

Choose the correct words. Then, in your notebook, match each sentence 1–4 with a sentence a–d that has a similar meaning.

- 1 At the weekends, I prefer to *hang* / *hold* out with my friends.
- 2 I'm not very *responsible* / *logical* with money.
- 3 I've got very strong *looks* / *views* on this subject.
- 4 I'm not very good at *counting* / *organising* my time.
 - a I sometimes waste time.
 - b We meet and do nothing particular.
 - c Not everyone agrees with me.
 - d I buy unimportant things.

 13 **Usłyszysz dwukrotnie dwa teksty.**

W zadaniach 1–6, na podstawie informacji zawartych w nagraniu, wybierz właściwą odpowiedź (A–C).

Odpowiedzi zapisz w zeszycie.

TIP Zanim wysłuchasz nagrania, przeczytaj pytania i podane odpowiedzi. Pomoże ci to określić, o czym jest tekst. Wyszukaj kluczowe wyrazy i zwroty. Zwróć uwagę na to, że jedno z pytań w tym zadaniu (pytanie 6.) wymaga określenia głównej myśli całego tekstu.

Tekst 1.

- 1 How does Frances begin the conversation?
 - A By asking Amy her opinion.
 - B By expressing his surprise.
 - C By asking Amy for some information.
- 2 What does Frances tell Amy about people in France?
 - A They have a lot of days off work.
 - B They work long hours.
 - C They have long breaks for lunch.
- 3 The two people are discussing
 - A how long lunch breaks are in different countries.
 - B how many hours a week people work in different countries.
 - C how hard it is to find work in certain countries.

Tekst 2.

- 4 What does Helen say about spending time with friends?
 - A Some students prefer it to studying.
 - B You can't do it if you get a job.
 - C It is a necessary thing for students to do.
- 5 Helen believes that students who work
 - A cannot study very well.
 - B only do it because they need money.
 - C do not actually have less time for studying.
- 6 Which statement is true about Helen?
 - A She gives advice on how to find a job.
 - B She strongly disagrees with the presenter.
 - C She criticises the behaviour of some students.

Choose the correct answers and write them in your notebook.

- 1 What job do you want to *do* / *make* when you're older?
- 2 I was lucky to get the *occasion* / *chance* to look round the farm.
- 3 Doing a part-time job gives you great work *experience* / *experiment*.

 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki (1–3). Zapisz w zeszyte odpowiednią literę (A–F) obok numeru każdej luki. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

A chance	B do	C experience
D experiment	E make	F occasion

CAREERS LESSONS IN SCHOOLS

It's difficult to know what career you want when you're still at school. You don't have the work (1)  to know what suits you, and you simply don't know what jobs are available. It's very important to have careers guidance in schools, especially when students get the (2)  to talk to people who do different jobs. That way, you can see for yourself if you like the job. Sometimes, you get the opportunity to (3)  a job that you've never thought of, which is a good start!