. One day a university secretary was checking the webcam pictures and she saw Aleksander playing. The music was so perfect that she thought it was a CD. Then she saw it was the cleaner doing his daily piano practice. She immediately sent emails to other people at the university, telling them to watch. Soon after, Mr Kudajczyk was playing Chopin's music to hundreds of teachers and students. Since then he has played the piano at many special concerts and events but he has also continued to work as a cleaner. But next week that will change when he becomes a full-time professional musician and teacher.



- 2 Przeczytaj ponownie oba teksty. Zdecyduj, czy poniższe zdania mówią o: Barrym Coksie (B.C.), Aleksandrze Kudajczyku (A.K.), obu mężczyznach (B – both) czy o żadnym z nich (N – none).

- 1 He lives and works in the country where he was born.
- 2 He has already started working full-time in the world of music.
- 3 He has found a new job because somebody discovered him by accident.
- 4 A woman played an important part in his change of career.
- 5 He practised a lot.
- 6 He's going to act in a film.

- *3 Napisz zdania o tym, co mają wspólnego, a co różni Barry'ego Coksa i Aleksandra Kudajczyka. Pomyśl o tym, gdzie mieszkają, o ich starych i nowych zawodach i o miejscu, gdzie znaleźli nową pracę.

- 1
- 2
- 3
- 4

- 4 Znajdź w tekstach z ćwiczenia 1 trzy wyrazy, których nie rozumiesz. Sprawdź ich znaczenie w słowniku, a następnie zapisz ich polskie znaczenie.

Text 1

- 1 Word: Meaning:
- 2 Word: Meaning:
- 3 Word: Meaning:

Text 2

- 1 Word: Meaning:
- 2 Word: Meaning:
- 3 Word: Meaning:

- *5 Odpowiedz na pytanie i uzasadnij swoją odpowiedź.

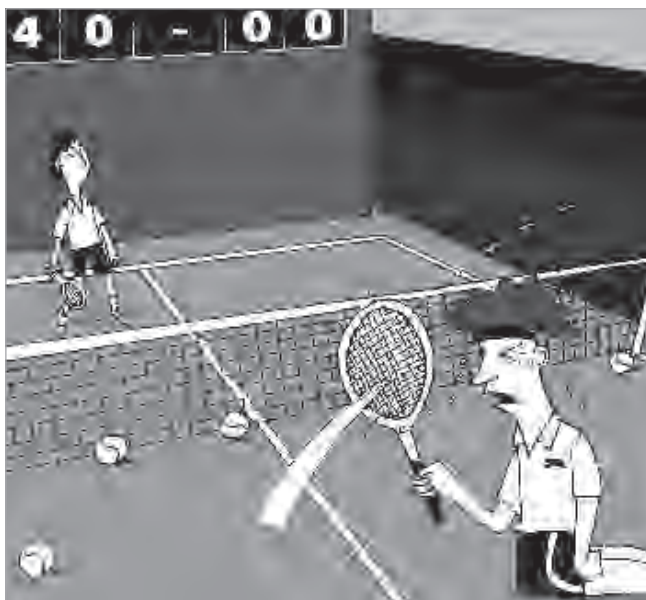
Which story did you like the most: 1 or 2? Explain why.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Modal verbs of obligation, prohibition and advice

- 1** Przeczytaj zdania i zaznacz, czy mowa w nich o obowiązku (*obligation*), zakazie (*prohibition*), zaleceniu (*recommendation*), czy radzie (*advice*).

- 1 You don't have to be an expert to use a computer. Obligation/no obligation
- 2 Doctors have to work at unusual times. Obligation/prohibition
- 3 You mustn't come home late. No obligation/prohibition
- 4 You should write down new vocabulary. Recommendation/obligation
- 5 Your essay doesn't have to be perfect. No obligation/prohibition
- 6 You must try your best. Obligation/prohibition
- 7 You shouldn't go to bed late the night before an exam. Prohibition/advice
- 8 You mustn't start crying when things go wrong. No obligation/prohibition



- 2** Napisz pełne zdania, używając podanych słów oraz zwrotów *have to* lub *don't have to*.

