

LEARNING MINDS

B2+

STUDENT'S BOOK

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Podręcznik jest przeznaczony do wieloletniego użytku. Nie należy zapisywać w nim odpowiedzi do zadań. Przypominają o tym graficzne oznaczenia znajdujące się przy wybranych zadaniach.



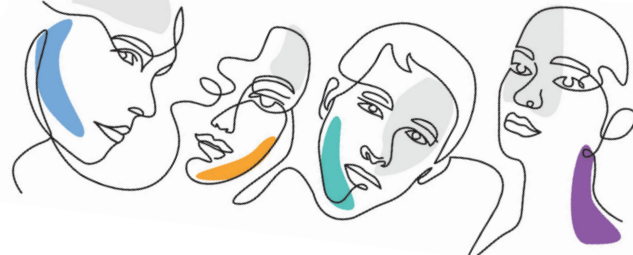
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LISTENING

SPOKEN ENGLISH

WRITING

| | | |
|--|---|---|
| | deciding on a poster giving reasons | thoughts about being a global citizen |
| monologues about career choices (5-speaker multiple matching) | <ul style="list-style-type: none"> clarifying, justifying and conceding arguments (role play) discussing ways to search for a job | an opinion essay (Writing tip: opening/ending techniques) |
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| short conversations about music (multiple choice) | <ul style="list-style-type: none"> expressing concern & importance describing a photo and discussing a question | a review blog post (Writing tip: positive/negative features; ways to recommend) |
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| short conversations (multiple choice) | <ul style="list-style-type: none"> expressing disappointment/mild criticism and talking about blame discussing situations | a formal letter of complaint (Writing tip: strong – mild tone) |
| a news bulletin (T/F/DS statements) | <ul style="list-style-type: none"> describing an art event – recommending (role play) having a debate | a descriptive email (Writing tip: descriptive language) |
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| a talk about anxiety (multiple choice) | <ul style="list-style-type: none"> suggesting – agreeing/disagreeing (role play) discussing a question justifying a choice based on pictures | a proposal (Writing tip: support main points with reasons, results, examples) |

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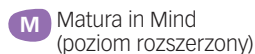
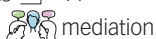
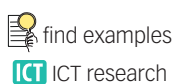
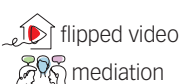
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Symbols



READING



Global citizens are part of a world community. They care about global issues, even if those issues don't affect them directly, and their choices and actions help to make the world a better place. Take the quiz to find out if you're a global citizen!



- 1 **How often do you talk about global issues, such as climate change and poverty, with your family and friends?**
 - A I may have discussed such topics once or twice in the past.
 - B I sometimes talk about things like that.
 - C I often talk about such topics.
- 2 **Do you stay up to date with the latest international news stories?**
 - A No, I don't. I'm not interested in the news.
 - B Not really, but I see things now and then on TV and social media.
 - C Yes, I do. I think everyone should know what's going on in the world.
- 3 **You are checking social media and you see a video about a disaster in another country. What do you do?**
 - A I don't pay much attention because it doesn't affect me.
 - B I share the video to raise awareness.
 - C I find out what I can do to help (e.g. volunteer, donate, etc.).
- 4 **How do you travel short distances?**
 - A I get a lift in a car with a family member or friend.
 - B I use public transport.
 - C I walk or ride a bike.
- 5 **Your friends are participating in a clean-up event this weekend. They ask you to join them. How do you react?**
 - A It isn't really my thing, so I make an excuse not to attend.
 - B I'm enthusiastic when they invite me, but I don't actually go.
 - C I'm in – and I'm bringing some more friends with me!
- 6 **How often do you think about ways you can save water and electricity at home – and take action?**
 - A Hardly ever, to be honest.
 - B Sometimes, but I might forget at times.
 - C Daily – I believe we must all care about our planet.
- 7 **You're shopping for new jeans. What's the most important factor in making your final choice?**
 - A How fashionable the jeans are.
 - B How much the jeans cost.
 - C The environmental impact of the company and how they treat their workers.
- 8 **How do you learn about other cultures?**
 - A I'm not really interested in other cultures.
 - B I read articles and blogs, and watch vlogs.
 - C I talk to people from different places and participate in festivals and celebrations when I'm able to.

Check your answers!


Mostly A: You aren't aware enough to care yet. Choose one issue that interests you, such as human rights, education or the environment, and learn what you can do to help.

Mostly B: You're almost there! You're aware of the problems our planet and its people face every day, but sometimes life is likely to get in the way. Remember, your actions count, so don't give up!

Mostly C: Congratulations! You're a global citizen! You know your choices make a difference and you're doing the best you can to build a better world. Keep it up!

1 What is a global citizen? Read the introduction to find out.

2 Do the quiz and check your answers. Do you agree with the result? Why or why not?

3  What can you do in your own life to be a better global citizen?



GRAMMAR

Present simple – Present continuous
(pp. GR1-GR2)

4 Put the verbs in brackets into the present simple or the present continuous. Which are stative verbs? See page GR2 for reference.

- 1 **A:** Why (you/always/throw) plastic bottles in the bin? Recycle them!
B: Sorry! I (hate) waste as much as you do. I just keep forgetting!
- 2 **A:** So, Miles (walk) right up to me, and I think he's going to start shouting, but he just (smile) and (shake) my hand!
B: Of course! I (know) Miles and he's a great guy.
- 3 **A:** Our environmental group (meet) every Tuesday evening.
 (you/want) to join us this week?
B: I'd love to, but I (go) to a dance lesson on Tuesdays.
- 4 **A:** I (work) in a different part of town at the moment, and it's really opened my eyes to some social issues troubling the area at present.
B: Yes, and the worst thing is the council (not/take) any action.
- 5 **A:** Jack (spend) all his free time on that computer playing online games.
B: Well, he (not/do) that now; he (actually/read) some articles about climate change.
- 6 **A:** (Lisa/cook) now?
B: Yes. She (never/follow) recipes because she tries to use up leftovers, but her meals (taste) great!

5 Choose the correct option.

- 1 Josh **thinks/is thinking** of starting an environmental club at college.
- 2 This building **smells/is smelling** of damp and mould. I can't believe people have to live here!
- 3 Ms Hammond **appears/is appearing** on TV to talk about teaching global citizenship in schools.
- 4 **Do you see/Are you seeing** Louise this afternoon? I've got a book I need to return to her.
- 5 Jamie **is/is being** a good friend of mine.
- 6 Harry can't come to the phone right now – he **has/is having** his dinner.

Modals (pp. GR2-GR4)

6 Choose the correct option.

- 1 **Must/Should/Ought** I give you a lift to the train station tomorrow? It's on my way to work.
- 2 You **needn't have spoken/didn't need to speak/mustn't have spoken** so unkindly to Freya. It really hurt her feelings.
- 3 The shop was **allowed/due/obliged** to exchange the faulty printer they had sold us with a new one.
- 4 **Should/Could/Would** we leave our luggage here until our room is ready, please?
- 5 James and Lily **must/have to/can** be thrilled that they'll become grandparents.
- 6 The runners have taken their places and are **likely/forced/set** to start the race in five minutes.
- 7 You **might/have to/can** play video games after you finish your chores.
- 8 Lucy **could/was allowed to/was able to** swim for an hour without getting tired when she was little.
- 9 Bella **mustn't/can't/needn't** have left that nasty comment on your post. She doesn't even go on social media.
- 10 Tanya **had to/must/should** stay up late last night to work on her project.
- 11 Seth is **forbidden/unable/unlikely** to change his mind, but you never know!
- 12 The bathroom tap **might/would/can** be dripping; would you mind checking, please?

7 **M** Complete the second sentence using the word in bold. Use up to five words in each gap.

- 1 It's possible that the volunteers were taking a break when you went to the shelter. **MAY**
The volunteers a break when you went to the shelter.
- 2 Attending tomorrow's meeting is unnecessary for junior staff members. **HAVE**
Junior staff members tomorrow's meeting.
- 3 Josie didn't manage to watch the news last night. **ABLE**
Josie the news last night.
- 4 Everyone is certain that Carrie will get the job of newsreader for Channel 9. **BOUND**
Carrie the job of newsreader for Channel 9.
- 5 I'm sure Bob was feeling anxious about his exam results. **MUST**
Bob anxious about his exam results.
- 6 They have the intention of starting the lecture at 11:00 am. **SUPPOSED**
The lecture at 11:00 am.

WELCOME

GLOBAL WISDOM

8 a)  Complete the quotes. Use: citizen, connect, family, mankind, together, earth.

1 "Our true nationality is _____."

*H.G. Wells, English writer
(1866-1946)*

2 "If you want to go fast, go alone. If you want to go far, go _____."

African proverb

3 "The thought that one person is related to me and another is not is that of the narrow-minded. For the broadminded, however, the whole world is one _____."

*Hitopadesha, Indian text,
9th century*

4 "Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things _____."

*Chief Seattle, indigenous
American leader (c.1780 -1866)*


5 "To a wise man, the whole _____ is open, because the country of a virtuous soul is the entire universe."

*Democritus,
ancient Greek philosopher
(c.460 - c.370 BCE)*


6 "I am often asked what can people do to become a good global _____?"

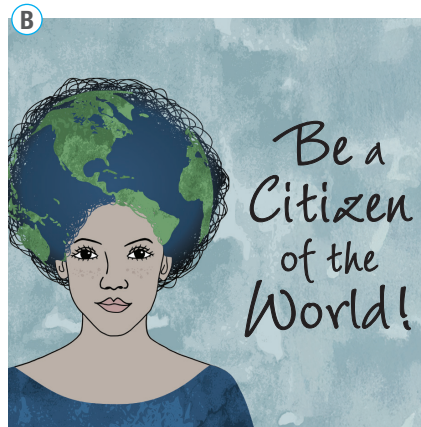
I reply that it begins in your own community."

*Kofi Annan, UN Secretary
General (1938 - 2018)*

b)  Explain the quotes in your own words.

SPEAKING

9  **M** Your school is holding an event to celebrate global citizenship. Which of the three posters (A-C) do you think is most powerful? Why? Explain why you reject the other posters.



10 Create a class collage. Find, paint or draw illustrations that represent what global citizenship means to you. Find quotations and write your own thoughts and ideas about being a global citizen.

TOMORROW'S WORKPLACE

OBJECTIVES

- Vocabulary:** employment
Reading: an article about AI recruitment (multiple choice)
Grammar: adjectives/adverbs/intensifiers; comparisons
Listening: monologues about career choices (multiple matching)
Spoken English: clarifying, justifying and conceding arguments
Writing: an opinion essay
Culture: employee rights in the UK
Mediation: explain an HR manager's duties
Values: communication
Life Skills: How can we write a good CV?

