

# L MINDS

Jenny Dooley

EDYCJA POLSKA



**M**atura in Mind  
Poziom podstawowy

**M**atura in Mind  
Poziom rozszerzony

WORKBOOK & GRAMMAR BOOK  
*Student's*

B<sub>2</sub><sup>+</sup>

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## IRREGULAR VERBS

# 1a READING

## Getting to work on CLIMATE CHANGE



Climate change is already affecting many aspects of our lives. The effects of an unstable climate can often lead to rising food prices at the supermarket and disruptions to travel, not to mention the direct impact of extreme weather events like storms and heatwaves on our homes. But there's one aspect of climate change you probably haven't considered: how it will impact your work life.

The main driver of the climate crisis is air pollution, which causes respiratory illness. The associated rise in temperature from all the greenhouse gases trapped in the atmosphere also enables the spread of disease-causing insects to places where they weren't previously found, and extends allergy season for those affected by seasonal allergies. All of these things result in employees taking more sick days off work, or in reduced productivity as they struggle with these conditions.

Higher temperatures also influence how efficiently people work. Research shows that productivity levels in manual jobs, such as farming and building, are halved once the thermometer hits 33-34°C. However, intense heat is highest in urban environments, and people working in offices and shops are also at risk of becoming less productive if their workplace doesn't have a cooling system. Researchers are calling this fall in production 'heat-induced labour loss' – and it's increasing.

Climate-related weather events also damage agricultural land, industrial infrastructure and business assets. According to research, financial losses from such events totalled \$313 billion in 2022. To us, the impacts of such events seem short-lived, but for those affected, the situation doesn't improve once the news channels stop covering the story. People who lose their jobs because a flood, wildfire or hurricane has destroyed local industry usually find it difficult to **get back on their feet** again.

### 1 ★ Read the article. For questions 1-4, tick (✓) the correct box.

- Climate change isn't always the reason for the high cost of food.  
True  False
- Disease-causing insects are spreading due to the extended allergy season.  
True  False
- What happens when temperatures exceed 34°C?  
 A Manual workers begin to be affected.   
 B Production falls for half of the workforce.   
 C Manual workers are 50% less productive.
- What does the writer imply about the effects of climate-related weather events?  
 A They have an ongoing impact on local people.   
 B They aren't as bad as news channels make out.   
 C They rarely last a long time.

### 2 ★★★ (M) Read the text. Write short answers to questions 1-4.

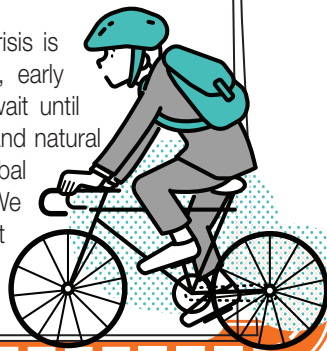
- What does the writer believe is the root cause of climate change?
- In what two ways does the increase in seasonal allergies affect work?
- What is 'heat-induced labour loss'?
- Why does work related to climate change create jobs?

### 3 ★★★ (M) Read the text. For questions 1-4, choose the best option (A, B, C or D).

- What is the main idea in the first paragraph?  
 A People don't realise that climate change is already affecting them.  
 B The high cost of food is the most noticeable effect of climate change.  
 C People haven't fully understood how far-reaching the effects of climate change are.  
 D Climate change affects some people more than others.
- Which workers are increased temperatures most likely to affect?  
 A Those with respiratory illnesses.  
 B Those who struggle to work with medical conditions.  
 C Those who work in urban environments.  
 D Those who engage in physical work.
- What does the writer say about the handling of climate-related weather events?  
 A News channels only report the disaster and not the long-term impacts.  
 B News coverage negatively affects the people involved.  
 C The economic cost is greater than it should be.  
 D Too much attention is given to the financial losses.
- Which of the following is closest in meaning to **get back on their feet** in the fourth paragraph?  
 A succeed in a professional career  
 B recover after a difficult situation  
 C rebuild after a disaster  
 D return to paid employment

But there is good news for the jobseekers of the future. Most people agree that the only way out of the current climate crisis is to implement a low greenhouse gas economy, which means making major changes to infrastructure worldwide – and will involve a lot of work. In fact, research suggests that more jobs will be created than lost as a result of climate change. For example, building bicycle-only routes creates 2.8 times as many jobs as traditional road construction, and installing solar energy systems creates 1.5 times as many jobs as the fossil fuel industry. Best of all, ecosystem regeneration creates 3.7 times more jobs than producing oil and gas. The reason is that jobs like construction work, installation of sustainable energy systems and reforestation are labour-intensive, whereas a lot of the traditional systems have become automated over the years.

However, if solving the climate crisis is going to benefit the job market, early planning is essential. We can't wait until rising temperatures, air pollution and natural disasters have decimated global industries before we take action. We need to tap into the potential that saving the planet has for the economy before it's too late.



## EMPLOYMENT

### 1 ★ Choose the correct option.

- They hire students **in/on** a short-term basis during the summer.
- Beth has secured a **temporary/minor** position at the ad agency until she starts her degree course in September.
- Josh is hoping for a pay **rise/slip** as he's still on minimum wage.
- Start/Entry**-level positions don't usually pay well, but they're a good way to get your foot in the door.
- We believe it's important to build good **relations/contracts** with our clients.

### 2 ★ Complete the sentences. Use: *contract, promotion, internship, reference, bonus.*

- A: How was your summer **1)** \_\_\_\_\_, Helen?  
 B: It was great! Thanks for giving me such a good **2)** \_\_\_\_\_, Mr Harris. I think it really helped me to secure the position.  
 A: No problem. Was everyone at the company pleased with your work?  
 B: Absolutely. I made so many sales that, last month, I got a(n) **3)** \_\_\_\_\_ for my hard work.  
 A: Well done. So, what's next for you?  
 B: Well, they've offered me a full-time job! It's actually a(n) **4)** \_\_\_\_\_ – one level up from the intern job I had. I'll have my own team! I'm signing the **5)** \_\_\_\_\_ tomorrow.  
 A: That's excellent news, Helen! Congratulations!

### 3 ★★ Complete the gaps. Use: *freelancer, occupation, perk, scheme, trainee, vacancy.*

We are looking for an enthusiastic **1)** \_\_\_\_\_ to join our team on a permanent basis. If you are successful, you will receive:

- ⊙ full training on the job
  - ⊙ a competitive salary
  - ⊙ access to our company's health insurance
- 2)** \_\_\_\_\_

**Interested?** Apply for this **3)** \_\_\_\_\_ online before 12th June.

**4)** \_\_\_\_\_ required for web design project; six-month contract. Applicants must be web designers by **5)** \_\_\_\_\_ and have at least 5 years' experience. Although temporary, the successful candidate will still enjoy many of the benefits of permanent employees, including the **6)** \_\_\_\_\_ of a company car.

### 4 ★★ Match the words in the two columns.

- |                                   |               |          |            |
|-----------------------------------|---------------|----------|------------|
| <b>1</b> <input type="checkbox"/> | part-time     | <b>a</b> | qualities  |
| <b>2</b> <input type="checkbox"/> | conflict      | <b>b</b> | position   |
| <b>3</b> <input type="checkbox"/> | disciplinary  | <b>c</b> | resolution |
| <b>4</b> <input type="checkbox"/> | leadership    | <b>d</b> | contractor |
| <b>5</b> <input type="checkbox"/> | permanent     | <b>e</b> | job        |
| <b>6</b> <input type="checkbox"/> | self-employed | <b>f</b> | action     |

### 5 ★★★ Choose the correct option.

New message

Hi Mike,

Guess what! I'm working on an archaeological dig! It's common for archaeologists to engage in this **1) scheme/practice/perk**, as there is a lot of work to do on an active site, and students like me are always keen to help. I've got a **2) superior/junior/senior** position, of course, as I'm still studying, and they're paying me **3) by/with/for** the day. However, it's fair **4) promotion/resolution/compensation** for my work as this is also a great **5) learning/onboarding/contract** experience for me. It's a chance to put what I've learnt into practice, and also build contacts **6) within/through/on** the field of study. Archaeology jobs usually ask for **7) temporary/full-time/previous** experience, so it will help me when I start applying for jobs next year too, not to mention the fact that I feel more **8) good-natured/self-assured/level-headed** about my abilities and instincts after working on an actual dig.

What have you been up to this summer? Write back and let me know.

Amy

Send Save Cancel

# 10 GRAMMAR IN USE

## ADJECTIVES/ADVERBS/ INTENSIFIERS

### 1 ★ Choose the correct option.

- Julia is **tired/tiring** after working non-stop since 8 am.
- I'm having a **two-day/two days** meeting in Rome.
- You have to listen beyond his **silk/silky** delivery for the actual terms of the contract.
- He greeted the employees in a **live/lively** manner.
- It's a waste of money to buy real **gold/golden** cufflinks.
- He's worried about the **high/highly** cost of the project.
- She **is never/never is** sceptical about new ideas.
- This software is used **wide/widely** in our industry.
- Chiara is the only **Italian-speaking/Italian-spoken** member of our team.
- They were **deep/deeply** sorry to announce the job cuts.

### 2 ★★ Choose the correct word in bold to complete the gaps.

- It was a(n) \_\_\_\_\_ bad quarter – I've never seen such low sales figures. (**exceptionally/highly**)
- Did you get the promotion? That's \_\_\_\_\_ wonderful news! (**completely/really**)
- The office was \_\_\_\_\_ destroyed in the fire. Luckily, we store our clients' data on back-up servers in another location. (**totally/extremely**)
- I'm \_\_\_\_\_ sorry that your idea was rejected. (**terribly/entirely**)
- The whole team was \_\_\_\_\_ exhausted after the big push to meet the deadline. (**very/utterly**)
- I believe this is a(n) \_\_\_\_\_ exciting opportunity. (**absolutely/rather**)

### 3 ★★★ M Translate the fragments of sentences into English. Use up to four words in each gap.

- I asked for Ruby because she (*pracuje efektywnie*) \_\_\_\_\_.
- They were (*całkowicie odpowiedzialni za*) \_\_\_\_\_ the research.
- Mark (*uczył się pilnie*) \_\_\_\_\_ the night before his written test.
- Your presentation was (*niesamowicie imponująca*) \_\_\_\_\_.
- Katie has applied for a (*trzymiesięczny staż*) \_\_\_\_\_.
- Giving legal advice is often (*dobrze płatną pracę*) \_\_\_\_\_.