- 1 Normally teachers/wear a uniform.
.....
- 2 Normally a police officer/wear a uniform.
.....
- 3 I/go to school on Sunday.
.....
- 4 A secretary/know how to use a computer.
.....
- 5 Builders/wear hard hats.
.....

- 3** Uzupełnij zdania. Wpisz *must* lub *mustn't*.

- 1 You write carefully in exams.
- 2 People smoke in hospitals.
- 3 Students use mobile phones in class.
- 4 Professional musicians practise playing their instrument.

- 4** Uzupełnij zdania. Wpisz *should* lub *shouldn't*.

- 1 People use violence to solve their problems.
- 2 You take medicine when you aren't ill.
- 3 You help your friends when they have problems.
- 4 When you aren't very good at something, you practise to get better.
- 5 People switch off their mobile phones in the cinema.

- *5** Wybierz prawidłowe uzupełnienie zdań. Jeżeli Twoim zdaniem dwie możliwości są poprawne, zaznacz obie.

- 1 Children has to/have to/don't have to go to school on Monday.
- 2 You must/mustn't/don't have to copy in exams.
- 3 Doctors must/mustn't/have to work hard.
- 4 You has to/have to/must wear good clothes if you work in a bank.
- 5 Visitors mustn't/must/don't have to talk in a loud voice or shout because it is prohibited.
- 6 You must/don't have to/mustn't use a mobile phone in a plane.

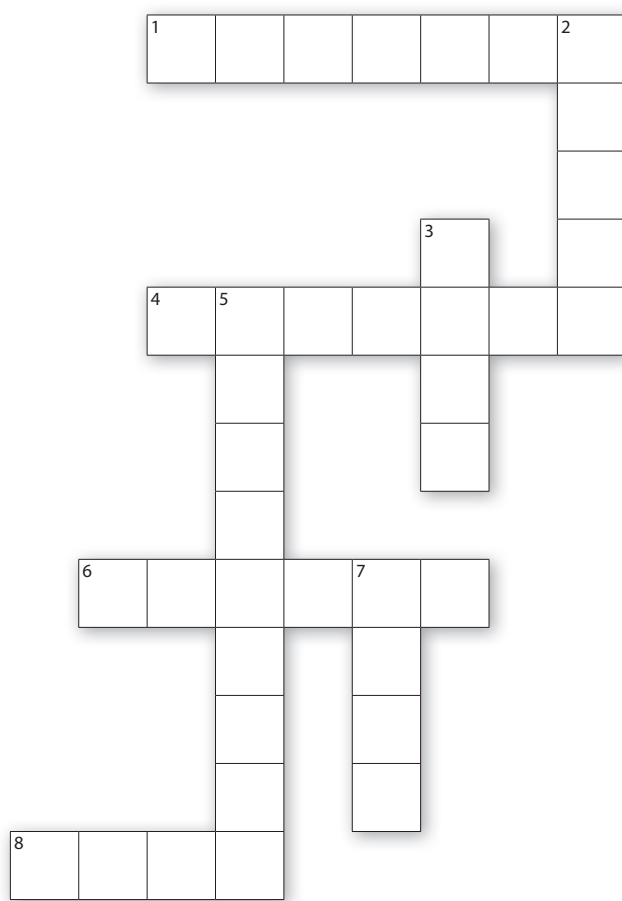
Grammar extension

- *6** Każde z poniższych zdań zawiera błąd. Znajdź błędy i przepisz zdania, tak aby były poprawne.