1

"AI will not replace jobs but it will change the nature of work."

Kai-Fu Lee



Watch the video. Which industry sectors does the narrator believe have been most impacted by AI?



Watch the video. In your notebook, write three questions based on what you noted or observed for your partner to answer.



Which one of these things do you think is implied by the quotations and the image?

- a The use of AI will have both positive and negative effects on people.
- b The introduction of AI will mean people will no longer need to work.
- c In the future, AI will be a part of every workplace.

"Artificial intelligence will be part of our future. It's inevitable."
Sundar Pichai

"Artificial intelligence will digitally disrupt all industries."
Dave Waters

1a READING



Watch the video. In your notebook, list four reasons why AI is useful in the world of recruitment.

1 Watch the video. What do the following figures refer to: 43%? 50%? 55%? 68%?

2 a) Look at the picture and the title of the text. Which of these things do you think the text might mention in connection with AI recruitment?

- | | |
|------------------------------------|---------------------------|
| a personalised interview questions | e biases in AI algorithms |
| b word choice analysis | f employee training |
| c employee productivity prediction | g workplace diversity |
| d facial recognition | |



b) Listen to and read the text. Were your guesses correct?

NEXT-GEN RECRUITMENT

The use of artificial intelligence (AI) in job interviews is set to **shake up** how businesses hire new staff. As companies worldwide aim to improve their recruitment processes, AI-powered interviews are becoming increasingly popular. These interviews involve candidates interacting with AI systems that interpret their responses and evaluate them based on a variety of different factors, including word choice, body language and more.

One reason for the increasing use of AI in job interviews is the potential for fairer assessments, as AI systems do not have biases that human interviewers might have. Since they assess candidates purely based on the data provided, they can focus on qualifications and responses rather than other factors like gender, ethnicity or cultural background, which could influence the decisions of a human interviewer without them even realising. So, it's very possible that the use of AI interviews could **bring about** the creation of stronger workforces.

AI interviews could also help companies to significantly enhance the efficiency of the hiring process. AI systems can quickly process applications, handle the early stages of selection, and provide hiring managers with a shortlist of the most suitable candidates. This can save time and money for companies that receive high numbers of applications by helping them to fill vacancies more quickly. What's more, it can allow managers in HR departments to focus on other, more strategic tasks.

Nonetheless, there are concerns regarding the loss of personal

interaction in the hiring process. Some argue that AI cannot fully understand the most important aspects of our conversations, saying it lacks the emotional intelligence to **judge** if a candidate will **fit in** naturally within a specific company culture. Additionally, there is a risk that AI systems could overlook candidates who are highly qualified, but do not **match up to** the exact expectations set by their algorithms. For this reason, human hiring managers should take control of the final decisions in hiring processes to avoid confusion.

Some companies now encourage candidates to experiment with AI tools in the build-up to an interview. For instance, there are now online AI interview platforms which can **come up with** common interview questions and provide feedback on candidates' responses. This can help job seekers **level up** their interview skills, as AI can highlight areas where they require improvement and **put forward** ideas on how to present themselves better to potential employers.

As the development of AI technology continues to **pick up** speed, its role in recruitment will likely grow. While the use of AI interviews may not take the place of human interviewers entirely, AI will almost certainly become an integral part of the hiring process, supporting recruiters and HR managers in making more intelligent decisions. Those companies that do decide to embrace AI models will need to be careful to avoid biases and ensure equality in their selection. If they do, they could **tap into the potential of** AI for a more effective recruitment process.



CHECK THESE WORDS

recruitment, evaluate, assessment, bias, enhance, efficiency, shortlist, strategic, emotional intelligence, overlook, algorithm, integral, embrace



Analiza tekstu

Rozumienie tekstów pisanych może być weryfikowane za pomocą różnych typów zadań, których celem jest ocena stopnia zrozumienia różnych aspektów tekstu. Na przykład:

- a) odgadywanie z kontekstu znaczenia słowa lub wyrażenia,
- b) określanie głównej myśli tekstu,
- c) zrozumienie konkretnego szczegółu w tekście.

3 Look at the questions (1-6) in Ex. 4. Decide which level of understanding (a-c in Study Skills above) each one relates to.

4 **Read the text again and answer questions 1-6. Then explain the highlighted words.**

- 1 What is the main idea in the first paragraph?
 - A AI has been in use in job interviews for some time.
 - B AI job interviews have already affected many hiring outcomes.
 - C AI job interviews are changing how candidates behave.
 - D AI job interviews are becoming more widespread.
- 2 What is one difference between AI interviews and human interviews?
 - A the data they interpret
 - B the importance they place on qualifications
 - C the responses they require
 - D the aspects affecting their choices
- 3 What aspect of the hiring process can AI interviews reduce?
 - A the number of candidates on shortlists
 - B the cost of processing applications
 - C the number of applications for a vacancy
 - D the need for managers in HR
- 4 What have critics pointed to when arguing against the use of AI in job interviews?
 - A a tendency to interact unnaturally with candidates
 - B difficulty with following conversations
 - C a lack of understanding of human emotion
 - D a negative impact on the company culture
- 5 What are companies most likely to do in the years to come?
 - A completely replace human interviewers with AI
 - B use AI to inform the choices that recruiters make
 - C create their own AI models to avoid biases
 - D return to traditional selection methods
- 6 Which of the following is closest in meaning to **tap into the potential of** in the last paragraph?
 - A access the full power of
 - B discover new applications of
 - C overcome the challenges of
 - D learn about the workings of

VOCABULARY

5 a **Without looking back at the text, decide which verb (1-8) collocates most strongly with which noun (a-h).**

- | | | | |
|----------|-----------|----------|--------------|
| 1 | interpret | a | feedback |
| 2 | influence | b | biases |
| 3 | process | c | vacancies |
| 4 | fill | d | applications |
| 5 | overlook | e | control |
| 6 | take | f | decisions |
| 7 | provide | g | responses |
| 8 | avoid | h | candidates |

b) Now check your answers against the text.

6 Look at the phrasal verbs in bold in the text. Decide which of the verbs in the list could be used to replace them.

- gain • adapt • meet • generate • suggest
- improve • cause • transform

7 **Use one of the phrasal verbs in the text to complete each sentence.**

- 1 The CEO of the IT company aims to the industry with his original ideas.
- 2 The introduction of AI technologies will a lot of positive changes in our company.
- 3 Ann is doing a course to her soft skills and become more employable.
- 4 Unfortunately, Simon didn't get the job he wanted because he didn't the requirements.
- 5 It took John weeks to at his new company, but he loves it there now.
- 6 Ms Bennet some very interesting proposals during her marketing presentation.
- 7 Angela was able to some valuable sales experience working in a temporary job with a marketing team.
- 8 Kevin sometimes struggles to good answers in interviews because he gets very nervous.

SPEAKING

8 **What are the potential risks of relying too heavily on AI in the hiring process? Discuss.**

VALUES

"Communication – the human connection – is the key to personal and career success."

Paul J. Mayer

Discuss.

1b VOCABULARY

EMPLOYMENT

1 **Fill in:** on (x3), within, by, through, for (x2).

Nowadays, it's getting more common for office workers to be hired 1) a short-term basis, especially in certain industries. People can be employed 2) temporary contracts 3) the duration of a particularly busy period, for instance, and can work 4) weekly wages or be paid 5) the day as they are needed. Those who seek employment 6) agencies typically do this kind of work, but building contacts 7) a specific industry can help with eventually finding more long-term positions, enabling workers to find jobs in which they are 8) a fixed salary.

2 **Which word has the opposite meaning of the word in bold?**

- The law firm has just **hired** a new legal receptionist.
a pushed b sacked c ended
- I have a new **temporary** position with an IT company.
a permanent b constant c persistent
- My ideal job would be if I could work **part-time** in the film industry.
a all-time b long-time c full-time
- For someone with her level of experience, she has quite a **junior** position at this organisation.
a minor b senior c superior
- The company is under new management and has just announced a small pay **rise** for all staff.
a fall b cut c slip
- The job ad said no **previous** experience is required because it's an entry-level position.
a prior b former c current

3 **Choose the best option.**

Gone are the days when workers signed 1) **contracts/receipts/signatures** which kept them in a job for life. In today's world, almost no businesses engage in this 2) **practice/strategy/employment** anymore. In fact, it's becoming increasingly common for people to work on individual projects as 3) **freelancers/employers/vacancies**, rather than joining companies as permanent staff members. While previous generations took a job at 4) **start/entry/arrival** level and aimed to eventually obtain 5) **chief/high-ranking/top** roles by receiving 6) **promotions/professions/occupations**, many of today's young workers are essentially self-employed. They manage themselves, participating in 7) **understanding/learning/awareness** experiences like seminars and 8) **scholarships/memberships/internships** to develop new skills, build networks of industry 9) **relations/contacts/companions** and steer their careers in the directions they choose. While those who work this way may not receive the benefits or 10) **pensions/perks/permits** that come with working for a big company, they certainly have more freedom.

4 **Fill in:** onboarding, references, compensation, self-employed, disciplinary, leadership, bonuses, self-assured, resolution, trainees.



HR managers play a critical role in an organisation. Their main responsibilities include reviewing CVs to find qualified candidates, checking 1) from past employers and managing 2) processes so that new staff can adapt smoothly to the workplace. HR managers provide feedback on employee performance, handle conflict 3) when disputes occur and take 4) actions if employees fail to follow office policies. They also deal with 5) contractors that work with their companies, and oversee apprentices and 6) during work placements and on-the-job training. In addition to all of this, they also work to ensure that employees receive fair 7) for their work, and reward them with promotions, perks and 8) that recognise their efforts. Since they manage all of the different people working for a company, even in difficult situations, HR managers need to possess good 9) qualities and be 10) so they are confident in their decision-making. A good HR manager can greatly contribute to their company's overall success.

5 **Explain to your partner an HR manager's duties.**

6 **Place yourself on these different employee character scales. Compare with your partner, then discuss.**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| good-natured | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| confident | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| sceptical | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| level-headed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| moody | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| gullible | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| absent-minded | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Cobots at Work

Cobots, or collaborative robots, are designed to work alongside humans. Unlike traditional robots, which operate separately from people, cobots are built to be interactive. They are used to perform tasks that are dangerous or require high precision. Companies often use cobots in factories. On assembly lines, they can handle metal product parts that are too heavy for humans, for example. In healthcare, cobots assist medical staff by performing tasks such as moving supplies around hospitals. They could also help with the more tiring aspects of care jobs. For instance, they could help lift patients with mobility issues, such as the elderly or the disabled. Cobots are particularly effective as they can work continuously without breaks, boosting productivity while also reducing risks for human employees. In this way, they help make workplaces safe and efficient.