### 4 ★★ Replace the words in bold with words in the list.


- reasonably • entirely • rather • soon
- very • recently

- Bill had a **pretty** awful time at work yesterday.  
\_\_\_\_\_
- Our presentation was **completely** ruined thanks to the power cut. \_\_\_\_\_
- Have you had a performance review **lately**? \_\_\_\_\_
- Leon is **really** keen on starting his own business.  
\_\_\_\_\_
- Jen earns a **fairly** good salary at the moment, but she expects it to rise in the future. \_\_\_\_\_
- I'll have those reports on your desk **shortly**. \_\_\_\_\_


### 5 ★★★ Use the words in the lists to complete the gaps. There is an extra word for each text.

## My First Day


• rightly • stone • dimly-lit • rather • stony

 I found myself in a 1) \_\_\_\_\_ back office where a manager with a 2) \_\_\_\_\_ expression gave me 3) \_\_\_\_\_ vague instructions and then left me to my own devices. I 4) \_\_\_\_\_ complained and demanded to have some proper training. *Levi, 23*


• well-dressed • humiliating • humiliated • late • deeply

 I made sure not to be 5) \_\_\_\_\_, of course, and I was 6) \_\_\_\_\_, but my department had a long acronym and when I introduced myself at reception, I forgot the order of the letters! It was 7) \_\_\_\_\_ embarrassing. I felt so 8) \_\_\_\_\_! *Chloe, 19*

• good-natured • two-week • right away • pretty • absolutely

 After a 9) \_\_\_\_\_ training course, I was 10) \_\_\_\_\_ excited about my first day at the office. It turned out I was working with some 11) \_\_\_\_\_ people who made me feel at home 12) \_\_\_\_\_. *Anna, 20*

• soon • state-of-the-art • just • extremely • exhausting

 I've 13) \_\_\_\_\_ started a new job. It's a long commute from my house, but the 14) \_\_\_\_\_ journey is worth it. I work with 15) \_\_\_\_\_ equipment and I consider myself 16) \_\_\_\_\_ fortunate. *Carl, 22*



## COMPARISONS

### 1 ★ Choose the correct option.

- I'm afraid my supervisor isn't **more understanding as/ the most understanding as/as understanding than/as understanding as** yours.
- That was **the more intense/the most intense/by far the intense/as intense** interview I've ever experienced!
- Becky was **too tired/enough tired/tired enough/ more tired** to complete the project.
- The slower the system, the **fewest/few/far fewer/ fewer** cases we can process in the same amount of time.
- This robot is **almost/nowhere/just/even** near as advanced as we'd hoped it would be.
- I think it's slightly **easier/easy/as easy/easiest** to book appointments using the new system.
- I'll take over. I can package these orders up **most quickly/ as quickly/a little quickly/more quickly** than you; I've had a lot of practice!
- I don't know half as **much than/more than/much as/ many as** Darren about AI.

### 2 ★★ M Choose the correct option.



Technology is helping businesses expand by leaps and bounds, but it's not all as **1)** \_\_\_\_\_ it seems. By **2)** \_\_\_\_\_ the most feared consequence for today's big businesses is a ransomware attack. Some of the **3)** \_\_\_\_\_ attacks in recent years have targeted the British Library, the City of Columbus and the Port of Seattle. They are **4)** \_\_\_\_\_ malware attacks that simply wipe data because, with ransomware, hackers steal data. Then, unless the company pays the ransom, the hackers leak the data on the dark web. As hackers usually demand far **5)** \_\_\_\_\_ money than companies can afford to pay, data breaches are almost inevitable.

Critics argue that large companies don't have **6)** \_\_\_\_\_ against these types of attacks, but the fact is attempts are prevented every day. Sometimes, however, hackers move **7)** \_\_\_\_\_ for experts to stop them. Every day, it's a challenge for companies to stay a little **8)** \_\_\_\_\_ ahead.

- |                       |                       |
|-----------------------|-----------------------|
| 1 A safe as           | C safest as           |
| B safer than          | D safe than           |
| 2 A nowhere           | C far                 |
| B much                | D twice               |
| 3 A larger            | C far larger          |
| B large               | D largest             |
| 4 A more serious than | C as serious than     |
| B as much serious as  | D by far serious than |
| 5 A more              | C as                  |
| B much                | D than                |
| 6 A protection enough | C the most protection |
| B more protection     | D enough protection   |
| 7 A more quickly      | C too quickly         |
| B the most quickly    | D as quick as         |
| 8 A farthest          | C more farther        |
| B farther             | D far                 |

### 3 ★★★ Find and correct the mistakes.

- We can't finish this project enough fast to meet the deadline. \_\_\_\_\_
- It's getting harder and hardest to find candidates with the right experience. \_\_\_\_\_
- To my mind, he's the less promising candidate of all. \_\_\_\_\_
- Do you think a career in medical research would be more interesting as working as a doctor? \_\_\_\_\_
- Using AI to sort the applications is certainly the quickest solution, but is it the better? \_\_\_\_\_
- The feedback we received was worst than we expected. \_\_\_\_\_
- Do you really think hiring more staff is the more economical idea? \_\_\_\_\_
- Working alongside a robot was the stranger experience of my life. \_\_\_\_\_

## TRANSFORMATIONS (Review)

### 4 ★★★ M Complete the second sentence using the word in bold. Use up to five words in each gap.

- Advertising was more straightforward before social media. **AS**  
Advertising isn't \_\_\_\_\_ used to be before social media.
- In my opinion, a team of people would work more efficiently than the automated system. **LESS**  
In my opinion, the automated system \_\_\_\_\_ than a team of people.
- This line of business makes a lot of profit for those who invest. **HIGHLY**  
This line of business is \_\_\_\_\_ for investors.
- Her office is much taller than any other building in the city. **BY**  
Her office is \_\_\_\_\_ building in the city.
- I'm in complete agreement with you. **AGREE**  
I \_\_\_\_\_ with you.
- Their decision was announced to the public last week. **PUBLICLY**  
They \_\_\_\_\_ last week.
- I've never attended such a difficult interview. **MOST**  
That was \_\_\_\_\_ I've ever attended.
- Most people consider Zara to be an expert in AI. **WIDELY**  
Zara is \_\_\_\_\_ an expert in AI.
- Like everyone else, Oliver is keen to learn. **JUST**  
Oliver is \_\_\_\_\_ as everyone else.
- If we had a bigger warehouse, we could ship more orders. **BIGGER**  
The \_\_\_\_\_ orders we can ship.

# 1e VOCABULARY

## 1 ★ Fill in: *from, off, out, under, with.*

- 1 Ken was 68 when he retired \_\_\_\_\_ the civil service.
- 2 Our team is \_\_\_\_\_ pressure to come up with a new idea by Friday.
- 3 Is it too late to call \_\_\_\_\_ the conference? Half the speakers have come down with the flu!
- 4 Please be patient \_\_\_\_\_ the new recruits while they learn how we do things here.
- 5 Stella pushed herself too hard and she eventually burnt \_\_\_\_\_ and had to take some time off to recover.

## 2 ★ Choose the correct option.

- 1 We **gained/got** ground in the first few years, but now our sales figures are declining.
- 2 I know it's a tight deadline, but if we all knuckle **down/off**, we can meet it.
- 3 You need a staff card to **take/gain** access to this lab.
- 4 I'm afraid we haven't got any of the blue ones **on/in** stock at the moment.
- 5 Frank **quit/abandoned** his job because his manager treated him unfairly.

## 3 ★★ Choose the correct option.

- 1 Lewis learnt later that he was the only **colleague/applicant/customer/buyer** for the job.
- 2 Come on! We can't slack **out/down/over/off** – we need to keep working hard until the end of the day.
- 3 They **discontinued/retired/quit/abandoned** the product because it was faulty.
- 4 We try to give **candidates/colleagues/comrades/consumers** the best value for their money.
- 5 How much of your monthly **benefits/earnings/profits/money** do you spend on bills?
- 6 Dan and Brian have been business **customers/candidates/buyers/partners** since they started their software company together in 2017.
- 7 A lot of influencers are talking about protein, so I think we should **put/gain/get/go** on the bandwagon and create our own line of protein shakes.
- 8 Kelly was absent **from/to/in/for** work yesterday due to illness.

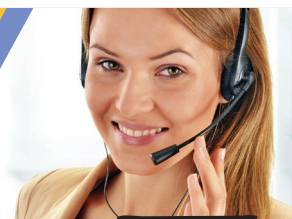
## 4 ★★★ M Choose the word (A, B or C) which correctly fills in the gaps in both sentences.

- 1 • I'm afraid we'll have to \_\_\_ off the meeting as Mr Smith is unable to attend.  
• Can you \_\_\_ Mr Brown and ask him to come to the office earlier?  
**A** call      **B** talk      **C** phone
- 2 • James specialises \_\_\_ business relations.  
• Linda is interested \_\_\_ working as a flight attendant.  
**A** at      **B** on      **C** in
- 3 • Can't cope \_\_\_ stress at work? Talk to your manager.  
• There's a meeting \_\_\_ our partners tomorrow. Do you want to join?  
**A** with      **B** from      **C** to
- 4 • Ms Harris retired \_\_\_ her position last month.  
• We received an important email \_\_\_ our manager.  
**A** at      **B** from      **C** of

## REVIEW

## 5 ★★★ Complete the gaps with the correct word and choose the correct option.


**We're hiring!**




Bassett & Lyle & Jones is a top law firm and we're looking for a **1) part-time/long-time/full-time/minor** receptionist to work 2 pm till 6 pm on weekdays. The ideal **2) employer/vacancy/candidate/contact** will be highly organised with experience **3) \_\_\_\_\_** a similar role. They will be responsible **4) \_\_\_\_\_** greeting clients and making sure that no one **5) makes/takes/gains/enters** access to our offices without proper authorisation. They will need to be able to cope **6) \_\_\_\_\_** the stress of the day-to-day administration of a busy law firm, and may occasionally be required to fill in **7) \_\_\_\_\_** their **8) companions/consumers/comrades/colleagues** on the morning shift in the event of illness. **9) Promotions/Perks/Permits/Pensions** include a parking space, an annual **10) bonus/profit/reference/receipt** and use of the company nursery. Apply online.