- 1 Children under 16 must to go to school.
.....
- 2 This exercise is optional – you mustn't do it.
.....
- 3 You should to do extra work if it's difficult.
.....
- 4 Students haven't to wear a uniform in our school and so you can wear what you want.
.....
- 5 You musn't drink and drive – it's illegal.
.....
- 6 You don't have to open the car door when the car is moving.
.....
- 7 You should eat chocolate just before you go to bed because it isn't good for your teeth.
.....
- 8 Smoking is prohibited here. You don't have to do it.
.....
- 9 It's essential to do this exercise. You mustn't do it.
.....
- 10 You mustn't be 18 to ride a bike.
.....

Compound adjectives

1 Rozwiąż krzyżówkę.



Across

- 1 He's the first person to arrive at work and the last person to go. He does more than anybody else. He's very hard-
- 4 They're a beautiful couple. She's very beautiful and he's good-
- 6 You've got the pen in your left hand. Are you left-
- 8 She's the director of a large multinational company. I'm sure she's well-

Down

- 2 You should be more relaxed and easy-
- 3 That teacher only teaches two lessons a day. He's part-
- 5 She's well- She always knows where she should be and what she has to do.
- 7 People from Northern Europe sometimes have blonde hair and are blue-

2 Przeczytaj przymiotniki w ćwiczeniu 1. Wybierz i zapisz trzy, które twoim zdaniem cię opisują, oraz trzy, które cię nie opisują.

- 1 I'm
..... and
.....
- 2 I'm not
..... or
.....



* 3 Pomyśl o przyjacielu/przyjaciółce lub członku rodziny i opisz go/ją, używając przymiotników z ćwiczenia 1.

.....

.....

.....

.....

Vocabulary extension: more compound adjectives

* 4 Połącz wyrazy 1–6, tak aby powstały przymiotniki złożone, a następnie dopasuj je do definicji a–f. Jeśli potrzebujesz, skorzystaj ze słownika.

- | | | |
|---------|----------|---|
| 1 self- | dressed | a open to new ideas and different opinions |
| 2 open- | known | b rich, with a lot of money |
| 3 well- | reliant | c famous, many people know you |
| 4 bad- | minded | d you get angry often or quickly |
| 5 well- | off | e able to do things for yourself and not depend on other people |
| 6 well- | tempered | f wearing good clothes |

* 5 Uzupełnij zdania przymiotnikami złożonymi z ćwiczenia 4.

- 1 Yes, she's very but that's because she spends all her money on clothes.
- 2 I like him because he's very He listens to you and thinks before he says yes or no.
- 3 She's very independent and She doesn't think her parents have to do everything for her.
- 4 My older brother is so He always shouts at me, and for no reason!
- 5 She's a writer. Lots of people have bought her books and seen her face.
- 6 I think his family is quite because they've got a really big house.

Second conditional

1 Połącz fragmenty zdań 1–6 z a–f.

- 1 If I were a president or prime minister,
 - 2 If I had a boat,
 - 3 In Australia it would be unusual
 - 4 If they gave me a job in the summer,
 - 5 We'd go to the USA in the summer
 - 6 My parents would be really happy with me
- a if we had enough money.
 - b I'd spend a lot of money on health, education and the environment.
 - c I'd take it because I need the money.
 - d if I became a famous singer.
 - e I'd spend my holidays at sea.
 - f if it snowed in the summer.

2 Popatrz na zdania w ćwiczeniu 1. Zdecyduj, czy poniższe zdania, dotyczące drugiego trybu warunkowego, są prawdziwe (T – true), czy – nie (F – false).

- 1 Mówiąc o sytuacjach nieprawdopodobnych i wyimaginowanych, używamy drugiego trybu warunkowego.
- 2 Drugiego trybu warunkowego używamy, mówiąc o przeszłości.
- 3 W części zdania z *if* używamy również *would*.
- 4 Po *If I/he/she* możemy użyć *was*.
- 5 Część zdania z *If* jest zawsze pierwszą częścią zdania.