- 1 Read the text. Why are cobots effective?
- 2 Look at the highlighted examples in the text. Explain the position of adverbs.
- 3 **M** Complete each gap with the correct form of the word in bold. Decide whether you need the adjective or adverb form of the word.



THE ROLE OF RECRUITERS

Recruiters, also known as 'headhunters', play a crucial role in the hiring process. They 1) ACTIVE seek 2) QUALIFY candidates for positions at different companies. By 3) CARE reviewing CVs and conducting interviews, they identify the most 4) SUIT individuals for a company's needs. Recruiters work 5) CLOSE with hiring managers to understand the 6) SPECIFY requirements of each role. They often use social media and job boards to 7) EFFECT find potential employees. Additionally, headhunters often negotiate job offers and ensure that new hires are 8) SMOOTH integrated into their new company. Their ability to 9) ACCURATE match candidates with job openings makes them 10) VALUE to businesses looking to build strong teams.

- 5 Make compound adjectives to describe the following:

- 1 A seminar that lasts three days.
a three-day seminar
- 2 An electrician who employs himself.
- 3 A manager that has a broad mind.
- 4 An employee with good qualifications.
- 5 An intern who speaks French.
- 6 A clerk that gets paid well.
- 7 An office with poor lighting.
- 8 A proposal which has been crafted carefully.

We use words such as *very, really, extremely*, etc., to make adjectives stronger. *Both candidates were really impressive.* We do not normally use *very* with strong adjectives e.g. *awful, brilliant, amazing, huge, wonderful*, etc. Instead we can use intensifiers such as *absolutely, terribly, completely, extremely, exceptionally, utterly, really, quite, totally*. *Your new job sounds absolutely fantastic!*

- 4 Some adverbs have two forms and different meanings. Choose the best option in each sentence.
 - 1 Jessica worked **hard/hardly** to get the marketing project finished by the deadline.
 - 2 The HR manager **right/rightly** selected the candidate with the most experience for the position.
 - 3 Have you been working **late/lately** this week? You look tired.
 - 4 Our boss is very relaxed and allows us to speak **free/freely** during staff meetings.
 - 5 The receptionist held the door open **wide/widely** for our clients as they entered.
- 6 Cross out the intensifier that does NOT fit in each sentence.
 - 1 The company let some employees go because profits have been **really/completely/terribly** low.
 - 2 It's **very/quite/really** incredible to see just how efficient Mia is at her job.
 - 3 The recruiter is searching for a(n) **exceptionally/totally/highly** experienced IT specialist for his client's company.
 - 4 The workplace environment at this company is **really/absolutely/extremely** relaxed.
 - 5 Our office printer is **totally/utterly/very** broken – we need a new one.

PHRASAL VERBS (related to jobs)

burn out: to become exhausted from work
call off: to cancel an event
fill in for: to do sb else's task temporarily
follow through: to continue a task to its conclusion
get ahead: to be successful in your career
knock off: to end the workday
knuckle down: to begin to work hard
slack off: to work with less energy

1 Complete the gaps with a phrasal verb from the box in the correct form.

- Paul has managed to in his career by making smart choices.
- Rachel usually work at 5 pm.
- David said he'd finish the report by Friday, and he .
- In her job, Emily often has to sick colleagues.
- My boss the team meeting as he had to take an urgent call.
- If you work long hours every week, you could eventually.
- We need to or we won't be able to finish this project on time.
- Anyone who at work puts themselves at risk of being fired.

PREPOSITIONS

2 Fill in: in (x4), with (x2), for (x2), from (x2), under, to (x2), on.



Dear Staff,
 With our General Manager retiring **1)** her position, our Assistant Manager, John Smith, will be promoted **2)** the role. John first specialised **3)** customer service here, but has gained experience **4)** all aspects of our business. He has proved he can work **5)** pressure, coping **6)** the stresses of customer issues and keeping products **7)** stock throughout the year. He's always patient **8)** the employees he is responsible **9)** , and has never been absent **10)** work. Since joining us, John has contributed **11)** an amazing 200% increase **12)** profits. All in all, we feel there is no one more qualified **13)** the role. Please join us in congratulating John **14)** his promotion.

WORDS EASILY CONFUSED

3 Choose the correct option. Check in your dictionary.

- Eva has **quit/retired/discontinued/abandoned** her job because a better opportunity came up.
- As an HR manager, Keith spends a lot of time interviewing **consumers/applicants/customers/buyers**.
- Tom and I are **partners/comrades/colleagues/candidates**; we both own the company.
- After paying her running costs, Fiona made a 20% **earnings/profit/benefit/money**.

WORD FORMATION

4 **M** Complete each gap with the correct form of the word in bold.

How to Spot a **JOB SCAM**

It can be exciting to receive a call from a **1)** professional about an attractive job **2)** , but be aware that it could be a scammer looking to take advantage of the **3)** of hopeful jobseekers. Here are some warning signs to look out for:

- The caller promises a high income for little effort with no **4)** required.
- The **5)** process is hurried, with no real interview or discussion about your education, experience or **6)** .
- The caller doesn't ask for a CV or any **7)** from your previous jobs.
- You are required to pay a fee or buy **8)** materials before starting the job.

**RECRUIT
VACANT**

VULNERABLE

**QUALIFY
HIRE**

ACHIEVE

REFER

TRAIN

IDIOMS WITH *GET & GAIN*

5 Fill in *get* or *gain*. Sometimes you can use both.

- An internship is a great way to a *foothold* in an industry that you want to work in.
- Ms Davis says the sales team needs to perform better for this company to *ground* on its competition.
- Our CEO says other companies are using AI, so we should *on the bandwagon* and use it too.
- Every staff member has their own login details so they can access to the company network.

SUMMING UP

Choose the best option.

Interview skills are some of **1) more/most/much/the most** important career skills to have. Whether you're applying for a seasonal job or a **2) temporary/permanent/constant/persistent** position, you'll almost always need to attend an in-person interview with the **3) applicant/employer/contact/trainee**. When you do, you'll need to present yourself as **4) good/the better/well/the best** as possible to get **5) through/down/out/ ahead**. Companies look for **6) candidates/colleagues/apprentices/comrades** who can perform **7) with/through/by/ under** pressure and cope **8) with/to/in/for** the stress of a fast-paced work environment. In fact, hiring managers often select the person who speaks **9) the most impressively/more impressive/the most impressive/the more impressively**, even if they aren't quite **10) as/more/too/enough** qualified as the competition. So, take the time to practise. Learn to speak **11) more confident/confidently/as confidently/most confident**, so you can show you're someone who follows **12) down/through/off/out** on what they promise to deliver. It could land you your dream job!



1f LISTENING SKILLS


MULTIPLE MATCHING

Preparing for the task

1 a) Read question 1 and the possible viewpoints (A-C). Pay attention to the underlined words.

1 Can you predict what each speaker (A, B, C) might say?

- A "I wasn't sure I had the right skills for this career."
- B "I always knew that I'd pursue my current career."
- C "I couldn't have predicted the path my career would take."

b)  Read the extract from an audioscript. Look at the underlined words in the viewpoints (A-C). Which viewpoint best matches what the speaker says? Why?



Growing up, Sarah always dreamt of becoming a successful, wealthy lawyer. While she was studying law at university, she began volunteering at a citizens advice centre to help improve her CV for her future career. There, she assisted people from poor communities in getting legal advice and accessing public services, and soon realised she had a passion for helping others. So, she switched her course of study from law to social work. Now, she's a social worker, helping those less fortunate than herself.






STRATEGIA

Przewidywanie treści nagrania

W zadaniach typu dobieranie, w których dopasowujesz zdania podsumowujące do różnych wypowiedzi, zazwyczaj słuchasz po to, aby zrozumieć punkt widzenia lub opinię osoby mówiącej, intencję, powód lub cel jej wypowiedzi albo postawę wobec opisywanej sytuacji.




Wykorzystaj czas, który masz przed wysłuchaniem nagrania, aby spróbować przewidzieć, co możesz usłyszeć. Spójrz na każde zdanie podsumowujące i zastanów się, jakiego rodzaju wypowiedź mogłaby do niego pasować.

Na przykład, w przypadku zdania A z ćw. 2: *I had false expectations of my career based on the media*, możesz usłyszeć: *The day-to-day reality of this job is nothing like what I'd seen on TV.*

2    Predict how speakers might rephrase each option (A-H). Discuss with a partner. Listen to speakers 1-5 and check. Then match them. Three options are extra.

- A "I had false expectations of my career based on the media."
- B "I found an alternative way to serve my community."
- C "A career change helped me find more job satisfaction."
- D "It took me multiple attempts to qualify for my role."
- E "My job is often underappreciated in society."
- F "I switched jobs to access better promotion prospects."
- G "I had a clear vision for my career from the start."
- H "I underestimated the demands of my job."


- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

3    Listen again and match each speaker (1-5) to the questions (A-H). Three options are extra.

This speaker

- A talks about the specific knowledge they need in their job.
- B mentions feeling isolated in their previous job.
- C makes a prediction about the future of their industry.
- D discusses the pressure of responsibility in their job.
- E talks about how they discovered a job opportunity.
- F expresses concern about the use of technology in their job.
- G mentions the physical demands of their work.
- H discusses the perks of their current job.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

4  What do you think of frontline workers? Look at these images. Explain to your partner what skills and equipment are needed to do these jobs. Use the ideas presented in Ex. 3.



In the UK, working time regulations state that employers cannot make employees work more than 48 hours per week, unless employees themselves choose to do so. Workers are also entitled to a minimum of 11 hours of rest between working days. What about in your country?

Clarifying, justifying and conceding arguments



Ann: Did you hear that Nancy got laid off from her job yesterday? It's a pity ... I'm not sure what she'll do next.

Beth: Are you serious? That's unfortunate news. Firstly, I think she needs to stay calm and focus on preparing for the challenges ahead.

Ann: **What do you mean?**

Beth: **I mean** she should create a budget and make a plan for the coming weeks. That will help her get by while she's out of work.

Ann: **You've got a point**, but what about after that? What about getting back into the workforce?

Beth: That's easy. Once she's ready to find work, she should update her CV. She should also be networking and asking her industry contacts about new opportunities.

Ann: **That makes sense**. And she should attend workshops or take online courses.

Beth: Yeah, sure. That would make her a more attractive prospect to employers. She should also be applying for jobs too, though.

Ann: What about volunteering? I guess that could help her stay productive.

Beth: I suppose so. But **the point I'm making is** that she should try to get back into the workforce right away.

Ann: So, you're saying she shouldn't invest time in volunteer work. Don't you think that it could help her stay motivated, and would look good on her CV?