# LISTENING SKILLS *1f*



**1**  ★ Listen to an interview with an HR manager. Decide if the statements (1-10) are true or false. Tick (✓).


- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1 Hayley Oliver owns one of the biggest companies in the city.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 HR managers have many different roles.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 HR managers are responsible for organising training sessions.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 When there is a grievance, Hayley expects team managers to sort it out.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Staying calm is a desirable quality for an HR employee.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Hayley became interested in her current career after she completed her master's. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 She found it easy to find a paid position as soon as she left university.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Hayley has worked for several companies over the years.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Her current employer paid for her to get a new qualification.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Hayley believes basic maths skills aren't important in a career in HR.          | <input type="checkbox"/> | <input type="checkbox"/> |

**2**  ★★ **M** Listen to five people talking about their jobs. Match the speakers (1-5) to the sentences (A-H). Three options are extra.

**This speaker**

- A** has a wide range of opportunities.
- B** thinks that his/her job challenges him/her to find solutions to problems.
- C** enjoys the peace of working alone.
- D** can work at whatever time of day he/she likes.
- E** has built a network of like-minded professionals.
- F** turned his/her passion into his/her career.
- G** helps people discover who they really are.
- H** thinks that his/her current job could lead to another career.

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

**3**  ★★★ **M** Listen to five people talking about their jobs and match each speaker (1-5) to the viewpoints (A-H). Three options are extra.

**Which speaker**

- A** talks about how successful their peers have been in the world of work?
- B** makes a prediction about the future of technology in education?
- C** expresses concern about the legal issues connected with new technology?
- D** talks about approaching a problem in a different way from their colleagues?
- E** mentions how their job helps other professionals to do theirs?
- F** expresses a desire to change careers in the near future?
- G** discusses a misconception about their job?
- H** explains how they use technology to grow their business?

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



## CLARIFYING, JUSTIFYING & CONCEDED ARGUMENTS

### 1 ★ Match the exchanges.

- 1  I just don't think I'd be suited to that kind of work.
- 2  What about when you leave school?
- 3  You could look for outdoor jobs.
- 4  Don't you think teaching has many benefits?
- 5  Martin lost his job last Friday.

- a That's easy. I'll do an internship.
- b That's true to some extent, but I prefer research.
- c Are you serious? What happened?
- d Such as?
- e What do you mean?

### 2 ★★ M Choose the correct option.

- 1 **A:** Jacob needs to improve his performance in interviews.  
**B:** a Are you serious?  
b In what way?
- 2 **A:** I'm a little confused.  
**B:** a What I'm getting at is experience is important.  
b What do you mean by gaining experience?
- 3 **A:** Helen could get a certification in HR.  
**B:** a I'd like to explain that.  
b Yeah, sure.
- 4 **A:** You have a point, but what about the cost?  
**B:** a That's easy. She can get funding.  
b I see it that way, too.
- 5 **A:** What do you mean?  
**B:** a All I'm saying is that the job market is hard to navigate.  
b That's true to some extent.



### 3 ★★ Complete the exchanges. Use: elaborate, make, suppose, follow, explain.

- 1 **A:** As far as I'm concerned, the benefits of qualifications depend on the industry.  
**B:** I don't quite \_\_\_\_\_. Are you saying another qualification would help me or not?
- 2 **A:** In what way would an IT course help her?  
**B:** I'd like to \_\_\_\_\_ that IT is important in almost all jobs these days.
- 3 **A:** A good cover letter is important in securing an interview.  
**B:** Could you \_\_\_\_\_ on that?
- 4 **A:** An internship could increase her chances of getting a full-time position.  
**B:** I \_\_\_\_\_ so.
- 5 **A:** He needs to imply that he isn't bothered about the outcome.  
**B:** But that doesn't \_\_\_\_\_ sense.

### 4 ★★★ Put the dialogue in the correct order.

- A**  That makes sense. And he should write a cover letter that's relevant to each job.
- B**  That's true to some extent, but I just think every experience is a learning experience. All I'm saying is that Duncan can gain skills wherever he volunteers.
- C**  You've got a point, but what about after that? What about finding somewhere to volunteer?
- D**  Hey! Did you hear that Duncan wants to volunteer?
- E**  I suppose so. But the point I'm making is that he should do something that helps others while also helping him achieve his overall life goals.
- F**  That's good news, but he has to be sensible. Firstly, he needs to take a good look at his schedule.
- G**  That's easy. There are websites that list volunteer opportunities by locality. He should find something in the local area to reduce travel time.
- H**  So, you're saying he should find a volunteer job related to medicine? Don't you think that any voluntary work would look good on his CV?
- I**  What do you mean by look at his schedule?
- J**  Yeah, sure. That would make it clear why he's a good fit for the opportunity. He should also be thinking about his future career as a doctor, though.
- K**  I mean he should see how much time he needs for study and extra-curricular activities. That will help ensure he doesn't put too much pressure on his time.

# WRITING SKILLS 1h

## AN OPINION ESSAY

**1** ★ Read the essay and put the paragraphs in the correct order.

**A** Furthermore, working in two distinct environments has been shown to increase productivity. Working remotely, employees have control over their schedule, and this motivates them, whereas in the office they have the option to collaborate, discuss ideas and receive feedback.

**B** All things considered, I strongly believe that hybrid working is superior to remote or office-based working. It has positive effects on diversity and productivity, provided the workflow and environment are properly managed. In my opinion, hybrid working has the potential to become the future of business.

**C** Nevertheless, there are some people who argue that switching between two work modes can cause disruption. In particular, some people may require an 'adjustment period' when switching between the office and home, which can waste valuable work time. However, it seems to me that once employees become familiar with the new way of working, these problems disappear.

**D** There is an ongoing debate about whether hybrid working is better than remote or office-based working. I personally feel that hybrid working is definitely the best option and the future of business.

**E** First of all, hybrid working increases diversity. It allows employees to be flexible and create a positive work-life balance, which attracts candidates from all walks of life. In this way, companies create a workforce with a range of different viewpoints, ideas and opinions to take the business forward.

**2** ★ Complete the table with ideas from the essay in Ex. 1.

VIEWPOINTS	REASONS/EXAMPLES
1	
2	
3	

**3** ★★ Complete with: *account, doubt, reason, view, agree, hand.*

- I fully \_\_\_\_\_ that volunteer work enhances a person's CV.
- For this \_\_\_\_\_, commuting to the office causes stress.
- Without a \_\_\_\_\_, working from home has become easier.
- On the other \_\_\_\_\_, the lack of face-to-face interaction makes people feel lonely.
- In my \_\_\_\_\_, there are certain types of jobs that cannot be done remotely.
- Taking everything into \_\_\_\_\_, volunteering has benefits for both the volunteer and the organisation.

**4** ★★ **M** Read the rubric. List the notes under the headings: Viewpoints – Reasons/Examples.

Na lekcji języka angielskiego rozmawialiście o wpływie pracy wykonywanej stacjonarnie, w biurze, na dobrostan pracowników. Większość uznała, że taki model pracy pozytywnie wpływa na samopoczucie osób zatrudnionych. Napisz **rozprawkę** (200–250 słów), w której przedstawisz swoją opinię na ten temat, odnosząc się do kwestii zdrowia i relacji z innymi ludźmi.

- better communication
- physically leaving their place of work helps employees to draw a distinct boundary between home and work life
- does not apply to everyone
- digital communication isn't as effective as face-to-face interaction
- better mental health
- stress of commuting
- separates work stresses from family time
- some people enjoy their daily commute
- difficult for new colleagues to build relationships through email or video calls

**5** ★★ Use the completed list from Ex. 4 to complete the essay.

Well-being at work is an important aspect of a healthy lifestyle. Some people believe working in an office instead of working remotely from home helps to improve it. I fully agree that office environments offer many positive outcomes.

To start with, office workers enjoy **1)** \_\_\_\_\_ with their colleagues. It is true that digital communication is more advanced than it has ever been, but it still **2)** \_\_\_\_\_. In particular, it is very **3)** \_\_\_\_\_.

Secondly, although supporters of remote working often cite work-life balance as its main benefit, office work can actually help people have **4)** \_\_\_\_\_. Physically leaving their place of work at the end of the day helps **5)** \_\_\_\_\_, and to **6)** \_\_\_\_\_.

On the other hand, there is a group of office workers for whom the **7)** \_\_\_\_\_ might be a major drawback. Still, I do not believe this applies to everyone. Some people even **8)** \_\_\_\_\_, particularly those who combine it with getting some exercise, such as walking or cycling to work.

Taking everything into account, it is clear to me that working in an office can improve people's well-being. Office workers enjoy the benefits of stronger relationships and better health. In the years to come, I strongly believe that remote workers will be making a return to the office environment.

**6** ★★★ **M** **OPTIONAL** Write your own essay for the rubric in Ex. 4.



## VOCABULARY & GRAMMAR

### 1 a) Choose the correct option.

- The idea of remote work is \_\_\_\_ ground.  
A getting                      C gaining  
B filling                        D knocking
- The volunteers distributed food and water purely \_\_\_\_ kindness, expecting nothing in return.  
A in            B out of            C towards            D for
- Sheila specialises \_\_\_\_ human resource management.  
A to            B in            C on            D for
- You'll need to provide a(n) \_\_\_\_ from a previous employer.  
A reference                      C internship  
B resolution                      D contract
- Let's round \_\_\_\_ the total of the donations.  
A in            B out            C on            D up
- The charity has been \_\_\_\_ job centres for years.  
A clearing                        C conducting  
B establishing                      D restoring
- The new manager's strategy \_\_\_\_ wonders for team morale.  
A got            B made            C pitched            D did
- At the age of 67, she \_\_\_\_ to focus on her family.  
A discontinued                      C retired  
B abandoned                        D quit
- We struggled to cope \_\_\_\_ the devastation.  
A with            B out            C for            D in
- The heavy rains triggered a massive \_\_\_\_ that destroyed several homes in the village.  
A drought                        C mudslide  
B hurricane                        D hailstorm

### b) Choose the correct option.

- His presentation was \_\_\_\_ better than I had expected.  
A much            B enough            C as            D so
- Chloe works far \_\_\_\_ than anyone else.  
A harder            D as hard            C hardest            D hard
- The process is now \_\_\_\_ faster than before.  
A by far                              C considerably  
B greatly                                D plenty
- Liam works less \_\_\_\_ than Jan.  
A quickly            B quicker            D quickest            D quick
- Compared to last year, profits have grown \_\_\_\_ faster.  
A even            B many            C almost            D lot
- This product isn't \_\_\_\_ it used to be.  
A so popular than                      C as popular as  
B more popular as                      D most popular than
- Our supervisor is \_\_\_\_ helpful.  
A extremely                              C strongly  
B perfectly                                D directly
- Jack holds the \_\_\_\_ senior position in the company.  
A many            B more            C much            D most
- While they \_\_\_\_ the shelters, more refugees arrived.  
A built                                      C were building  
B had built                                D had been building
- They \_\_\_\_ a relief programme, but it was postponed.  
A would announced                      C were announcing  
B were about to announce              D have announced

## USE OF ENGLISH

### 2 M Write the word which correctly fills in the gaps in both sentences.

- \_\_\_\_\_
  - The company gave a pay \_\_\_\_ to all staff.
  - The sun will \_\_\_\_ early tomorrow morning.
- \_\_\_\_\_
  - He sets an \_\_\_\_ for the younger employees.
  - This picture is a good \_\_\_\_ of how children learn through play.
- \_\_\_\_\_
  - The whole class contributed \_\_\_\_ the campaign.
  - I explained the rules \_\_\_\_ my friend.
- \_\_\_\_\_
  - I was \_\_\_\_ a temporary contract for a year at the NGO.
  - Put all the files \_\_\_\_ my desk, please.