3 Wybierz poprawne uzupełnienie zdań.

- 1 If you aren't/weren't my brother, I'd be really angry with you.
- 2 If it was hot all year, I won't/wouldn't go out.
- 3 If I were/am you, I'd buy a new mobile phone.
- 4 If they didn't/don't have a pet, they'd be able to go away in the summer.
- 5 We would/will enjoy the concert more if we knew the songs.
- 6 They would/will continue running if they didn't get tired.
- 7 I'd do what he said if he was/is my boss.
- 8 Television would be better if there aren't/weren't all those adverts.
- 9 If I could/can sing, I'd start a band.
- 10 If you went out more, you won't/wouldn't be lonely.

4 Uzupełnij zdania czasownikami podanymi w nawiasach w drugim trybie warunkowym.

- 1 If I (have) a problem, I'd call you.
- 2 If the bus didn't come, we (walk).
- 3 I (not be) happy if my parents didn't let me go out.
- 4 You wouldn't learn much if you (play) computer games all day.
- 5 If you (learn) to speak a new language, it would help you find a job.
- 6 If John was faster, he (play) football better.
- 7 They'd leave the restaurant immediately if they (not like) the food.
- 8 If I knew the answer, I (tell) you.
- 9 If I (find) money in the street, I'd try to find who it belonged to.
- 10 I'd buy that coat if I (have) enough money.
- 11 If I were you, I (ask) the teacher to explain the homework again.

Grammar extension

*5 Udziel porad osobom wypowiadającym poniższe zdania. Użyj zwrotu *If I were you ...*. Możesz uargumentować swoją opinię.

- | | |
|--|---|
| <p>1 I've got an exam tomorrow but it's the cup final tonight and my favourite team is playing.</p> <p>.....</p> <p>.....</p> | <p>6 A good friend has stopped talking to me, but I don't know why. I think he's angry with me.</p> <p>.....</p> <p>.....</p> |
| <p>2 My friends have invited me to play football tonight but my leg hurts.</p> <p>.....</p> <p>.....</p> | <p>7 I've got lots of English homework to do tonight but I forgot to bring my books home.</p> <p>.....</p> <p>.....</p> |
| <p>3 Another student copied my answers in an exam yesterday.</p> <p>.....</p> <p>.....</p> | <p>8 It's my mum's birthday next week but I have no idea what to buy her.</p> <p>.....</p> <p>.....</p> |
| <p>4 My friends are all going to an expensive restaurant tonight but I haven't got enough money to go.</p> <p>.....</p> <p>.....</p> | <p>9 I'd like to learn to drive.</p> <p>.....</p> <p>.....</p> |
| <p>5 I can't understand the maths that we're studying at the moment but I don't want to tell anyone because I feel stupid.</p> <p>.....</p> <p>.....</p> | <p>10 I want to be famous one day.</p> <p>.....</p> <p>.....</p> |

Asking about a job

1 Z poniższych rozsypanek wyrazowych ułóż prośby.

1 me you starts Can tell job when the ?

2 if I need Could you any ask experience ?

3 you tell me apply how Could I can ?

4 we you do me tell to what have Can ?

5 Could the wages I ask what are basic ?

6 you me tell Can address your what is ?

2 Uzupełnij dialog prośbami z ćwiczenia 1.

HOLIDAY CAMP ORGANISER: Good afternoon?

TEENAGER: Good afternoon. I'm calling about a job that was in the newspaper yesterday. Could I ask for some information?

HOLIDAY CAMP ORGANISER: Certainly.

TEENAGER: Thanks. (a)

HOLIDAY CAMP ORGANISER: Yes. It begins on 1st July and it finishes on 31st July.

TEENAGER: Oh, I see. (b)

HOLIDAY CAMP ORGANISER: Well, you have to give some sports lessons in the morning, and then in the afternoon you take groups of children on excursions or you organise games and competitions with them.

TEENAGER: I see. (c)

HOLIDAY CAMP ORGANISER: It's not essential, but we prefer people who've done similar work before.