Beth: **That's true to some extent**, but **I just think that** Nancy should focus on opportunities that pay. Volunteer work has benefits, for sure. **All I'm saying is that** she has bills to think of, so she'll want to start earning again soon.

1 **Read and listen to the dialogue. Which two points that Beth makes does Ann see some truth in?**

- a) Nancy should make a plan while she's unemployed.
- b) Nancy ought to use her contacts to find out about employment opportunities.
- c) Nancy should get back into the workforce quickly.

2 a) **Replace the phrases in bold in the dialogue with ones from the language box.**

Asking for clarification

- Such as? • In what way? • Could you elaborate (on that)? I don't quite follow ... • I'm (a little) confused.
- What do you mean by ...? So, you're saying ...

Offering justification

- How about ... ? • My point is ... • In the first place ...
- My reason for saying that ... • As far as I'm concerned, ...
- All I'm saying is ... • What I'm getting at is ...
- I'd like to explain ...

Conceding to a speaker's argument

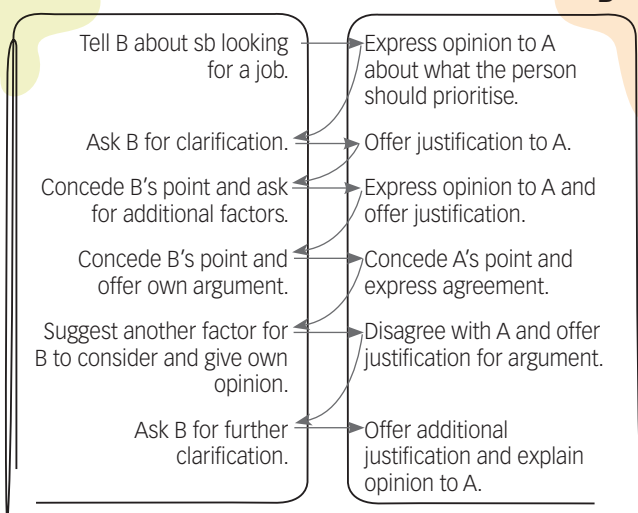
- I get what you're saying, but ... • You have a point.
- That's true to some extent, but ... • Yes, that is clear.
- I agree with you. • I see it that way, too.
- I was just going to say that. • That makes sense.

3 **M** **Act out a similar dialogue to the one in Ex. 1 about what to consider when looking for a job. Use some ideas in the list and phrases from the language box. Follow the diagram.**

- salary • opportunities for career advancement
- benefits • flexible work options

A

B



4 **M** **Which is the best way to search for a job? Discuss.**

job fairs

social media

staffing agencies

online job boards

employer websites

b) **Use the highlighted expressions in the dialogue in exchanges of your own.**

1h WRITING SKILLS

AN OPINION ESSAY

RUBRIC ANALYSIS

1 Read the rubric and answer the questions (1-4).

In English class, you have had a class discussion about remote work. Now your teacher has asked you to write an essay.

Some people believe remote work improves productivity. Do you agree?

Write about:

- 1 the impact of working environments
- 2 the effects of commuting

Write an essay (200-250 words) using all the notes and giving reasons for your point of view.

- 1 Who is going to read your essay?
- 2 What style should you use: formal or informal?
- 3 What points should you include?
- 4 How many words should you write?

MODEL ANALYSIS

2 a) Read the model. Find three examples of discourse markers, three advanced grammar structures and four advanced linking devices.

A All companies have hopes of achieving greater productivity without raising the costs. Some people believe remote work can do just that. I fully agree that working from home can enhance a worker's productivity while keeping the costs down.

B To start with, remote work allows individuals to create more comfortable working environments. Without the distractions of a traditional office, people can work on tasks with far fewer disruptions. Therefore, their overall productivity improves.

C Furthermore, it has been shown that remote workers often feel more energised during the work day. This is because they do not have to endure long and tiring commutes. In this way, they are better able to concentrate and thus can achieve more.

D On the other hand, there are those who argue that remote work would lead to a lack of motivation since employees would be unsupervised. However, it seems to me that this viewpoint overlooks the sense of ownership that comes with remote work. When employees are



trusted to manage their tasks independently, they feel a greater sense of responsibility, which consequently increases motivation and leads to higher productivity.

E All things considered, it is clear to me that remote work can in fact enhance productivity. Given the benefits of reduced disruptions, improved concentration and increased motivation, remote work is an attractive option for workers in a wide variety of industries. In the years to come, I hope more and more employees will work remotely.

b) What techniques does the writer use to start and end their essay?

3 What expressions has the writer used to present his/her opinion?



WRITING TIP

Expressing opinion

Opinion essays are normally written in a **formal style**. This includes:

- **discourse markers (introducing points):** First of all, Secondly, Lastly, etc.
- **advanced grammar structures:** *prepositional phrases* (people dream of working) *comparative adjectives* (far greater importance) *relatives* (those who are lazy) *passive* (has been recognised)
- **advanced linking devices** (Yet, Thus, However, Despite, Therefore, After all, etc.)



WRITING TIP

There are techniques to start/end opinion essays.

- **To start an opinion essay** we need to clearly present our opinion on the topic.

One person today can do the work of a whole 1960s office. Where would we be without machines? As far as I am concerned, technology is a crucial factor in improving productivity at work.

- **To end an opinion essay** we have to reinforce our opinion presented in the introduction, but using different language, e.g. a thought-provoking statement/question or a prediction about the future.

There is more to life than sitting in an office for hours. Thanks to technology, I believe that in the future we will all be able to work fewer hours doing more work at the same time.

USEFUL LANGUAGE

Expressing opinion

- I strongly believe ...
- In my opinion/view, ...
- I strongly disagree with/that ...
- I partly/fully agree with/that ...
- I personally feel that ...
- Without doubt, ...

Listing viewpoints

- To start with, ...
- First/Second of all, ...

Giving reasons examples/results

- For this reason, ...
- In particular, ... such as/like, ...
- In this way, ...

Expressing contrast

- On the other hand, ...
- However, ...
- Nevertheless, ... etc.

Concluding

- Taking everything into account, ...
- All things considered, ...

CHECKLIST

When you have finished your essay, check that you have:

- clearly presented your opinion in the introduction and conclusion
- effectively introduced the topic
- organised your paragraphs in a clear way
- given reasons/results/examples for ideas
- expanded on both elements included in the rubric
- used formal style with discourse markers, and advanced grammar structures
- used appropriate linking devices
- used spelling, grammar and punctuation correctly
- written the required number of words.

4 Read the model again and complete the tasks (a-d). You can use phrases from the Useful Language to help you.

- a Look at paragraph B. Write a different technique to start the first viewpoint.
- b Look at paragraph C. Write different example sentences that fit.
- c Look at paragraph D. Write a different idea to express an opposing view.
- d Look at paragraph E. Write a different technique to end the essay.

YOUR TURN

5 **M** Read the rubric and identify the keywords. Then answer the questions in Ex. 1.

Na lekcji języka angielskiego dyskutowaliście na temat wprowadzenia czterodniowego tygodnia pracy. Napisz **rozprawkę** (200–250 słów), w której przedstawiś swoją opinię na ten temat. Uwzględnij takie kwestie jak równowaga między życiem zawodowym a prywatnym oraz szanse pracowników na edukację i rozwój.

6 Which of the following can be used as arguments for introducing a 4-day working week? Choose.

- 1 greater pressure on employees
- 2 easier to attract and retain staff
- 3 enhanced products & services
- 4 increased customer satisfaction
- 5 potentially reduced income
- 6 improved staff morale



7 Listen and take notes of the examples and results the speakers give to support the viewpoints in the rubric in Ex. 5.

8 **M** Use your answers in Exs 6 and 7 to write your essay for the rubric in Ex. 5. Use the Useful Language to help you. Follow the plan.













- Introduction**
(Paragraph 1) state the topic and give your opinion
- Main Body**
(Paragraph 2) first viewpoint & reasons/examples/results
(Paragraph 3) second viewpoint & reasons/examples/results
(Paragraph 4 - optional) present and refute a counterargument
- Conclusion**
(Paragraph 4 or 5) restate points and opinion

1. LIFE SKILLS


HOW CAN WE WRITE A GOOD CV?

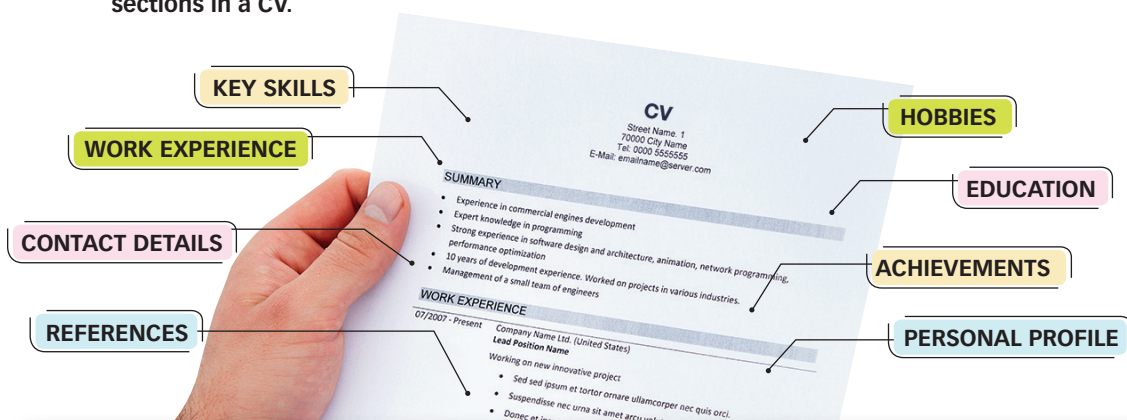
The abbreviation CV stands for Curriculum Vitae. This is the document you send to potential employers to promote yourself for a particular position. A CV basically provides a concise summary of your skills, experience and education.

1   Look at these Top Tips (1-8) for a great CV. Match an explanation (A-H) to each one.

- 1**  "The presentation of the CV is a reflection of you."
- 2**  "Put yourself in the employer's shoes."
- 3**  "A CV should be concise – maximum 2 x A4 pages."
- 4**  "Use a recommended format and font."
- 5**  "Adapt your CV to each job you apply for."
- 6**  "Good spelling and grammar are crucial."
- 7**  "Support skills you mention with examples."
- 8**  "Never lie on your CV."

- A** Ask someone to proofread it for you.
- B** It will come back to haunt you at interview.
- C** Evidence of your abilities will be discussed at interview.
- D** One size does not fit all. Tailor your CV to the job.
- E** Scruffy, poorly printed or disorganised is not good.
- F** What are you looking for in a future employee?
- G** Clear headings and bulleting are a must.
- H** A quick read, not an epic novel.