### 3 M Choose the answer (A, B or C) which is the correct translation of the fragment in brackets.

- While the volunteers (*dostarczali*) \_\_\_\_ supplies, a storm hit the area.  
A delivered            B were delivering            C had delivered
- Robert is (*najbardziej wykwalifikowany*) \_\_\_\_ for the role.  
A the most qualified            B more qualified  
C much qualified
- The charity was going to set up a medical centre, but donations were (*niższe niż oczekiwano*) \_\_\_\_ .  
A lower than expected            B lower than expecting  
C lowest than expected
- The fire was burning when the rescue teams (*nadjechali*) \_\_\_\_ .  
A was arriving            B had arrived            C arrived
- She felt (*głęboko zawiedziona*) \_\_\_\_ when she didn't get the job.  
A deeply disappointing            B deeply disappointed  
C mostly dissappointed

### 4 M Complete the sentences. Use the words in brackets in the correct form. Add other words if necessary. Use up to four words in each gap.

- We (**due / arrive**) \_\_\_\_\_ at 9, but the road was blocked.
- The organisation (**provide**) \_\_\_\_\_ aid to the flood victims last week.
- The workers (**place**) \_\_\_\_\_ sandbags when the river overflowed.
- I was doing research (**Carl / sleep**) \_\_\_\_\_
- Last week, we emailed you because we (**wonder**) \_\_\_\_\_ you'd like to become a volunteer.



READING

5 **M** Read the text and for questions 1-5, choose the most appropriate answer (A, B, C or D).

- 1 How did Rui Jie's experience at school influence her?
  - A It made her dislike fundraising.
  - B It motivated her to help children in need.
  - C It made her afraid of going to school without money.
  - D It taught her that fundraising is difficult.
  
- 2 What was Rui Jie's father's role in her fundraising efforts?
  - A He started the campaigns on her behalf.
  - B He discouraged her from fundraising during her exams.
  - C He donated his salary to her cause.
  - D He helped her launch campaigns and manage them during busy times.
  
- 3 Besides fundraising, how else has Rui Jie contributed to helping her community?
  - A She taught classes to underprivileged children.
  - B She donated her pocket money to various charities.
  - C She volunteered to pack and distribute items to needy residents.
  - D She organised events for local charities.
  
- 4 What does Rui Jie's mother think she should concentrate on?
  - A Volunteering rather than fundraising.
  - B Starting her own charity organisation.
  - C Learning more about fundraising.
  - D Continuing her online campaigns full-time.
  
- 5 What does the writer imply about Rui Jie's success in fundraising?
  - A Her success is mainly due to professional training in public speaking.
  - B Her straightforward and authentic approach appeals to donors.
  - C Her campaigns work because they have strong corporate support.
  - D She owes her success primarily to her father's influence.



At just 12 years old, Rui Jie Chng from Singapore has raised over \$1.2 million for charity. Her journey began at the age of nine when she launched her first online fundraiser on Giving.sg, inspired by her experience of forgetting her wallet and going without food at school. This motivated her to help children who regularly felt hungry during the school day.

Rui Jie's first campaign in 2020 raised over \$56,000 for The Straits Times School Pocket Money Fund (STSPMF), and she has since raised \$332,000 for the fund. She has also organised 60 campaigns for charities, including the Society for the Prevention of Cruelty to Animals and Assisi Hospice. Even while preparing for her Primary School Leaving Examination (PSLE) in 2023, she managed to raise \$285,717 with the help of her father, Anthony Chng, who encouraged her to raise funds instead of simply donating her pocket money.

In addition to fundraising, Rui Jie actively volunteers, distributing supplies to needy residents and assisting with food distribution for the Tampines Changkat Community Fridge. She also encourages others to get involved, saying that even small efforts, such as weekend volunteering, can make a significant difference. Her mother, Joan Sim, supports this change in her daughter's focus, saying that, although Rui Jie's campaigns have had an enormous impact, she prefers her to get out from behind the computer screen and into the real world. Ms Sim believes that, too often, adults who start charity organisations pay too much attention to how they present themselves. Rui Jie hasn't got any qualifications in this area – her passion comes from a genuine desire to make the world a better place.

Rui Jie's success stems from her genuine passion and straightforward communication with donors, which appeals to many people. Her father believes her innocence and authenticity make her campaigns effective, and that she has learnt the importance of taking action for causes she believes in. Through her efforts, Rui Jie has become a shining example of how young people can make a significant impact and inspire others to contribute to society.

## ADJECTIVES

Przymiotniki są określeniami rzeczowników. Mają taką samą formę w liczbie pojedynczej i mnogiej. Przymiotniki występują przed rzeczownikami (**high salary**), ale po czasownikach: **appear, be, become, feel, get, grow, look, seem, smell, sound, stay, taste, turn** itp. **He feels responsible. You look upset.**

- Liczebniki porządkowe (**first, second, third** itp.) poprzedzają liczebniki główne (**one, two, three** itp.).  
**Her first two jobs were in catering.** (NIE: ~~her two first jobs~~)
- Rzeczownik nigdy nie występuje bezpośrednio po takich przymiotnikach, jak: **afraid, alike, alive, alone, ashamed, asleep, awake, content, glad, ill** i **pleased**. **Janet is alone. Karen seems pleased to meet the new CEO.**
- Rzeczownik zawsze występuje bezpośrednio po takich przymiotnikach, jak: **chief, elder, eldest, former, indoor, inner, main, only, outdoor, outer, principal** i **upper**.  
**She works for upper management.**
- Niektóre przymiotniki są używane z przedimkiem określonym **the** jako rzeczowniki, gdy odnoszą się do grup ludzi mających wspólną cechę lub określoną narodowość. Do tych przymiotników zaliczamy np.: **blind, dead, deaf, disabled, elderly, homeless, hungry, injured, living, middle-aged, old, poor, rich, sick, strong, unemployed, weak, young**.  
**The company held a fundraiser for the blind.** (= niewidomi)  
**My colleagues and I donated money and goods to the homeless in Croydon.** (= bezdomni)  
**At what age do the French retire?** (= Francuzi; naród francuski)  
Odnosząc się do jednej osoby, używamy przedimka nieokreślonego **a/an** lub przedimka określonego **the**:  
**an/the old man/woman, a/the homeless man/woman** itp.  
**A young man heads the company's legal department.** ALE  
**Sometimes, I can't communicate well with the young people in my office.** (konkretna grupa młodych ludzi)

### Compound adjectives

Przymiotniki złożone składają się z dwóch lub więcej wyrazów, które razem opisują rzeczownik. Zwykle zapisujemy je z łącznikiem. Oto przykłady częstych kombinacji:

imiesłów czynny	<b>time-saving method, record-breaking sales</b>
imiesłów bierny	<b>self-employed man, kind-hearted boss</b>
liczebnik główny + rzeczownik	<b>four-month leave, million-dollar deal</b>
przedrostek i przyrostek	<b>antisocial behaviour, nationwide survey</b>
<b>well, badly, ill, poorly</b> + imiesłów	<b>well-kept secret, ill-considered choice, poorly-planned campaign</b>
przyimek + rzeczownik	<b>on-the-job training, after-tax earnings</b>

### Nouns used as adjectives

- Niektórych rzeczowników możemy użyć w funkcji przymiotników, gdy opisują one inne rzeczowniki. Tak użyte rzeczowniki nie mają liczby mnogiej.  
**head office – head offices**
- Rzeczowniki opisujące materiały, substancje, przeznaczenie lub zastosowanie mogą być używane jako przymiotniki, ale nie podlegają stopniowaniu i nie mogą być poprzedzane słowem **very**.

**a silk dress**                      **a winter jacket**                      **a gold statue**  
**a stone wall**                      **a silver ring**                      **a sleeping bag**

ALE **a wooden spoon** (NIE: ~~wood spoon~~)  
**a woollen hat** (NIE: ~~wool hat~~)

Istnieją jednak przymiotniki pochodzące od takich rzeczowników. Mogą mieć wtedy metaforyczne znaczenie:

**He's wearing a silk suit to work.** (= garnitur wykonany z jedwabiu)

**The house has a stone floor.** (= podłoga wykonana z kamienia)

**I've lost my gold ring.** (= pierścionek wykonany ze złota)

**Use a feather duster on the furniture.** (= miotłka do kurzu wykonana z pierza)

**We keep our valuables in a locked metal box.** (= pojemnik wykonany z metalu)

ALE

**This lotion gives you silky skin.** (= skóra, która jest gładka i miękka jak jedwab)

**She gave him a stony look.** (= zimny, pozbawiony emocji wyraz twarzy)

**The little girl has golden hair.** (= włosy w kolorze złota)

**He bought a plant with feathery leaves.** (= miękkie i delikatne liście)

**She painted her nails in a metallic colour.** (= kolor imitujący odcień metalu)

### Participles used as adjectives

W funkcji przymiotników mogą być używane imiesłowy czynne i bierne.