TEENAGER: I understand. (d)

HOLIDAY CAMP ORGANISER: It's £150 a week, and lunch is included.

TEENAGER: (e)

HOLIDAY CAMP ORGANISER: It's easy. You just need to send a letter of application and CV to me and then I'll call people for interviews.

TEENAGER: That's great. (f)

HOLIDAY CAMP ORGANISER: Yes, it's ...

Describing photos

3 Popatrz na zdjęcie i odpowiedz na poniższe pytania. Jeśli nie jesteś czegoś pewien/pewna, użyj zwrotów: *I think ...* lub *I imagine ...*



1 Who can you see in the photo?

2 Where are they?

3 What are they doing?

4 How do you think the people are feeling? Why?

*4 Pomyśl, jak opisać poniższe zdjęcie, używając pytań z ćwiczenia 3 jako odpowiedzi. Zrób notatki, a następnie przećwicz opis zdjęcia ustnie.



A letter of application and CV

- 1 Przeczytaj poniższy list motywacyjny. Jak myślisz, o jaką pracę ubiega się Benjamin Martin? Myślisz, że jest dobrym kandydatem?

.....

12 Sefton Street
 Sunderland
 SU7 8BV

Ms Susan Nicholson
 72 Hill Road
 Birmingham
 B06 3NJ

7th February 2011

Dear Ms Nicholson,

I am writing in response to your advertisement in *The Birmingham Sun*. I would like to apply for the job which you advertised in this newspaper on 5th February.

I enclose a CV with information about myself, including education and work experience. As you will see, tennis is one of my main hobbies and interests. I have experience of giving tennis lessons and of working with children. I also think that I am patient, well-organised and hard-working.

I look forward to hearing from you.

Yours sincerely,

Benjamin Martin

Benjamin Martin

- 2 Przeczytaj wyrazy i zwroty wyróżnione w liście. Wyjaśnij, dlaczego są ważne w listach motywacyjnych.

12 Sefton Street Adres osoby ubiegającej się o pracę..
 umieszczony w prawym górnym rogu listu, jest
 elementem niezbędnym.

Ms

72 Hill Road

Dear

I am writing in response to

I would like to

As you will see

I look forward to hearing from you

Yours sincerely

- 3 Wstaw poniższe nagłówki w odpowiednie miejsca w CV:

- 1 Interests
- 2 Education and qualifications
- 3 General information
- 4 Work experience

CURRICULUM VITAE

Benjamin Martin

- A
- 1 20/7/1992
 - 2 British
 - 3 Single
 - 4 12 Sefton Street, Sunderland, SU7 8BV
 - 5 (mobile) 0567 123 4567
 - 6 (home) 651 10 11 12
 - 7 benmart@binter.com

- B
- Summerfield School, Sunderland
- A levels in English Literature, French and Economics

- C
- July 2010 Worked at Foxton Tennis Club giving lessons to 5-10 year olds
- July 2009 Worked at Knightley Tennis Club as assistant

- D
- Tennis
- Reading
- Good knowledge of computers

- 4 Wstaw poniższe kategorie danych w odpowiednie miejsca w powyższym CV.

- a Permanent address
- b Email
- c Nationality
- d Telephone
- e Marital status
- f Telephone
- g Date of birth

- *5 Napisz na kartce swoje CV. Jako wzór wykorzystaj CV zamieszczone na tej stronie.

1a Przeczytaj tekst i zdecyduj, które słowa z ramki najlepiej go podsumowują.

job park difficult caring plan love owners

Many people think that my job is really easy and that I just walk other people's dogs. I do admit that I'm lucky because I earn my living doing something I really enjoy, but I wouldn't call my job easy. I work all day and I have to walk long distances in all kinds of weather. I need to be fit and strong to control several animals at the same time and since I work according to a schedule, I must be really well-organised and punctual. However, I don't complain because my job makes me very happy.



1b Przeczytaj ponownie tekst w ćwiczeniu 1a i podkreśl w nim fragmenty, które uzasadniają Twój wybór wyrazów z ramki.