2  Look at the recommended headings for the different parts of a CV. Discuss what kind of information might go in each section and decide on a suitable order for the sections in a CV.




3  Go online and compare your answers in Ex. 2 to CV formats that are recommended there.


4 Imagine you see this advertisement for a work experience post. Think about what you would write in the Personal Profile section of your CV for this position. Write this for yourself in three lines (or bullets) in your notebook and compare with a partner.

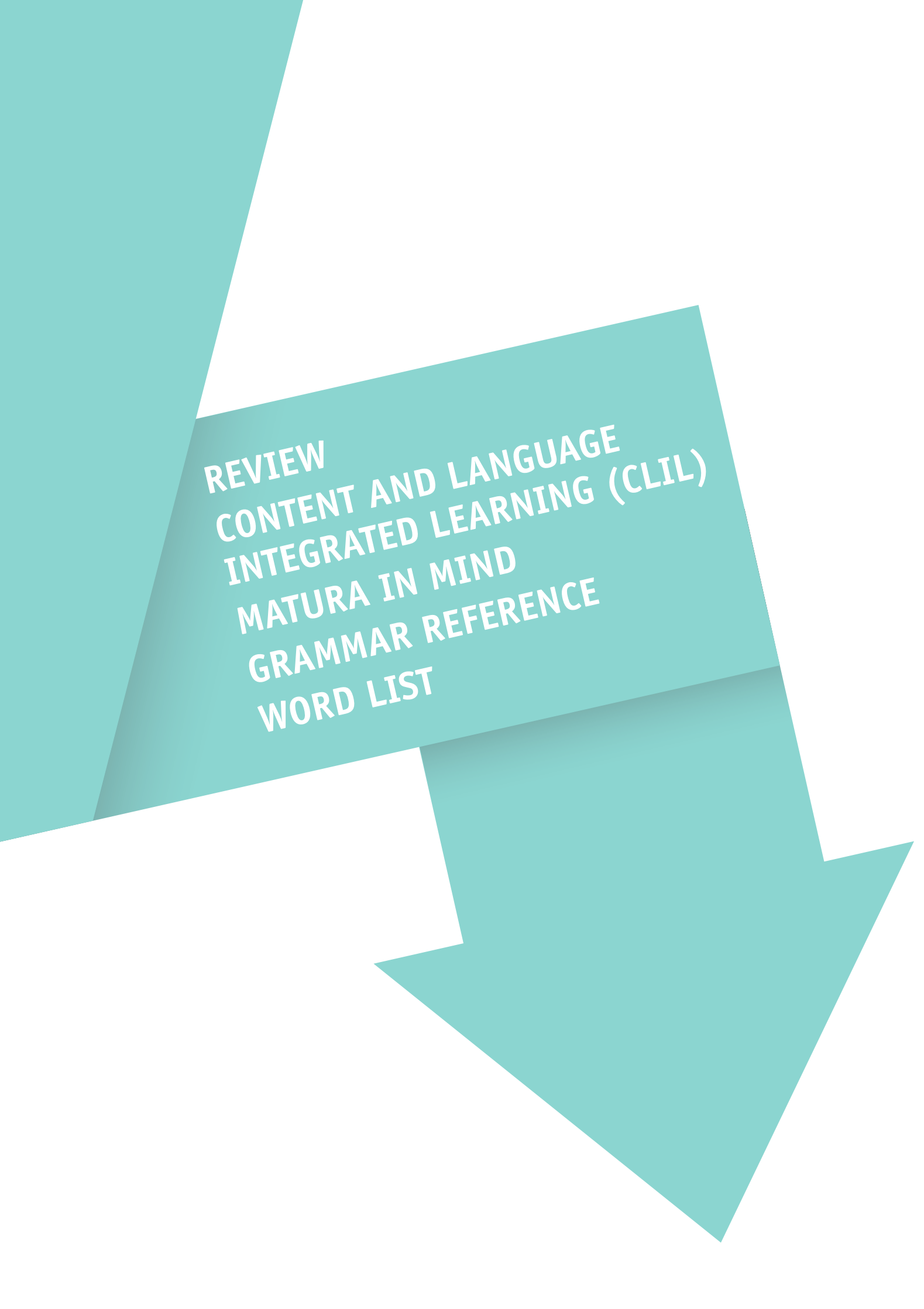
WANTED

Enthusiastic, highly organised young people seeking a summer work experience position in the film industry. You will assist production assistants with office and on-set duties. Must be prepared to work flexible hours and have good computing skills.

5  What type of things might people typically list under HOBBIES in a CV?

6 Following the key advice from Exs 1-3, produce and print a full CV for the position in Ex. 4.

7  Compare your CV to those of others in the class. Which sections on which CVs stand out as being well-organised, concise and clearly relevant to the work experience post?



**REVIEW
CONTENT AND LANGUAGE
INTEGRATED LEARNING (CLIL)
MATURA IN MIND
GRAMMAR REFERENCE
WORD LIST**

VOCABULARY

- 1 **Fill in:** *bonuses, internships, perks, references, scholarships.*
- Sharon applied for several to help cover her tuition fees.
 - Many companies offer end-of-year to reward employees for their performance.
 - Henry completed two during his university studies to gain practical experience.
 - The job comes with several , such as free gym membership and flexible hours.
 - Susan provided two professional from previous employers to support her job application.
- 5 x 4 = 20 points*

- 2 **Choose the correct option.**
- There's a **contract/receipt/vacancy** for an HR position after the previous employee left.
 - He is facing **leadership/disciplinary/onboarding** action that could affect his future at the company.
 - She felt **good-natured/gullible/absent-minded** when she realised she had been misled by a job offer.
 - The company **pushed/got/gained** ground in the market.
 - He **retired/quit/discontinued** after reaching his 67th birthday.
 - Due to repeated misconduct, the employee was **sacked/ended/hired** after a thorough review of his behaviour.
- 6 x 3 = 18 points*

- 3 **Choose the correct option.**
- Knuckle **down/for/out** and focus on the project.
 - She was employed **for/by/on** a temporary contract.
 - He contributed **in/to/for** the success of the company.
 - If you slack **in/through/off** and avoid completing your tasks, it will affect your performance review.
 - He is now qualified **to/for/off** the HR position.
 - Working excessively without proper breaks can lead to burn **off/out/down**, causing stress.
- 6 x 2 = 12 points*

GRAMMAR

- 4 **Choose the correct option.**
- The manager was **right/rightly** praised for her decision to promote employees based on merit and performance.
 - Finding suitable replacements in such a short time seemed **absolutely/very** impossible.
 - Beth's proposal was too radical, and it was met by a **stone/stony** silence from the board of directors.
 - The HR manager read his **worded-well/well-worded** cover letter and invited him for an interview.
 - The training programme provided **deep/deeply** insights into advanced techniques that would benefit employees.
 - The vacancy was for **quite/greatly** a good role with the company and would require dedication.
- 6 x 2 = 12 points*

- 5 **Put the adjectives/adverbs in brackets into the correct form.**

- Although the job is challenging, it is not as (**stressful**) his previous position.
 - John is (**experienced**) than his colleague in handling complex projects.
 - Of all the candidates, she is (**qualified**) for the senior management position.
 - This software is not (**fast**) to improve overall productivity; the company needs to invest in something newer.
 - Helen's performance this quarter is exactly (**same**) it was last quarter.
 - The office is getting and (**quiet**) as more people start working from home.
 - (**many**) cutbacks the company makes, the bigger its profit margins are.
 - The new intern is (**hard-working**) of all the interns we have.
 - Will works (**efficiently**) to lose out on the promotion to anyone else.
- 9 x 2 = 18 points*

SPOKEN ENGLISH

- 6 **Match the exchanges.**

- | | |
|---|--|
| 1 <input type="checkbox"/> I'm confused. | a That's easy. Once you're ready, start looking for re-entry programmes. |
| 2 <input type="checkbox"/> She should think about a career in something that interests her. | b A summer job? What do you mean? |
| 3 <input type="checkbox"/> You need to look for a summer job. | c My point is you should look for another job. |
| 4 <input type="checkbox"/> You've got a point, but what about getting back to work? | d Such as? |

*4 x 5 = 20 points
TOTAL 100 points*

Competences

Good ★ | Very good ★★ | Excellent ★★★

Now I can ...

Vocabulary

talk about employment ★★★

Reading

- understand an article about AI recruitment (read for detail – multiple choice) ★★★
- understand texts about work ★★★

Listening

listen to monologues about career choices (predicting content – multiple matching) ★★★


Speaking



- clarify, justify and concede arguments (role play) ★★★
- discuss ways to search for a job ★★★

Writing


write an opinion essay ★★★

1 CLIL (BUSINESS)

- 1  A supermarket chain is advertising for staff. Look at the positions below and put them in order (1-4) from most to least responsibility. Give reasons.

A  supermarket manager
B  checkout staff

C  chief executive officer (CEO)
D  delicatessen manager

- 2  Look at the highlighted words in the text. What is the role of each one in a business? Listen and read to see if you were right.

THE HIERARCHY OF BUSINESS



This is the structure of a business. You can think of it like a pyramid. At the top, there are very few people. These are the **directors** and they make important decisions about the company's future. A small business has one or two directors who often have multiple roles, but large companies have a board of directors, including the CEO, treasurer and secretary.

Below the directors in the hierarchy of business are the **senior managers**. They are responsible for all the staff below them in the pyramid, but they don't interact with everyone on a daily basis. They are responsible for big decisions that impact the day-to-day running of the business.


The **supervisors** are in charge of their own teams. They give their team members work to do and make sure they complete it in an efficient way. Supervisors also organise the working hours and annual leave of their team. In turn, the **operational staff** they supervise can come to them with any questions or problems that may arise while completing the tasks that constitute the 'work' of the business.

Finally, there are the **support staff**. These people are not really part of the pyramid because their work doesn't contribute directly to the purpose of the business. However, they perform essential tasks and most businesses would fail without their support staff! They include accountants, cleaners, maintenance staff – and HR!


CHECK THESE WORDS

hierarchy, treasurer, constitute

- 3  Match the positions (A-D) in Ex. 1 to the highlighted words in the text. There is one highlighted word you do not need.


- 4  **ICT** Find information online and create a similar pyramid of hierarchy for one of the following types of business: *department store, educational institution, hotel chain, hospital*. Explain your pyramid to the class.

OVER TO YOU!


- 5  Think of an idea for your own business. What do you sell or what service do you provide? Decide what staff you need, and what the recruitment process will involve. Give reasons for your choices. Present your business to the class.