- Imiesłów czynny opisuje cechę osoby lub rzeczy.  
**interesting lecture** (Jaki jest wykład? Interesujący)
- Imiesłów bierny opisuje stan osoby lub rzeczy lub uczucia danej osoby.  
**interested audience** (Jakie jest nastawienie publiczności? Jest zainteresowana)

### ADVERBS

Przysłówki są określeniami czasowników oraz imiesłów biernych, przymiotników, wyrazów rzeczownikowych lub innych przysłówków. **He spoke nervously. The news was well received. Her CV is extremely impressive. Relatively few job applicants had the required skills. The position was filled quite quickly.**

- Przysłówek może mieć postać jednego wyrazu (**easily**) lub całego wyrażenia (**in the morning**). Przysłówki mogą określać sposób (**how**), miejsce (**where**), czas (**when**), częstotliwość (**how often**), stopień (**to what extent**) itp.  
**She answered confidently.** (przysłówek sposobu)



*His desk is **by the window**.* (przysłówek miejsca)  
*He updated his CV **last month**.* (przysłówek czasu)  
*We **seldom** work overtime.* (przysłówek częstotliwości)  
*He is **completely** happy at work.* (przysłówek stopnia)

**Formation of adverbs**

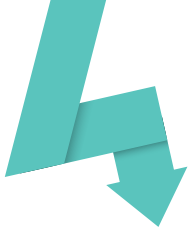
- **Przysłówki** zazwyczaj tworzymy, dodając końcówkę **-ly** do przymiotnika. *ambitious – ambitiously*
- W przymiotnikach zakończonych na **-le** opuszczamy **-e** i dodajemy **-y**. *terrible – terribly*
- W przymiotnikach zakończonych **spółgłoską + y** opuszczamy **-y** i dodajemy końcówkę **-ily**. *busy – busily*
- Do przymiotników zakończonych na **-l** dodajemy końcówkę **-ly**. *normal – normally*
- Do przymiotników zakończonych na **-ic** dodajemy końcówkę **-ally**. *drastic – drastically* ALE *public – publicly*
- Niektóre przysłówki tworzymy w sposób nieregularny, np. *good – well, fast – fast, hard – hard, early – early, late – late.* *We put in a lot of **hard** work to finish the project. We all worked **hard**.*
- Niektóre wyrazy kończą się na **-ly**, ale są przymiotnikami. Należą do nich np.: *cowardly, daily, deadly, elderly, friendly, hourly, kindly, likely, lively, lonely, monthly, silly, ugly, weekly, yearly.* *I have a **friendly** colleague.* Możemy użyć wyrażenia: *in a ... way/manner*, aby utworzyć od nich przysłówki. *My colleagues **act in a friendly way**.* (NIE: *My colleagues **act friendly***)
- Niektóre przymiotniki i przysłówki mają taką samą formę: *best, better, big, bright\*, cheap\*, clean, clear, close, cold, dead, dear\*, deep, direct, dirty, early, easy, extra, far, fast, fine, free, further, hard, high, inside, last, late, long, loud\*, low, past, quick\*, quiet\*, right, smart\*, slow\*, straight, sure, thin\*, thick, tight, well, wide, wrong.* **Zauważ:** przysłówki oznaczone gwiazdką (\*) mogą występować w formie zakończonej na **-ly** bez zmiany znaczenia, jednak wtedy ich wydźwięk jest bardziej formalny. *You should dress **smart** at work.* (wydźwięk nieformalny)  
*You should dress **smartly** at work.* (wydźwięk formalny)
- Do **przysłówek** występujących w dwóch formach, ale mających różne znaczenie, zaliczamy:

<b>deep</b> = głęboko <i>He hid the papers <b>deep</b> in a drawer.</i>	<b>deeply</b> = ogromnie <i>Henry is <b>deeply</b> sorry for his mistakes.</i>
<b>direct</b> = bezpośrednio, bez przerw <i>The train goes <b>direct</b> to London.</i>	<b>directly</b> = od razu, zaraz po <i>She went to the gym <b>directly</b> after work.</i>
<b>free</b> = bezpłatnie <i>The unemployed travel <b>free</b> on public transport.</i>	<b>freely</b> = swobodnie <i>Everyone was encouraged to speak <b>freely</b> during the team meeting.</i>
<b>hard</b> = intensywnie <i>Ken thought <b>hard</b> about his future in the company.</i>	<b>hardly</b> = ledwo <i>She works two jobs so she <b>hardly</b> has time to relax.</i>
<b>high</b> = wysoko <i>Her business degree hangs <b>high</b> on the wall.</i>	<b>highly</b> = bardzo, wysoce <i>She runs a <b>highly</b> successful business.</i>
<b>last</b> = ostatnio, poprzednio <i>I <b>last</b> got a pay rise two years ago.</i>	<b>lastly</b> = wreszcie, na koniec <i>'<b>Lastly</b>, email your letter of resignation to the HR Department.'</i>

<b>late</b> = późno <i>Pat is working <b>late</b> today.</i>	<b>lately</b> = ostatnio <i>Sales have improved <b>lately</b>.</i>
<b>pretty</b> = całkiem, dosyć, raczej <i>His chances of promotion are <b>pretty</b> good.</i>	<b>prettily</b> = ładnie, pięknie <i>Her office is decorated <b>prettily</b>.</i>
<b>right</b> = poprawnie; dokładnie <i>Mark always does things <b>right</b>.</i> <i>Sign the contract <b>right</b> here, please.</i>	<b>rightly</b> = słusznie, mądrze <i>Ben <b>rightly</b> decided to file a formal complaint to management.</i>
<b>short</b> = nagle, gwałtownie, niespodziewanie <i>We all stopped our work <b>short</b> when we saw the CEO come in.</i>	<b>shortly</b> = wkrótce, niedługo, niebawem <i>He moved to the countryside <b>shortly</b> after he retired.</i>
<b>wide</b> = w pełni, szeroko <i>The manager's door is <b>wide</b> open, just walk in.</i>	<b>widely</b> = powszechnie <i>Is AI <b>widely</b> used in the workplace?</i>

**Order of adverbs**

- **Przysłówki częstotliwości** stawiamy przed czasownikiem głównym, ale po czasowniku **to be**, po czasownikach posiłkowych (*be, have, do*) i modalnych (*will, must* itp.). *My team **never** misses a deadline. Martha **is always** the last to leave the office. They **don't usually** hire freelancers.*
- **Przysłówki sposobu** stawiamy przed czasownikiem głównym, po czasownikach posiłkowych (*be, have*) oraz modalnych lub na końcu zdania. *He **accidentally** mailed his CV to his old employer. He **was wrongfully** dismissed. He sat through the meeting **quietly**.*
- **Przysłówki stopnia** (*absolutely, completely, extremely, quite, rather, totally, very* itp.) stawiamy przed przymiotnikiem, przysłówkiem i czasownikiem głównym, ale po czasowniku modalnym lub posiłkowym. *The new assistant **is quite** experienced. Susan gets along **very well** with her colleagues. I **totally** agree with the manager's decision. Workplace accidents **are completely** covered by the firm's insurance.*
- **Przysłówki miejsca i czasu** stawiamy zwykle na końcu zdania. *He left some files **on my desk**. They fired a junior assistant **last week**.* **Zauważ:** niektóre **krótkie przysłówki czasu**, takie jak: *just, no longer, now, soon, then* i *recently* mogą wystąpić przed czasownikiem głównym, ale po czasowniku modalnym lub posiłkowym. *He **now** works as a make-up artist. Karen **will soon** take up a new role in the company.*
- **Przysłówek** możemy postawić na początku zdania, jeśli zależy nam na wzmocnieniu przekazu. ***Angrily**, she opened the door and stormed out of the office.* (przysłówek sposobu)  
***Upstairs**, there is a meeting room.* (przysłówek miejsca)  
***Yesterday**, Lisa met with her new colleagues.* (przysłówek czasu)
- Jeśli w zdaniu występują dwa **przysłówki** lub jest ich więcej, zwykle stawiamy je w następującej kolejności:  
**1. przysłówek sposobu, 2. przysłówek miejsca, 3. przysłówek czasu.** *He's been working **quietly at home all day**.*
- Jeśli w zdaniu występuje tzw. **czasownik ruchu** (*come, enter, go, leave, run, walk* itp.), przysłówki stawiamy zwykle w następującej kolejności: **1. przysłówek miejsca, 2. przysłówek sposobu, 3. przysłówek czasu.** *He **ran out of his office angrily a minute ago**.*



# UNIT 1 GRAMMAR BOOK

## ADJECTIVES

### 1 ★ Choose the correct option.

- I offered my **asleep/sleepy** colleague a cup of coffee.
- There need to be more training opportunities for **unemployed/the unemployed**.
- They recruited the **three first/first three** candidates they interviewed.
- As a **highly-paid/highly-paying** executive, she can afford a life of luxury.
- Sheila is tired of working in an office and would like an **outdoor job/a job outdoor**.
- Sam finds the idea of AI-powered job interviews **intrigued/intriguing**.
- I can't believe you appeared at your job interview wearing a **metal/metallic** blue suit!
- There are two **job agencies/jobs agencies** in town.

### 2 ★★ (M) Choose the correct translation of the fragment in Polish.

- We've just signed a (*umowę wartą milion funtów*).  
A million-pound contract    B million pounds contract  
C millions pound contract
- How much is your (*stawka godzinowa*)?  
A hour rate of pay    B pay for one hour  
C hourly rate of pay
- The interviewer (*obrzucił mnie lodowatym spojrzeniem*).  
A gave me a stone look    B gave me a stony look  
C gave me a stone in the look
- The apprentices are doing (*szkolenie w miejscu pracy*).  
A a job training    B on-the-job training    C at work training
- At what age (*Anglicy mogą*) work part-time?  
A can the English    B can English    C can an English
- Joanne has a hectic (*harmonogram pracy*).  
A work's schedule    B worked schedule  
C work schedule

### 3 ★★★ Find and correct the mistake in each sentence.

- Their hiring process is ~~poor~~ organised. *poorly*
- The CEO has an antique wood desk. \_\_\_\_\_
- She was offered a two-years contract. \_\_\_\_\_
- The gold colour of the curtains matches the rest of the office decor. \_\_\_\_\_
- Apparently, young lady who disclosed company secrets is facing disciplinary action. \_\_\_\_\_
- James and Lily have set up homes offices so they can work remotely. \_\_\_\_\_
- Joe was exciting by the idea of working as a freelancer. \_\_\_\_\_
- The office complex has a gym indoor. \_\_\_\_\_
- Andrew wore a wool suit and a silk shirt to his job interview. \_\_\_\_\_
- We were all pleased when the bad-behaved assistant was reported to HR. \_\_\_\_\_

## ADVERBS

### 4 ★ (M) Complete each sentence with the *adverb* derived from the *adjective* in brackets.

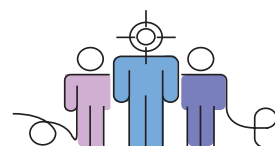
- This morning's meeting lasted *exactly* (**exact**) one hour.
- Staff \_\_\_\_\_ (**general**) start in entry-level positions.
- David has never been \_\_\_\_\_ (**late**) for work.
- The candidate was \_\_\_\_\_ (**visible**) nervous.
- The office is located \_\_\_\_\_ (**close**) to the centre.
- The candidate \_\_\_\_\_ (**easy**) answered all the questions.
- All applications were handled \_\_\_\_\_ (**electronic**).