1c Napisz zdanie podsumowujące tekst z ćwiczenia 1a, używając wybranych wyrazów z ramki.

1d Ponownie przeczytaj tekst z ćwiczenia 1a i znajdź zdania lub fragmenty zdań, które zostały sparafrazowane poniżej.

- I can't be weak or out of shape as I need to be in charge of a number of dogs.
- I'm fortunate to get money for something I enjoy doing.
- People imagine that my job isn't very hard.
- I have to plan everything carefully and arrive everywhere on time.
- I take someone else's pets for a walk.



2a Dopisz wyrazy o znaczeniu przeciwnym do podanych.

- outdoors –
- part-time –
- full-time –
- forget –

2b Połącz wyrazy 1–5 z ich synonimami A–F. Jeden wyraz został podany dodatkowo i nie ma swojego synonimu.

- | | |
|------------------|--------------|
| 1. punctual | A. fed up |
| 2. relaxed | B. job offer |
| 3. friends | C. easygoing |
| 4. bored | D. on time |
| 5. advertisement | E. outgoing |
| | F. mates |

2c Używając wybranych wyrazów z ćwiczenia 2a i 2b, sparafrazuj poniższe zdania.

- I would be really bored if I couldn't work outdoors.
- My friends say that I should be more relaxed.
- I can't have a full-time job because I study during the week.
- I didn't know what kind of job it was because I had forgotten to read the advertisement.

2d Przeczytaj tekst. Które zdanie (1–4) z ćwiczenia 2c najlepiej go podsumowuje?



Oh, I remember my first job interview really well. My best mate, Paul, told me about a part-time job he'd read about in our local newspaper. A farmer was looking for someone who wanted to work outdoors. It sounded like a perfect job for me. Anyway, Paul gave me the newspaper with the ad but I was so busy preparing my first CV that I never even opened it. However, I went to the interview and did really well. That is to say, until my future boss asked: 'So, why do you think you'd enjoy massaging cows?' I was shocked! It turned out he wanted me to help his cows relax in order to make them produce better milk!

► Zadanie maturalne

3 Przeczytaj wypowiedzi 3.1–3.4 i każdej z nich przyporządkuj zdanie podsumowujące A–E. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- This job taught me how to be a better parent.
- My friend, who was a waitress, found this job for me.
- It was a well-paid job but I didn't like it.
- I put on weight in my first job.
- I wanted to run away from that place.

3.1. ☐ I found my first job when I was 16. My parents' friend was looking for someone to help her in the bakery and when she told me about it, I said 'why not?' I went there every day after school and did almost everything. The most wonderful thing about this job was that I could eat whatever I wanted. I worked in this bakery for three months and when I stopped, I was 4 kilos heavier! In spite of this, it was a good experience and I have a lot of sweet memories of this job.

3.2. ☐ It wasn't a real job but I managed to earn enough to pay for my holidays at the seaside. My neighbour had three kids and when her fourth baby was born she offered me a job as a babysitter. At first, I was scared to touch such a tiny baby, but soon I learnt how to look after him properly. I also learnt other important things about having a family. And when my first child was born, I wasn't scared at all.

3.3. ☐ I was very young and very shy when I got my first job as a teacher. When I entered the classroom on my first day and saw twenty pairs of eyes staring at me, I wanted to disappear. My students looked surprised. They probably expected someone creative, well-organised and good-looking. But the person they saw was an overweight girl who didn't remember anything she had planned to say. Teaching was my dream job but I wasn't ready to do it then.

3.4. ☐ There was this woman in our village who owned a restaurant. When I was 17, one of her waitresses left suddenly and I was offered the job. I took it because I needed the money and the wages were really good. I worked hard and the customers liked me but my boss turned out to be a woman from hell. She treated all her employees really badly and we hated having to work there. Within a year, all the workers had resigned and she had to close her business.