ROZUMIENIE TEKSTÓW PISANYCH



Dobieranie zdań do luk w tekście


- 1  **M** Przeczytaj tekst, z którego usunięto pięć fragmentów. Wpisz w każdą lukę (1–6) literę, którą oznaczono brakujący fragment (A–G), tak aby otrzymać spójny i logiczny tekst. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.




In recent years, technological developments have caused the concept of the office to evolve dramatically, with many companies now embracing the concept of a virtual office. **1**  Rather, they complete their work remotely using digital tools such as video conferencing, messaging apps and cloud-based software platforms. But just what are the effects of this new kind of workplace, and is it really the ideal model for the future?

One significant change with the virtual office is the increase in flexibility. Since employees are no longer tied to a single location, they can work from anywhere, whether that's home, a café or library, or even another country. This freedom allows workers to have a better work-life balance too. **2**  In turn, businesses can benefit from a more satisfied, motivated and productive workforce.

Workers aren't the only ones who benefit from the virtual office. **3**  With no need for employees to be on site, companies are free to consider applicants from different parts of the world. As a result, they can build teams of people with different backgrounds and experience. **4** 


Equally, however, there are also challenges to operating in a virtual workplace. One of the main difficulties is maintaining clear communication. **5**  Additionally, getting employees to feel connected to their company can be challenging. In a virtual office, individuals can begin to feel isolated, which can harm productivity. To tackle this, businesses need to engage in virtual team-building activities and regular check-ins to maintain a sense of community.

All in all, the rise of the virtual office is an exciting development in the world of work. This new model offers many opportunities for both employees and employers. **6**  By focusing on communication, connection and employee satisfaction, companies can welcome their employees into the workplace of the future the right way.







- A** However, it requires the right approach to effectively overcome the challenges.
- B** It also gives employer's the ability to hire talent from a global talent pool.
- C** Without the face-to-face interaction of a physical office, misunderstandings can easily arise between colleagues.
- D** This refers to a completely digital workplace environment where employees are not required to be physically present.
- E** This helps to create more diverse workplaces, which often brings innovation to a company.
- F** One concern with relying on digital technology so much is the potential increase in cybersecurity risks.
- G** Without a daily commute or fixed office hours to deal with, for instance, they can manage their time more effectively and enjoy more time with friends and family.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Wybór wielokrotny (transformacje zdań)



- 2  **M** W zadaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego fragmentu zdania.
- He spent all night writing the report because **he was due to submit it** the following morning.
 - they made him submit it
 - the deadline was
 - he was on the point of submitting it
 - The project was hard work, but everyone **pitched in** to complete it on time.
 - passed on
 - stood up for
 - helped out
 - Nowadays, **AI-powered robots are becoming more and more common** in factories worldwide.
 - the popularity of AI-powered robots is growing
 - AI-powered robots are by far the most common
 - the more common AI-powered robots are becoming, the better they are
 - The presentation Karen gave at yesterday's meeting **was fairly interesting to me**.
 - was of great interest to me
 - entirely held my attention
 - was moderately engaging in my opinion
 - Paul's office **isn't big enough to fit multiple people**, so he meets clients in the conference room.
 - is too small to accommodate more than one person
 - has sufficient space to host a group of people
 - can comfortably hold multiple occupants

Gramatyzacja

- 3  **M** Uzupełnij zdania 1–5, wykorzystując w odpowiedniej formie wyrazy podane w nawiasach. Nie zmieniaj kolejności podanych wyrazów. Jeśli to konieczne, dodaj inne wyrazy, tak aby otrzymać zdania logiczne i poprawne gramatycznie. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.
- All of the volunteers have worked (**extreme / hard**)  to prepare for the fundraising event.
 - We didn't finish work (**near / late**)  as we expected to yesterday.
 - Ann was creating a social media campaign while the other volunteers (**collect**)  donations.
 - Some of the volunteers (**arrive / early**)  at the venue last night to help set up for the fundraising event.
 - It was a little after midnight when the rescue team (**find**)  the last survivor of the disaster.

ROZUMIENIE ZE SŁUCHU

Wybór wielokrotny

- 4   **M** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą.

Tekst 1.

- Which is NOT true about the speakers' plans?
 - They are both going to support the animal shelter.
 - They are going to do voluntary work in another country during holidays.
 - They will donate their time working for charities.

Tekst 2.

- This conversation is taking place
 - during a discussion between colleagues planning a social event.
 - in a workplace setting while organising a staff meeting.
 - at a training session for improving communication skills.

Tekst 3. (do zadań 3–5)

- According to the advert, an employee may wish to resign because
 - they are tired of working.
 - they seek unemployment benefits.
 - they need professional assistance.
 - they need more free time.
- Your previous employer
 - may contact your future employer by chance.
 - will ask you for a reference.
 - can put in a good word for you.
 - might misunderstand your future employer.
- The tools the advert offers are
 - perfect for artists writing letters.
 - state-approved writing tools.
 - helpful in finding a perfect job.
 - the most modern writing tools.

WYPOWIEDŹ USTNA

Wypowiedź na podstawie materiału stymulującego

- 5 **Chcesz się zaangażować w działalność charytatywną. Masz do wyboru dwie formy wolontariatu.**

- Wybierz opcję, która będzie Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałą propozycję.



- Do you think volunteers should receive some benefits for the work they do? Why? / Why not?
- How can voluntary work influence our lives? Give examples.



ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Wybór wielokrotny (minidialogi)

- 2 **M** **Uzupełnij poniższe minidialogi (1–2). Wybierz spośród podanych opcji (A–C) brakującą wypowiedź, tak aby otrzymać spójny i logiczny tekst.**

- 1 **X:** I'm really looking forward to our trip next week.
Y: Me too. Speaking of which, is Rachel coming with us?
X: I don't think so.
- A** When I spoke to her yesterday, Rachel said that she would come hiking with us tomorrow, though.
B Rachel said she would be delighted to come go with us next week.
C That's for sure. Rachel is having a hiking weekend with her friends.
- 2 **X:** Is that Rob over there?
Y: Absolutely! He's going to the bank.
X: Good for him. I hope he's going to save big bucks!
A I can't believe he invested his life savings in cryptocurrency!
B If he had invested in that start-up company two years ago, he'd be rich now.
C His parents explained to him why he should put his birthday money in savings account.

Zadanie z lukami i podanymi wyrazami

- 3 **M** **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

quick money patience reduce great give profession

Tips for Smart Investing

- Seek **1)** advice without spending an unreasonable amount of money.
- Put your money into different types of investments. This helps in **2)** risk.
- Reinvest any money you earn from interest.
- Remember that the higher the return on an investment, **3)** the risk.
- Bear in mind the tax implications of investments, but don't let tax concerns greatly influence your investment decisions.
- Invest in things that give you income, like shares, property or savings accounts. Avoid things that don't earn money, like art or collectibles.
- Don't worry too much about short-term changes. Shares go up and down every day. Focus on the long term.
- Add to your investments regularly. Try to make your money work as hard and as **4)** as possible.
- Be **5)** – successful investing takes time.

ROZUMIENIE ZE SŁUCHU

Zadanie z lukami

- 4 **M** **Usłyszysz dwukrotnie rozmowę Josha i Sary na temat medytacji. Na podstawie informacji zawartych w nagraniu uzupełnij zdania 1–5, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

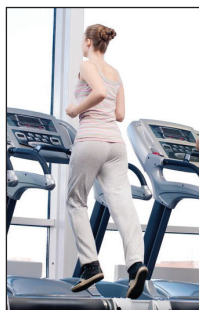
- 1 Research shows that meditation is beneficial for well-being. Participants need to make some effort to calm their minds and .
- 2 Sitting cross-legged and humming isn't necessary in guided meditation. In reality, it involves listening to the instructor's voice while .
- 3 Practising meditation helped Josh with his .
- 4 Newcomers to meditation have a tendency to let their minds wander. A guide's instructions can help them .
- 5 Sarah will join Josh in his next class at the .

WYPOWIEDŹ USTNA

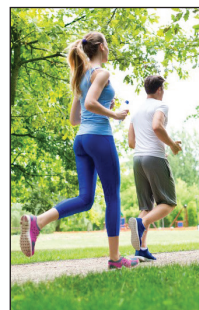
Wypowiedź na podstawie materiału stymulującego

- 5 **Podczas pobytu na kursie językowym w Londynie zauważasz pogorszenie swojego samopoczucia. Chcesz je poprawić zarówno w sferze fizycznej, jak i psychicznej. Masz do wyboru trzy opcje.**

- Wybierz opcję, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Zdjęcie 1.



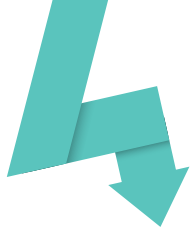
Zdjęcie 2.



Zdjęcie 3.

Odpowiedz na pytania.

- 1 What can be done to help young people improve their well-being?
- 2 How do you usually cope with stress or anxiety? Give some examples.



WELCOME

PRESENT SIMPLE

Tworzenie: bezokolicznik + końcówka **-s** w 3. os. I. poj.

| Zdania twierdzące | Zdania przeczące |
|---|--|
| I/You/We/They eat . He/She/It eats . | I/You/We/They do not/ don't eat . He/She/It does not/ doesn't eat . |
| Zdania pytające | Krótkie odpowiedzi |
| Do I/you/we/they eat ? | Yes , I/you/we/they do . No , I/you/we/they don't . |
| Does he/she/it eat ? | Yes , he/she/it does . No , he/she/it doesn't . |

Pisownia czasownika w 3. os. I. poj. w twierdzeniach

- Do większości czasowników dodajemy końcówkę **-s**.
I read – he reads
- Do czasowników zakończonych na **-ss, -sh, -ch, -x** lub **-o** dodajemy końcówkę **-es**.
I miss – he misses, I brush – he brushes, I catch – he catches, I mix – he mixes, I go – he goes
- W przypadku czasowników zakończonych spółgłoską + **y** opuszczamy **-y** i dodajemy końcówkę **-ies**. *I carry – he carries*
ALE do czasowników zakończonych samogłoską + **y** dodajemy końcówkę **-s**. *I play – he plays*

Zastosowanie

Czasu **present simple** używamy do opisywania:

- czynności powtarzających się lub wykonywanych regularnie (często z przysłówkiem częstotliwości, np.: *often, usually, always*); *Mandy often reads the news online.*
- nawyków; *Nancy bites her nails when she's nervous.*
- stanów trwałych; *Liv lives in London.*
- czynności odbywających się zgodnie z harmonogramem (w kontekście przyszłości); *The flight from Madrid lands at 9:30.*
- prawd uniwersalnych i praw przyrody. *The Moon orbits the Earth.*

Czasu **present simple** używamy także w recenzjach, komentarzach sportowych i narracjach. *Evans scores and wins the game for his team.*

Określenia czasu używane w czasie **present simple**:
every morning/afternoon/day/week/summer itp., *in the morning/afternoon/evening, at night, at noon, at the weekend, on Tuesdays* itp.