### 5 ★★ Choose the correct option.

- A:** Jim is **high/highly** skilled; he'll get the job.  
**B:** Well, his interview is **near/nearly** over; we'll know soon.
- A:** Jones got up and left **rightly/right** in the middle of the meeting!  
**B:** I'm **pretty/prettily** sure he had good reason!
- A:** We're opening a branch abroad **short/shortly**.  
**B:** Good! It's **wide/widely** known that the foreign market is very profitable.
- A:** Tanya's working **hard/hardly** in her new HR job.  
**B:** Yes, she goes home **late/lately** every evening.
- A:** Amy was **deep/deeply** hurt by your comments on her work.  
**B:** Sorry, but I always speak my mind **free/freely**.

### 6 ★★★ Write sentences using the adverbs in brackets in the correct order and/or place.

- Sam spoke (**yesterday, at his interview, confidently**).  
*Sam spoke confidently at his interview yesterday.*
- It's been busy (**today, at the shop, quite**).  
\_\_\_\_\_
- He works (**on Mondays, from home, no longer**).  
\_\_\_\_\_
- Ava has been walking (**all morning, around the office, nervously**).  
\_\_\_\_\_
- He is eager to help out (**very, at work, always**).  
\_\_\_\_\_
- Staff meetings are held (**on Friday afternoons, late, often**).  
\_\_\_\_\_



REVISION (ADJECTIVES/ADVERBS)

- 7 ★ Choose the correct option. Identify it as *Adj* (Adjective) or *Adv* (Adverb).
- Jamie's got a **temporary/temporarily** position, but if he does well, it could become permanent. *Adj*
  - Ms Adams has a **high/highly** opinion of Martha and is thinking about promoting her. \_\_\_\_\_
  - Harriet got the job **pure/purely** because of her extensive experience in marketing. \_\_\_\_\_
  - Sarah feels quite **lone/lonely** now that she's working from home. \_\_\_\_\_
  - The interview went so **good/well** that they offered Paul the job there and then. \_\_\_\_\_
  - I'm not sure that the last candidate we interviewed is **suitable/suitably** for the role. \_\_\_\_\_
  - The interview questions were **personal/personally** designed for each candidate. \_\_\_\_\_
  - Thomas was **widely/wide** awake and thinking about his new job at 2:00 am. \_\_\_\_\_

8 ★★ **M** Fill in the correct form of the words in brackets.

- A: Frank's *thrilled* (**thrill**) because he's just landed his dream job.  
B: I'm \_\_\_\_\_ (**true**) happy for him!
- A: Reorganising the HR department requires \_\_\_\_\_ (**strategy**) planning.  
B: Yes, we must work \_\_\_\_\_ (**hard**) on this.
- A: That last candidate is \_\_\_\_\_ (**high**) qualified; he's a perfect fit for the job.  
B: I'm not sure. He has the skills, but I think he lacks \_\_\_\_\_ (**emotion**) intelligence.
- A: That was a rather \_\_\_\_\_ (**bore**) meeting!  
B: Well, it did get a bit better \_\_\_\_\_ (**right**) at the end, though!
- A: I'm a bit \_\_\_\_\_ (**worry**) that we don't have enough time to meet with all the applicants today.  
B: We \_\_\_\_\_ (**typical**) interview five or six people over the course of one morning, so we'll be OK.

9 ★★ Tick (✓) the correct gap in the sentences to indicate the correct position of the *adjective/adverb* in brackets.

- Ben ✓ knows a thing about using AI tools \_\_\_\_ so he understood little at the presentation \_\_\_\_ . (**hardly**)
- I \_\_\_\_ agree with having \_\_\_\_ diversity \_\_\_\_ in the workplace. (**totally**)
- The two \_\_\_\_ candidates, who looked \_\_\_\_ as if they were twins, waited \_\_\_\_ patiently. (**alike**).
- The \_\_\_\_ interview was \_\_\_\_ tough \_\_\_\_ today. (**really**)
- Our \_\_\_\_ HR manager \_\_\_\_ was \_\_\_\_ rude to staff. (**former**)
- The \_\_\_\_ wage of \_\_\_\_ entry-level staff is above average here \_\_\_\_ . (**hourly**)

10 ★★★ Choose the correct option.

- A: I hear your interview went **1) smooth/smoothly** on Monday.  
B: It **2) certain/certainly** did. Better than I'd expected. I was a bit anxious the day before, to be honest.
- A: Well, interviews can be **3) high/highly** stressful, but I **4) recently read/read recently** an article saying that interviewers sense candidates' anxiety and try to make them feel at ease.  
B: Well, they didn't **5) full/fully** manage that yesterday! The **6) last three/three last** candidates they spoke to before me came out looking very **7) nervous/nervously**.
- A: Oh no! Did the interviewers make you feel uncomfortable, too?  
B: No, I think I handled it well! I walked in, gave each of them a **8) firm/firmly** handshake and looked them **9) direct/directly** in the eye when I spoke. I suppose I was **10) lucky/luckily** because the interview panel treated me **11) very friendly/in a very friendly way**. I'm sure it all went great.
- A: Wow! You sound nothing like the shy, **12) frightened/afraid** person you were when you went for your first interview! You're so confident now!

11 ★★★ **M** Form *adjectives or adverbs* from the words in brackets to complete the gaps.

PERFECTING THE AI INTERVIEW

As hiring processes become **1) increasingly (increase)** hi-tech, AI interviews are taking over. Here are a few tips to get you past AI and into the online interview room.

- 2) \_\_\_\_\_ (effect)** preparation is everything! All interviews are **3) \_\_\_\_\_ (essential)** performances, but here you're on stage online, so rehearse your interview. Record yourself, or get a friend to watch you and be **4) \_\_\_\_\_ (critic)** of your performance.
- During the actual interview, speak **5) \_\_\_\_\_ (natural)** at a steady pace and pay particular attention to your **6) \_\_\_\_\_ (face)** expressions. Smile to show that you are self-assured. AI may not be human, but it reads your reactions based, not **7) \_\_\_\_\_ (pure)** on what you say, but how you look when you're saying it, too.
- Set your camera up so that you have nothing in the background that you wouldn't want your future employer to see, and dress **8) \_\_\_\_\_ (suitable)** for an interview. You're **9) \_\_\_\_\_ (possible)** at home, but you shouldn't relax. You are still being judged as a potential employee (even if it is by AI) and, just like in a face-to-face interview, it's up to you to demonstrate how **10) \_\_\_\_\_ (employ)** you are.



## INTENSIFIERS

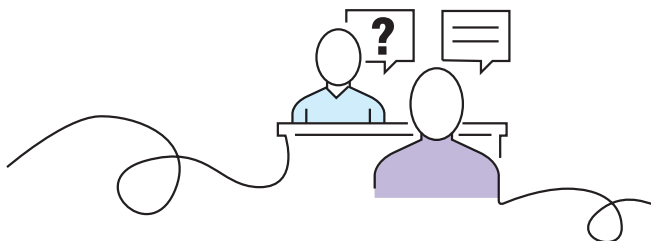
Wyrazy takie jak: **absolutely, almost, completely, entirely, extremely, fairly, greatly, perfectly, pretty, quite, rather (a/an), really, so, strongly, too, totally, very** to przysłówki, których używamy, aby pokreślić siłę lub intensywność danej czynności, a także wzmocnić znaczenie przymiotnika lub innego przysłówka. Zazwyczaj występują one **przed** wyrazem lub wyrażeniem, którego znaczenie modyfikują. *I **totally** agree with what you're saying. It's **quite** possible the project will have been completed by the end of the week. Francesca plans her work **very** effectively.*

Zauważ:

- **very** nie stawiamy przed przymiotnikami, które same w sobie wyrażają dużą intensywność, np.: **amazing, awful, brilliant, disgusting, enormous, excellent, exhausted, furious, huge, ideal, impossible, true, wonderful** itp. Możemy wstawić przed nimi inny przysówek, np.: **absolutely, completely, particularly, quite, really, totally**; *She is **absolutely brilliant** at multitasking.* (NIE: ~~very brilliant~~)
- **a/an + fairly** = dość, w miarę; *Sheila earns **a fairly good** wage.*
- **quite + a/an** = całkiem; *The last person we interviewed had **quite a** pleasant personality.*
- **rather + a/an** LUB **a + rather** = bardziej niż zwykle, bardziej niż jest to pożądane lub oczekiwane itp.; *We expected the project to be difficult, but it was **rather an easy/a rather easy** task.* (łatwiejsze niż myślałem)
- **a/an + pretty** = całkiem – przysówek używany w języku potocznym. *She is **a pretty confident** person.*

## 12 ★ Cross out the INCORRECT option.

- The third candidate gave a **perfectly/strongly/totally** amazing performance in the interview.
- Chiara presented her ideas to enhance workplace diversity **quite/rather/very** brilliantly.
- George hopes to get an internship at this law firm because they pay **too/quite/really** well.
- Everyone in the sales department has worked **extremely/almost/particularly** hard to reach their targets for the month.
- AI recognises a **fairly/completely/rather** limited number of facial expressions at present.
- The company is **perfectly/very/pretty** interested in improving conflict resolution.
- You need **a fairly/quite/a rather** high skill set to work for this software house.
- Tom made a **so/rather/really** awful impression on the interviewer so it's unlikely that he'll get the job.