Przysłówki częstotliwości służą do informowania, jak często dana czynność się odbywa. Na przykład: **always** (100%), **usually** (90%), **often** (70%), **sometimes** (50%), **occasionally** (30%), **rarely/seldom/hardly ever** (10%), **never** (0%). Stawiamy je **przed** czasownikiem głównym, ale **po** czasowniku **to be** i po czasownikach posiłkowych (**be, have, do**) oraz modalnych (**will, must** itp.).
Pete always recycles paper and plastic. Lucy is usually in bed by 11:00 pm. I don't always agree with my friends. We can never find a free table at this restaurant.

Zauważ: przysłówki **rarely, seldom, never** lub **hardly ever** mają znaczenie przeczące i nigdy nie występują ze słowem **not**. *Alex rarely gets upset.* (NIE: ~~Alex doesn't rarely get...~~)

PRESENT CONTINUOUS

Tworzenie: czasownik **to be** w odpowiedniej formie (*am/is/are*) + czasownik główny + końcówka **-ing**

| Zdania twierdzące | Zdania przeczące |
|--|---|
| I am/ 'm starting . You are/ 're starting . He/She/It is/ 's starting . We/They are/ 're starting . | I am not/ 'm not starting . You are not/ aren't starting . He/She/It is not/ isn't starting . We/They are not/ aren't starting . |
| Zdania pytające | Krótkie odpowiedzi |
| Am I starting? Are you starting? Is he/she/it starting? | Yes, I am./ No, I'm not. Yes, you are./ No, you aren't. Yes, he/she/it is. No, he/she/it isn't. |
| Are we/they starting? | Yes, we/they are. No, we/they aren't. |

Pisownia czasowników z końcówką -ing

- Do większości czasowników dodajemy końcówkę **-ing** bez innych zmian. *walk – walking, grow – growing*
- W przypadku czasowników zakończonych samogłoską **-e** opuszczamy **-e** i dodajemy końcówkę **-ing**.
take – taking, write – writing
- W przypadku czasowników akcentowanych na ostatniej sylabie i zakończonych samogłoską, po której następuje spółgłoska, podwajamy tę spółgłoskę i dodajemy końcówkę **-ing**. *get – getting, swim – swimming*
ALE *visit – visiting* (akcent na pierwszej sylabie)
- Jeśli czasownik kończy się na **-ie**, zmieniamy **-ie** na **-y** i dodajemy końcówkę **-ing**. *lie – lying*
- W przypadku czasowników zakończonych literą **-l** podwajamy tę literę i dodajemy końcówkę **-ing**.
cancel – cancelling

Zastosowanie

Czasu **present continuous** używamy do opisywania:

- czynności odbywających się wtedy, gdy o nich mówimy; *Neal and Tracy are working on their project now.*
- czynności odbywających się w teraźniejszości, ale niekoniecznie wtedy, gdy o nich mówimy; *Gareth is doing a driving course.*
- planów na najbliższą przyszłość, szczególnie gdy czas i miejsce ich realizacji są znane; *They are leaving for work in an hour.*
- sytuacji tymczasowych; *He is staying in a hotel for a few days.*
- sytuacji, które się zmieniają lub rozwijają; *Chris is starting to become more aware of environmental issues.*
- czynności odbywających się częściej niż powinny, co nas denerwuje lub irytuje (zwykle z przysłówkami: **always, constantly** i **continually**). *Georgia is constantly taking selfies!*

Określenia czasu używane w czasie **present continuous**:
(right) now, at the moment, at present, nowadays, these days, today, tomorrow, next week itp.

UNIT 1

1a

algorithm /ælgəˈrɪðəm/ (n) = a set of rules that computers use to calculate answers from collected data **algorytm**

assess (sb) /əˈses/ (v) = to judge the value, qualifications and suitability of sb **oceniać (kogoś)**

assessment /əˈsɛsmənt/ (n) = an analysis of sb's value **ocena, oszacowanie**

avoid biases (phr) = to not be influenced by unfair preference **uniknąć stronniczości, starać się być bezstronnym**

bias /ˈbiːs/ (n) = an unfair preference **stronniczość, tendencyjność, uprzedzenie**

bring about (sth) /brɪŋ əˈbaʊt/ (phr v) = to cause sth to happen **spowodować (coś), doprowadzić do (czegoś)**

build-up /ˈbɪld ʌp/ (n) = the period of preparation before an activity **przygotowanie**

come up with (sth) /kʌm ʻʌp wɪð/ (phr v) = to generate sth **wymyślić (coś), wpasć na (coś), znaleźć rozwiązanie (problemu)**

embrace (sth) /ɪmˈbreɪs/ (v) = to accept sth with enthusiasm **przyjąć (coś), akceptować (coś) z ochotą**

emotional intelligence /ɪˌməʊʃnəl ɪnˈteɪdʒəns/ (n) = the ability to understand people's feelings and make decisions based upon that **inteligencja emocjonalna**

enhance the efficiency (phr) = to improve the way of doing sth **poprawić wydajność**

ethnicity /eθˈnɪsəti/ (n) = the state of belonging to a particular group of people with a common culture, language, history, etc. **przynależność etniczna**

evaluate (sb) /ɪˈvæljuːt/ (v) = to assess sb **oceniać (kogoś)**

fill vacancies (phr) = to place people in jobs **uzupełniać wakaty, obsadzać wolne stanowiska pracy**

fit in /fɪt ɪn/ (phr v) = to become part of a group **pasować (do grupy ludzi)**

increasing /ɪnˈkriːsɪŋ/ (adj) = growing in amount **rosnący, narastający**

influence decisions (phr) = to have an effect on what sb decides **wpływać na czyjeś decyzje**

integral /ɪntɪgrəl/ (adj) = essential **integralny, nieodłączny**

interpret responses (phr) = to try to understand what sb's answers mean **interpretować czyjeś reakcje**

judge (sth) /dʒʌdʒ/ (v) = to form an opinion about sth after careful consideration **osądzać, rozstrzygać (coś)**

level up (sth) /ˈlev ʻʌp/ (phr v) = to improve sth **równać do wyższego poziomu, równać w górę**

match up to (sth) /ˌmætʃ ʻʌp tə/ (phr v) = to meet specific requirements **sprostować wymaganiom, spełniać oczekiwania**

overlook candidates (phr) = to ignore or fail to consider job applicants **pominąć kandydatów, przeoczyć kandydatów**

pick up (sth) /pɪk ʻʌp/ (phr v) = to increase sth **zwiększać (np. prędkość)**

potential /pəˈtenʃl/ (adj) = possible **potencjalny, możliwy**

process /ˈprəʊses/ (n) = a series of actions taken to achieve a result **proces**

process applications (phr) = to go through submissions for a job **vacancy** **rozpatrywać podania o pracę**

provide feedback on sth (phr) = to give information and criticism about sth **przekazywać informację zwrotną na jakiś temat**

put forward (sth) /pʊt ˈfɔːwəd/ (phr v) = to suggest sth **proponować, przedstawiać (coś)**

recruitment /rɪˈkrʊtmənt/ (n) = the process of finding new people to work for a business **rekrutacja**

shake (sth) up /ʃeɪk ʻʌp/ (phr v) = to transform sth **zreorganizować (coś), zrewolucjonizować (coś)**

shortlist /ʃɔːtlɪst/ (n) = the final list of candidates to be considered for a job **krótka lista (np. kandydatów)**

strategic /strəˈtiːdʒɪk/ (adj) = helping to achieve a particular purpose or outcome **strategiczny**

take control of sth (phr) = to take charge of sth **przejąć kontrolę nad czymś**

vacancy /ˈveɪkənsi/ (n) = a job opening **wakat, wolne stanowisko pracy**

1b

absent-minded /æbsənt ˈmaɪndɪd/ (adj) = forgetful; distracted **roztrągniony**

arrival /əˈraɪvəl/ (n) = the act of coming to a place **przyjazd, przybycie**

awareness /əˈweənəs/ (n) = knowing and understanding what is going on around us **świadomość**

be paid by the day (phr) = to get a daily wage **otrzymywać dniówkę (wynagrodzenie za każdy dzień pracy)**

bonus /ˈbəʊnəs/ (n) = extra money given as a present or reward, which is not part of sb's salary **dodatek, premia**

chief /tʃiːf/ (adj) = relating to the highest-ranking person **główny, naczelny**

companion /kəmˈpænjən/ (n) = a person who keeps sb company; a friend **towarzysz, osoba towarzysząca**

compensation /kɒmpənˈseɪʃn/ (n) = payment for work completed **tu: wynagrodzenie**

confident /ˈkɒnfɪdənt/ (adj) = feeling sure about one's abilities **pewny siebie**

constant /ˈkɒnstənt/ (adj) = continuous **stały**

contact /kɒntækt/ (n) = sb in an important position who can help us socially or professionally **kontakt (osoba, która może komuś pomóc lub dostarczyć cenne informacje)**

contract /kɒntrækt/ (n) = an official legal agreement **kontrakt, umowa**

current /kʌrənt/ (adj) = of the present period **obecny, aktualny, bieżący**

disciplinary /dɪsəˈplɪnəri/ (adj) = relating to correction and punishment **dyscyplinarny (np. o zwolnieniu z pracy)**

employer /ɪmˈplɔɪə/ (n) = a person or a company paying a salary to those who work for them **pracodawca**

employment /ɪmˈplɔɪmənt/ (n) = the condition of having a paid job **zatrudnienie**

entry level /ˈentri ˌlevəl/ (n) = the lowest ranking position in a company **poziom podstawowy, przeznaczony dla początkujących lub nowo przyjętych pracowników**

for a weekly wage (phr) = of someone receiving payment every seven days **(o pracy) za wynagrodzenie wypłacane raz na tydzień**

former /ˈfɔːmə/ (adj) = existing before the current one **dawny, były, poprzedni**

for the duration of (phr) = for the length of time that sth lasts **na czas trwania (czegoś)**

freelancer /ˈfriːlɑːnsə/ (n) = sb who works on their own and is not an employee **wolny strzelec, osoba uprawiająca wolny zawód, bez stałej umowy o pracę**

full-time /ˈfʊl ˈtaɪm/ (adv) = working for the total number of hours that make up a full work day **na pełny etat**

good-natured /ˌɡʊd ˈneɪtʃəd/ (adj) = having a nice or pleasant character **dobroduszny, pogodny, łagodny**