## 13 ★★ M Use one of the words/phrases in brackets to rewrite the sentences.

- The hiring process for the new HR manager is long. (**rather/perfectly**)  
There is *rather a long/a rather long hiring process* for the new HR manager.
- His excellent work will earn him a promotion. (**so/absolutely**)  
He does \_\_\_\_\_ and this will earn him a promotion.
- Her salary is low. (**almost/fairly**)  
She gets paid \_\_\_\_\_ salary.
- Sylvia's marketing proposal was clever. (**too/rather**)  
Sylvia put forward \_\_\_\_\_ marketing proposal.
- The interviewing panel found your CV impressive. (**very/entirely**)  
The interviewing panel thought that you had \_\_\_\_\_ CV.
- I consider my job a bit stressful. (**quite/greatly**)  
I think I have \_\_\_\_\_ job.

## 14 ★★★ Read the forum posts and choose the correct option.



### Interview nightmare

by GaryMc\_1999!

34 posts

I tend to get 1) **strongly/fairly** anxious in interviews, but that's not 2) **almost/so** surprising, considering someone's judging me. Well, yesterday I had two interviews, so I was even more nervous than usual. In the second interview, everything was going 3) **rather/a rather** well, when they asked me why I wanted to work for them. I started talking. I talked 4) **totally/too** much, to be honest, because it was all about the other company! Of course they didn't like hearing how fantastic their competitors are, so I didn't get the job! Has anyone else got an 5) **absolutely/almost** awful interview story?



### Re: Interview nightmare

by Lily03Valley

47 posts

I did something 6) **pretty/completely** similar once. The interview was in this 7) **particularly/very** enormous office block. I took the lift up to the 15th floor and told the receptionist I was there for an interview. When I was called in, I introduced myself and began telling the panel about my strengths, my experience and why I was 8) **a very/an exceptionally** brilliant candidate. When I finished, there was what felt like 9) **fairly/quite** a long pause. Then, one of the panel told me that I'd be 10) **greatly/absolutely** ideal for a role in finance, but they were looking for an AI developer. I was on the wrong floor! I should have been on the 5th!

COMPARISONS

Stopnia wyższego przymiotników używamy, aby porównać jedną osobę lub rzecz z inną osobą lub rzeczą. Po przymiotniku w stopniu wyższym często używamy słowa **than**. *Adam is more confident than me.*

Stopnia najwyższego używamy, aby porównać osobę lub rzecz z innymi z tej samej grupy lub zbioru. Używamy go również, aby pokazać, że dana cecha jest najbardziej nasilona w danej grupie – może to dotyczyć zarówno cech pozytywnych, jak i negatywnych. Zwykle przed przymiotnikiem w stopniu najwyższym stawiamy przedimek określony **the**. *I am the most self-conscious person in my family.*

Tworzenie stopnia wyższego i najwyższego przymiotników

Przymiotniki jednosylabowe tworzą stopień wyższy za pomocą końcówki **-(e)r**, a najwyższy – końcówki **-(e)st**.

Przymiotnik	Stopień wyższy	Stopień najwyższy
<i>loud</i>	<i>louder (than)</i>	<i>the loudest (of/in)</i>
<i>close</i>	<i>closer (than)</i>	<i>the closest (of/in)</i>

W przymiotnikach jednosylabowych zakończonych pojedynczą samogłoską + pojedynczą spółgłoską zwykle podwajamy ostatnią spółgłoskę i dodajemy końcówkę **-er/-est**.

Przymiotnik	Stopień wyższy	Stopień najwyższy
<i>fit</i>	<i>fitter (than)</i>	<i>the fittest (of/in)</i>

W przymiotnikach jedno- lub dwusylabowych kończących się na **-y** lub **-ly** opuszczamy **-y** i dodajemy końcówkę **-ier/-iest**.

Przymiotnik	Stopień wyższy	Stopień najwyższy
<i>icy</i>	<i>icier (than)</i>	<i>the iciest (of/in)</i>
<i>likely</i>	<i>likelier (than)</i>	<i>the likeliest (of/in)</i>

Przed przymiotnikami złożonymi z dwóch lub więcej sylab w stopniu wyższym stawiamy wyraz **more**, a w stopniu najwyższym – **the most**.

Przymiotnik	Stopień wyższy	Stopień najwyższy
<i>basic</i>	<i>more basic (than)</i>	<i>the most basic (of/in)</i>
<i>gullible</i>	<i>more gullible (than)</i>	<i>the most gullible (of/in)</i>

Zauważ: przymiotniki, takie jak: *clever, common, cruel, friendly, gentle, pleasant, polite, quiet, shallow, simple, stupid* mogą tworzyć stopień wyższy i najwyższy zarówno za pomocą

końcówek **-(e)r/-(e)st**, jak i wyrazów **more/ the most**.

*clever – cleverer/ more clever – the cleverest/ the most clever*

Tworzenie stopnia wyższego i najwyższego przysłówków

Przysłówki, które mają taką samą formę jak odpowiadające im przymiotniki (*hard, high, late, near, straight* itp.), tworzą stopień wyższy i najwyższy za pomocą końcówek **-(e)r/-(e)st**.

Przysówek	Stopień wyższy	Stopień najwyższy
<i>near</i>	<i>nearer (than)</i>	<i>the nearest (of/in)</i>
<i>late</i>	<i>later (than)</i>	<i>the latest (of/in)</i>

W przysłówku **early** opuszczamy **-y** i dodajemy końcówkę **-ier/-iest**.

Przysówek	Stopień wyższy	Stopień najwyższy
<i>early</i>	<i>earlier (than)</i>	<i>the earliest (of/in)</i>

Przysłówki dwusylabowe i utworzone przez dodanie końcówki **-ly** do przymiotnika poprzedzamy wyrazem **more/ the most**.

Przysówek	Stopień wyższy	Stopień najwyższy
<i>often</i>	<i>more often (than)</i>	<i>the most often (of/in)</i>
<i>sadly</i>	<i>more sadly (than)</i>	<i>the most sadly (of/in)</i>

Stopniowanie nieregularne

Przymiotnik/ Przysówek	Stopień wyższy	Stopień najwyższy
<i>good/well</i>	<i>better</i>	<i>the best</i>
<i>bad/badly</i>	<i>worse</i>	<i>the worst</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>a lot of/ much/many</i>	<i>more</i>	<i>the most</i>
<i>far</i>	<i>farther/further</i>	<i>the farthest/furthest</i>

Zauważ:

- **further/farther** (jako przysówek) = dalej (o odległości); *She travels further/farther to get to work now that they have relocated.*  
**further** (jako przymiotnik) = dalszy, dodatkowy; *The matter needs further investigation.* (NIE: ~~farther investigation~~)
- **elder/eldest** (+ rzeczownik) = starszy/najstarszy (w odniesieniu do członków rodziny). *His elder brother has just got a new job.* ALE *His brother is older than him.* (NIE: ~~elder than~~)

15 ★ M Put the adjectives/adverbs in brackets into the comparative or superlative form.

- Gen Z adapts *more smoothly* (**smoothly**) than other generations to changes in the job market.
- Hiring the best employees is the only way to build a \_\_\_\_\_ (**strong**) workforce than what already exists.
- Anya scored \_\_\_\_\_ (**high**) of any of the people interviewed that day.
- We've had several bad interviews today, but the last one went \_\_\_\_\_ (**badly**).
- Nia's approach to handling interviews is \_\_\_\_\_ (**clever**) than Mike's.
- Do you think you work \_\_\_\_\_ (**effectively**) in a team than as an individual?
- The position of senior manager will be given to \_\_\_\_\_ (**experienced**) of all the applicants interviewed.
- Of all the tasks at the office, I enjoy writing reports \_\_\_\_\_ (**little**).

## TYPES OF COMPARISONS

- Konstrukcji: **as + przymiotnik/przysłówek + as** używamy, gdy chcemy powiedzieć, że dwie osoby lub rzeczy są takie same pod jakimś względem. W zdaniach przeczących używamy: **(not) as + przymiotnik + as**. *I try to be **as productive as** my colleagues. Her new job is **not as/so stressful as** her last one. Anita doesn't speak **as/so confidently as** Victoria.*
- Twice/Three times** itp./ **Half + as + przymiotnik/przysłówek + as**. *Al helped us complete the project in **half as many hours as** we had thought. Darren earns **twice as much as** me; he's a senior manager.*
- Konstrukcji: **less + przymiotnik/przysłówek + than** i konstrukcji: **more + przymiotnik/przysłówek + than** używamy do pokazywania różnicy między dwiema osobami lub rzeczami. *Jake is **less interested than** Felicity in this new project. I don't like the new boss; he treats the employees **less fairly than** the previous one.*
- Konstrukcji: **the least + przymiotnik/przysłówek + of/in** i konstrukcji: **the most + przymiotnik/przysłówek + of/in** używamy do porównywania osoby lub rzeczy do innych w grupie lub zbiorze. *This particular role is **the least demanding in** the department. Sophie thinks **the least creatively of** all in our team.*
- Konstrukcji: **too + przymiotnik/przysłówek (+ for someone/something) + bezokolicznik z partykułą to** używamy, aby wyrazić, że dana cecha występuje w większym stopniu, niż jest to konieczne, odpowiednie lub pożądane. *His knowledge of programming is **too limited for him to get** the job. The presenter spoke **too quietly for everyone to hear**.*
- Konstrukcji: **przymiotnik/przysłówek + enough (+ for someone/something) + bezokolicznik z partykułą to** oraz **enough + rzeczownik** używamy, aby wyrazić, że dana cecha występuje w wystarczającym stopniu lub dokładnie takim zakresie, w jakim jest to potrzebne. *Are you **motivated enough to take on** this role? It's **early enough for me to go for** a jog before I go to work. I haven't got **enough time** to work on both tasks.*

- Wyrażenia **the same as ...** używamy, aby pokreślić, że dwie osoby lub rzeczy są takie same pod jakimś względem. *Paul's love of technology is **the same as** his sister's.*
- Konstrukcji: **wyraz w stopniu wyższym + and + wyraz w stopniu wyższym** używamy, aby powiedzieć, że ilość lub natężenie czegoś wzrasta lub maleje. *After a few weeks at the company, the job got **easier and easier**. He's been working **faster and faster** to finish the report on time.*
- Konstrukcji: **the + wyraz w stopniu wyższym ... , the + wyraz w stopniu wyższym** używamy, aby powiedzieć, że dwie rzeczy zmieniają się równomiernie względem siebie lub że jedna rzecz zależy od drugiej. ***The more good-natured** you are, **the better** your relationship with your colleagues is. **The slower** we work, **the longer** it will take to finish the task.*

## DEGREES OF COMPARISON

- A little/ Any/ Even/ Far/ Much/ Slightly + przymiotnik/przysłówek w stopniu wyższym** – służy do podkreślenia różnicy w natężeniu cech pomiędzy osobami, rzeczami lub czynnościami. *The new management is **much more willing** to give the staff bonuses. Sally deals with stressful situations **a little more calmly** than Pete. The deadline is tomorrow, so we're going to have to work **even faster**.*
- Almost/ Just (about)/ Not nearly/ Not quite/ Nowhere near + as + przymiotnik/przysłówek + as** – służy do wyrażania stopnia podobieństwa lub różnicy między cechami osób, rzeczy lub czynności. *Richard is **just as motivated as** his colleagues. My neighbour reacted to the news of my promotion **almost as enthusiastically as** I did!*
- By far + przymiotnik/przysłówek w stopniu najwyższym** – wzmacnianie znaczenia przymiotnika lub przysłówka. *This job is **by far the most fulfilling** I've done. Of all the people they fired, Stephen was dismissed **by far the most unfairly**.*

16 ★ Put the **adjectives/adverbs** in brackets into the correct form. Add any necessary words.

17 ★★ Put the **adjectives/adverbs** in brackets into the correct form and choose the correct option.

### AI Team Leader

AI Mind is looking for a highly skilled AI developer to lead a team of developers on a brand new project. We are looking for someone who can think **1) the most creatively (creatively)** of all. Are you **2) \_\_\_\_\_ (willing)** to succeed than everyone else? This job is not **3) \_\_\_\_\_ (same)** any other – it is by far **4) \_\_\_\_\_ (challenging)** role in the field. But **5) \_\_\_\_\_ (hard)** you push yourself, **6) \_\_\_\_\_ (great)** the rewards will be. If you can cope with deadlines twice **7) \_\_\_\_\_ (easy)** any of your colleagues, then we want to hear from you.

Apply online at [AIIM\\_HR@mail.com](mailto:AIIM_HR@mail.com).

- A:** The first candidate was **a little/not nearly more persuasive (persuasive)** than the others.

**B:** And she was **far/by far \_\_\_\_\_ (ambitious)** of all.
- A:** Tom works **less/twice \_\_\_\_\_ (hard)** as Bob.

**B:** Yes, but Tom's **nowhere near/almost \_\_\_\_\_ (productive)** as Bob.
- A:** In what ways do you consider yourself **any/by far \_\_\_\_\_ (qualified)** for the job than the others?

**B:** I'd say that I work **even/by far \_\_\_\_\_ (efficiently)** of anyone I know.
- A:** Ms Carr spoke **slightly/almost \_\_\_\_\_ (confidently)** than Mr Franks.

**B:** And he doesn't seem \_\_\_\_\_ **(motivated) too/enough** to improve professionally.

**18** ★★ For each sentence (1-5), choose the option which is closest in meaning (a or b).

- Harriet is paid half as much as Pamela.
  - Pamela is paid slightly less than Harriet.
  - Harriet is paid much less than Pamela.
- Ian has too much experience for an entry-level position.
  - Ian is much more experienced than those in entry-level positions.
  - Ian isn't experienced enough for an entry-level position.
- Tim acted a little more professionally than Amy.
  - Amy was just as professional as Tim.
  - Amy acted slightly less professionally than Tim.
- Kate is absolutely the least able to code in the team.
  - Kate is almost as bad at coding as the rest of the team.
  - Kate is by far the worst at coding in the team.
- This is the best that she can perform.
  - She can't perform any better than this.
  - She can't perform much better than this.

**19** ★★ Choose the correct option.

- Candidates are becoming \_\_\_ informed about interview skills these days.
 

<b>A</b> far and more	<b>C</b> more and more
<b>B</b> much and more	<b>D</b> more and most
- Charles is \_\_\_ more hardworking than Trevor.
 

<b>A</b> nowhere near	<b>C</b> too
<b>B</b> by far	<b>D</b> even
- He is \_\_\_ to lead the project.
 

<b>A</b> too unreliable	<b>C</b> unreliable enough
<b>B</b> much unreliable	<b>D</b> as unreliable
- The new HR manager can't handle conflict resolution \_\_\_ the former one.
 

<b>A</b> as easily than	<b>C</b> much easily as
<b>B</b> so easily as	<b>D</b> the same easily
- Most of the staff are \_\_\_ the new CEO.
 

<b>A</b> elder than	<b>C</b> older than
<b>B</b> the oldest of	<b>D</b> as old
- Grace has moved closer to the office so that she can spend \_\_\_ possible time commuting to work.
 

<b>A</b> the least	<b>C</b> littlest
<b>B</b> as little	<b>D</b> less
- \_\_\_ you work, \_\_\_ your chances of promotion are.
 

<b>A</b> As hard as, very high
<b>B</b> The harder, the higher
<b>C</b> The harder, the highest
<b>D</b> The hardest, the higher
- There was \_\_\_ information about the job online.
 

<b>A</b> a lot farther	<b>C</b> far more
<b>B</b> more further	<b>D</b> much farther

**20** ★★★ Put a tick (✓) next to the correct sentences and a cross (x) next to the incorrect ones. Then, correct the mistakes.

- The shortlist for the job is not so impressive  ~~than~~ **as** last year's.
- Jacob is more skilled at problem solving than Karen.
- Ken's IT skills are the same with Jo's.
- Our online ad campaigns generate three times as more income as print ones.
- Face-to-face interviews are becoming rarer and rarer these days.
- Bill isn't too motivated to go for a promotion.
- The quicker we hire more salespeople, the soonest sales will increase.
- The new assistant is much worst at multitasking than the previous one.

**21** ★★★ **M** Complete the second sentence so that it means the same as the first. Use up to five words in each gap, including the word in bold.

- I've never met anyone as confident as the last candidate. **PERSON**  
The last candidate is the *most confident person* I've ever met.
- Isla takes notes a little more efficiently than Tom. **SLIGHTLY**  
Tom is \_\_\_\_\_ at note-taking than Isla.
- There is an increase in the number of self-employed people entering the workforce every year. **AND**  
The number of self-employed people entering the workforce is getting \_\_\_\_\_ every year.
- Is this the best salary you can offer? **ANY**  
Can't the salary you offer be \_\_\_\_\_ this?
- I don't know any recruiter as capable as Liv. **FAR**  
Liv is \_\_\_\_\_ recruiter I know.
- The number of employees in the company has doubled over the last three years. **MANY**  
The company has \_\_\_\_\_ it did three years ago.
- Walter is paid far better than Alan. **MUCH**  
Alan earns nowhere \_\_\_\_\_ Walter.
- Chris seemed slightly more relaxed than Sarah in the interview. **QUITE**  
Sarah wasn't \_\_\_\_\_ Chris in the interview.

### PREDICT

Do you think it is important for online content (a blog post, a website, a social media page etc) to be focused on a target group?

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How can online content be focused on a specific target group?

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### RESEARCH

To create an online audience, first you need to find the type of content you want to communicate. Interview your classmates about a topic they are interested in and how they would communicate it.

Name	Topic of Interest	How he/she would communicate it
George	sports	blog post

What's the most common answer in the third column?

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### DID YOU KNOW?

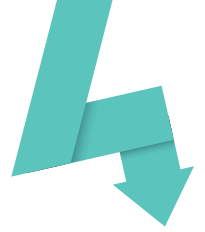
A blog is a website or web page which is created by a single person or a group of people who regularly upload articles, also called blog posts. These are usually written in a conversational style and accompanied by pictures. Blogs are used for personal or professional purposes, and can cover a wide variety of topics, like sports, fashion, technology, and more. Research online and find out what a blog looks like.

### CREATE

Follow the steps to create your own blog.

- 1 Talk with a partner and decide on a topic you want your blog to be about. (e.g. sports, fashion, food, travel)
- 2 Brainstorm ideas and create a mind map. Look at the example below.





- 3 Think of 5-6 titles for blog posts and write some ideas for each one.
- 4 Go online and find a free blogging platform. Type 'create a blog' and find a platform that offers ready but customisable templates.
- 5 Pick a blogging platform with good bandwidth, uptime (= the amount of time you can use a system without problems or interruptions) and customer support.
- 6 Select a blog name and a domain (if necessary). Try to think of a blog name that is relevant to the content you will be uploading.
- 7 Think about how you can design your blog to ensure easy navigation and a good user experience.
  - Use a clear, organised structure with appropriate headings.
  - Include a navigation bar at the top or the side of the blog that is clearly visible to your readers.
  - Organise your content. Include a sitemap to give your readers an overview of your blog's structure and allow them to easily locate the specific pages they are interested in.
  - Use descriptive labels for each section of your blog.
  - Add tags to help users explore the topics they are interested in.

**Make a rough sketch of your blog here.**

- 8 Think about the elements that will make your blog easy to read and visually appealing for your readers.
  - Choose a colour palette depending on your content. If, for example, you want to upload content about sports, use bold colours such as yellow and blue. If your blog is about fashion, go with pastel tones.
  - Select high-quality, relevant images that align with the topic of each blog post and evoke readers' emotions.
  - Include charts, graphs, infographics and diagrams to visualise information or concepts.
  - Select appropriate typography: fonts and font size so that the text is easy to read on a screen; proper contrast with the background for people with visual impairments.
- 9 Start writing your first blog post.

## EXTEND

**How can you promote your blog so that more people learn about it? Here are some marketing techniques you can use:**

- Use SEO (Search Engine Optimisation) to improve your website's position so it appears near the top of the list of results of an internet search. To achieve that, make sure you use relevant keywords and high-quality visuals.
- Use internal linking: link one page on your website to another. This way, your audience can navigate through your site to find more content they want to read.

**Read the text on p. 56 in the Student's Book. Which of the marketing techniques mentioned could you use to promote your blog? Write some ideas.**

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## REFLECT

**Answer the following questions.**

**1** Do you like the blog you created?

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**2** What do you think are its strongest points?

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**3** What are some areas that need to be improved? How can you improve them?

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## CONCLUSION

**Which information about blogs and marketing you learnt in this lesson was the most interesting?**

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