gullible /ˈɡʌlɪbəl/ (adj) = easily deceived **łatwowierny**

high-ranking /haɪˈræŋkɪŋ/ (adj) = senior **wysokiej rangi, zajmujący wysokie stanowisko**

hire (sb) /haɪə/ (v) = to employ sb **zatrudnić (kogoś)**

internship /ɪntəˈnʃɪp/ (n) = a supervised training period in order to gain work experience **praktyka, staż**

junior /dʒuːniə/ (adj) = lower in rank **młodszy, niższe szczebla**

leadership /ˈliːdəʃɪp/ (n) = the qualities that make a good leader **przywództwo, zdolności przywódcze**

learning /ˈlɜːnɪŋ/ (adj) = relating to the process of acquiring knowledge **tu: związany z uczeniem się**

level-headed /ˈlev ˈhedɪd/ (adj) = calm and sensible **zrównoważony, opanowany**

membership /ˈmembəʃɪp/ (n) = the state of being part of a club or organisation **członkostwo**

minor /maɪnə/ (adj) = less important **drugorzędny**

moody /ˈmuːdi/ (adj) = irritable **kapryśny, humorzasty**

occupation /ˌɒkjʊˈpeɪʃn/ (n) = sb's job **zawód**

on a fixed salary (phr) = receiving an unchanging monthly payment **ze stałą pensją**

on a short-term basis (phr) = for a brief period of time **krótkoterminowo**

on a temporary contract (phr) = employed for a short amount of time **(o zatrudnieniu) tymczasowe**

onboarding /ɒnˈbɔːdɪŋ/ (adj) = relating to the training process of a new employee **dotyczący procesu wdrażania nowego pracownika**

part-time /ˌpɑːt ˈtaɪm/ (adv) = working for less than the full number of working hours or days **na część etatu**

pay cut /ˈpeɪ kʌt/ (n) = a decrease in salary **obniżka płac**

pay rise /ˈpeɪ raɪz/ (n) = an increase in salary **podwyżka płac**

pay slip /ˈpeɪ slɪp/ (n) = a document that contains information on salary payments and tax deductions **odcinek wypłaty, pasek płacowy**

pension /ˈpenʃən/ (n) = an amount of money paid regularly to sb who is retired **emerytura**

perks /pɜːks/ (pl n) = special benefits that sb gets in addition to their pay **dodatki do pensji, dodatkowe korzyści**

permanent /ˈpɜːmənənt/ (adj) = of an indefinite amount of time **stały, trwały**

permit /ˈpɜːmit/ (n) = an official document allowing sb to do sth **pozwolenie, zezwolenie**

persistent /pəˈsɪstənt/ (adj) = determined despite difficulties **wytrwały, nieustępliwy**

practice /ˈpræktɪs/ (n) = the way in which sth is usually done **praktyka, sposób postępowania**

previous /ˈpriːviəs/ (adj) = existing before the current time **poprzedni, wcześniejszy**

prior /ˈpraɪə/ (adj) = previous **wcześniejszy, uprzedni**

profession /prəˈfeʃən/ (n) = a field of work that often requires specialised education, training and skills **profesja, zawód**

promotion /prəˈmɔʊʃən/ (n) = the act of moving up to a more important position within an organisation **awans**

receipt /rɪˈsiːt/ (n) = a printed proof of payment **paragon, pokwitowanie**

references /ˈrefrɪnsɪz/ (pl n) = formal recommendations of sb's qualifications, skills and character **referencje**

relations /rɪˈleɪʃnz/ (pl n) = dealings between people or groups **relacje**

resolution /ˌrezəˈluːʃən/ (n) = finding a solution to a disagreement or conflict **rozwiązanie (np. konfliktu, sporu)**

sack (sb) /sæk/ (v) = to fire sb; to end sb's employment **wyrzucić (kogoś) z pracy**

sceptical /ˈskeptɪkəl/ (adj) = doubtful about sth **sceptyczny**

scholarship /ˈskɒləʃɪp/ (n) = money granted to a student by an organisation to help fund their education **stypendium naukowe**

seek employment through agencies (phr) = to get work through companies that find people to fill job vacancies **szukać zatrudnienia przez agencje pośrednictwa pracy**

self-assured /ˌself əˈʃʊəd/ (adj) = self-confident **pewny siebie**

self-employed /ˌself ɪmˈplɔɪd/ (adj) = working for oneself rather than for sb else **pracujący na własny rachunek, samozatrudniony**

senior /ˈsiːniə/ (adj) = high-ranking **starszy, wyższy rangą**

signature /ˈsɪɡnətʃə/ (n) = sb's name written in their own unique way **podpis**

start /stɑːt/ (n) = a place from which sb begins sth **początek, start**

strategy /ˈstrætədʒi/ (n) = a special plan or method intended to achieve success **strategia**

superior /suˈpiəriə/ (adj) = of higher importance or quality **wyższy rangą, nadrzędny**

temporary /ˈtempərəri/ (adj) = of a short or limited amount of time **tymczasowy**

top /tɒp/ (adj) = most important **najważniejszy, najwyższy (w hierarchii)**

trainee /ˈtreɪniː/ (n) = sb in the process of learning and practising skills for a particular job **praktykant**

understanding /ˌʌndəˈstændɪŋ/ (n) = knowledge on a specific subject **rozumienie, pojmowanie**

vacancy /ˈveɪkənsi/ (n) = a job opening **wakat, wolne stanowisko pracy**

within a specific industry (phr) = occurring among a group of companies with related business activities **w danej branży**

1e

abandon (sth) /əˈbændən/ (v) = to leave sth for a long time or forever **porzucić, opuszczać**

applicant /ˈæplɪkənt/ (n) = sb making a formal request for a job **aplikant, kandydat**

be absent from sth (phr) = to not be present **być nieobecny**

benefit /ˈbenɪfɪt/ (n) = an advantage **korzyść, pożytek**

be patient with sb (phr) = to stay calm and not get annoyed with sb **okazywać komuś cierpliwość**

be qualified for sth (phr) = to have the skills and training required for a particular position **być wykwalifikowanym w jakiejś dziedzinie**

be responsible for sb (phr) = to be in charge of sb **być odpowiedzialnym za kogoś, być czymś szefem**

buyer /ˈbaɪə/ (n) = sb who purchases sth **kupujący, nabywca**

candidate /ˈkændɪdət/ (n) = sb competing for a job or position **kandydat**

colleague /ˈkɒliːg/ (n) = a co-worker **kolega z pracy, koleżanka z pracy**

comrade /ˈkɒmreɪd/ (n) = a trusted friend with whom we have experienced hard times **kolega, towarzysz**

congratulate sb on sth (phr) = to praise sb on an achievement **pogratulować komuś czegoś**

consumer /kənˈsjuːmə/ (n) = sb who buys goods and uses services **konsument**

contribute to sth (phr) = to add to, or support, a particular effort, activity or outcome **wnosić swój wkład w coś**

cope with sth (phr) = to deal effectively with sth; to endure sth **radzić sobie z czymś**

customer /ˈkʌstəmər/ (n) = sb who buys goods **klient**

discontinue (sth) /ˌdɪskənˈtɪnjuː/ (v) = to stop doing/making sth **przerwać, zaprzestać**

earnings /ˈɜːnɪŋz/ (pl n) = the money that sb gets from working **zarobki, dochody**

gain access to sth (idm) = to gain permission to use sth not available to all **uzyskać dostęp do czegoś**

gain experience in sth (phr) = to acquire skills and knowledge in sth **zdobyć doświadczenie w jakiejś dziedzinie**

gain ground (idm) = to advance **robić postępy, odnosić sukcesy**

get/gain a foothold (idm) = to establish a strong or favourable position for advancement or progress **znaleźć punkt zaczepienia (do dalszej działalności)**

get on the bandwagon (idm) = to join in on an activity that one can benefit from **wykorzystać koniunkturę**

increase in profits (phr) = a rise in money earned after an improvement in sales **wzrost zysków**

in stock (phr) = (of products) available in store for purchase or delivery **(o produkcie) będący na stanie, dostępny**

money /ˈmʌni/ (n) = what people use to buy products and services **pieniądz**

partner /ˈpɑːtnə/ (n) = a co-owner of a business **partner, współnik biznesowy**

profit /ˈprɒfɪt/ (n) = the money that a business makes after expenses and taxes have been paid **zysk**

promote sb to a role (phr) = to move sb to a higher position **promować kogoś na dane stanowisko**

quit (sth) /kwɪt/ (v) = to voluntarily leave or give up sth, e.g. a job **odchodzić (z pracy), rzucić (np. pracę, palenie)**

retire /rɪˈtaɪə/ (v) = to leave a job due to old age **przejsć na emeryturę**

specialise in sth (phr) = to focus on a specific area of work, developing expertise and recognition in it **specjalizować się w czymś**

work under pressure (phr) = to be able to perform effectively while facing tight deadlines and other challenges **pracować pod presją (np. czasu)**

UNIT 2

2a

24-hour /ˌtwenti fɔː ˈaʊə/ (adj) = open or available all day and night **całodobowy, czynny całą dobę**

benefit (from sth) /ˈbenɪfɪt/ (v) = to get an advantage from sth **czerpać korzyści (z czegoś)**

best-known /ˈbest ˈnəʊn/ (adj) = most famous **najsłynniejszy, najlepiej znany**

brand-new /ˈbrænd ˈnjuː/ (adj) = completely new **nowiutki**

break down /breɪk ˈdaʊn/ (phr v) = (of a machine) to stop working **(o urządzeniu) zepsuć się**

budget cut /ˈbʌdʒɪt ˌkʌt/ (n) = a reduction in the amount of money that a government plans to spend **cięcie budżetowe**

commitment /kəˈmɪtmənt/ (n) = a strong promise to do sth; dedication **zaangażowanie, oddanie**

commute /kəˈmjʊt/ (n) = the daily travel between home and work **dojazd (np. do pracy, do szkoły)**

crowdfunding site (phr) = an online platform for raising money for specific causes **platforma internetowa służąca do zbierania środków na określony cel**

deep-rooted /ˌdiːp ˈruːtɪd/ (adj) = (of ideas/beliefs) firmly established; difficult to change **(o ideach, wierzeniach, przekonaniach) głęboko zakorzeniony**

durable /ˈdjʊərəbl/ (adj) = long-lasting; hardwearing **trwały, wytrzymały**

generosity /dʒənəˈrɒsəti/ (n) = an attitude of kindness and giving **hojność, szczerność**

goodwill /ˈɡʊdˈwɪl/ (n) = an attitude or feelings of kindness and compassion **życzliwość, dobra wola**