

04 PRACA



GET READY

Work in pairs. Take turns to name a job, what the person does in that job and where they work. You have three minutes.

Zawody i związane z nimi czynności i obowiązki

- 1 **CD 1.19** Complete the job descriptions. The first letters have been given. Listen and check.

'So, what do you do for a living?'

- 'I deliver babies. I'm a m_____.'
- 'I go with ambulance drivers when there's an emergency. I'm a p_____.'
- 'I buy and sell shares to make a profit for people. I'm a s_____.'
- 'I fix things around the house for people. I'm a h_____.'
- 'I drive a truck and collect rubbish from outside people's houses. I'm a r_____ c_____.'
- 'I represent people in court. I'm a b_____.'
- 'I work in the public sector for a government department. I'm a c_____ s_____.'

- 2 Work in pairs. Think of a job description for three of the jobs named in the box. Ask another pair to guess the job.

barber chief executive construction worker
doorman editor general practitioner solicitor
traffic warden warehouse operative

- 3 Put the job adjectives in the correct columns. Then work in pairs and explain why you have put some words in the third column. Think of an example of jobs that could be described using the adjectives.

challenging dead-end demanding exploitative fulfilling
glamorous high-powered lucrative manual menial
monotonous mundane profitable repetitive sedentary

Positive	Negative	Could be both

- 4 Choose the correct words to complete the posts.

What do you love about your job? We'd like to know!

What I really love about my job is working (1) *along / alongside* some really clever and inspirational people. Yes, there are the daily duties I have to (2) *carry / follow* out like (3) *answering / responding* to queries, dealing with day-to-day issues, and (4) *lecturing / briefing* new members of staff, but sometimes teams from my branch (5) *join / connect* forces with a team from another branch and that's really productive.

I'm in (6) *responsibility / charge* of a large number of people and (7) *overlook / oversee* several projects. I seem to spend most of my time (8) *seating / chairing* or attending meetings. Of course, I (9) *set / arrange* targets and (10) *option / delegate* tasks as well as (11) *monitor / screen* performance, and if performance levels fall and deadlines are not (12) *done / met*, I have to (13) *reply / answer* to my boss. It's challenging work and often exhausting, so by the time I (14) *make / call* it a day, I'm usually shattered. I love reaching the end of the day when everything has gone (15) *depending / according* to plan!

I'm a bit of a (16) *worklover / workaholic* and I just love being (17) *weighted / snowed* under, even working round the (18) *watch / clock*! I'm happy when my brain is (19) *firing / burning* on all cylinders, when I'm working on an idea to (20) *throw / pitch* to my line manager, or just (21) *ploughing / striding* through piles of paperwork. My friends think I'm odd – but that's me! Oh, and I far prefer working on my own to (22) *collaborating / resourcing* or teaming up with anyone else. I guess everyone is different.

Miejsce pracy

- 5 Complete the names of the departments in a company. Use the wordlist on page 58 to help you.

In a big company, contact ...

- 1 if you want to discuss the latest advertising campaign.
- 2 if you're interested in a particular job.
- 3 if you have a specific complaint.
- 4 if you have a query about a press release.
- 5 if you have budgeting issues.
- 6 if you want to get the results of a survey.

- 6 Complete the forum posts with the words in the box.

acting challenge heart high-flyer inexperienced
knowledge line member player promotion rapport
resourceful slacker temp weight workforce

The new (1) of staff is quite (2) , but he's definitely up for a (3) and we've already built up a good (4) . I think he'll be a team (5) and a great addition to the (6) .

I'm not at all sure about the (7) we have working here at the moment. I feel she's a bit of a (8) and isn't pulling her (9) . Maybe she's got issues outside work, but her (10) just doesn't seem to be in the job. The (11) manager's noticed, too.

Hey – we've got a real (12) who started today! He's (13) and he's got a good working (14) of what we're doing, but also he's not arrogant about all the qualifications and experience he's got. He gets on with everyone, including the grumpy (15) head of department. You can tell he'll be up for (16) before long.

Praca dorywcza

- 7 Complete the online advice about part-time jobs with the words in the box.

delivery hospitality meet odd pick
seasonal take warehouse zero

Not everyone wants a full-time permanent job. Perhaps you're looking to (1) on a temporary job to fill in time or make some money during your college holidays, or maybe you're on a gap year and want to (2) up some casual employment while travelling. There again, you might be looking for a second job to help make ends (3) . There are a lot of job vacancies out there. (4) work – like fruit picking – is nearly always an option, as is working in (5) – restaurants, clubs, cafés and so on. Younger people can also make some pocket money by doing (6) jobs for people, childminding if the parents are both out, or even dog walking. With all the shopping online today, there is plenty of work for (7) operatives and (8) drivers too, if you have your licence, but be careful of (9) -hour contracts, which can be problematic. For further information about vacancies local to you, check out the website.



Kariera zawodowa

- 8 In pairs, look at the comments about finding a job. Do you agree with any of the comments? Why (not)?

- 1 'I think it's all a matter of being in the right place at the right time.'
- 2 'It's not what you know, it's who you know – that's what my dad says.'
- 3 'I plan to go through recruiting agencies when I'm looking for a job after college. They can match people's skills with the right jobs.'
- 4 'Some people never need to apply for a job – they get headhunted. That's a good way to move up!'

- 9 **CD 1.20** Listen to an interviewer's opinion after some interviews and answer the questions.

Which candidate(s) (A, B, C, D or E) ...

- 1 responded well to all the questions?
- 2 could take up a new job straightaway?
- 3 has periods of time in their work history that are difficult to account for?
- 4 does not have an appropriate background for the position?
- 5 did not hide an issue with reading and writing?



Rynek pracy; warunki pracy i zatrudnienia

10 Complete the sentences with the correct prepositions.

- If you're between jobs, you can sign and claim unemployment benefit until you find a new one.
- It's definitely worth checking comparable salaries before applying for a specific position.
- Most employers will take an applicant's references if they are seriously being considered for the position.
- Unless the company lands another big contract, they will have to start laying workers.
- If you're taking a job from someone else, there will usually be a handover period.
- Some students don't settle a career path until they've finished college or university. It can take time to decide.
- Alex has been fed up with work recently and he's thinking of handing his notice.
- Olivia has received a job offer and she'll take the position as soon as she's worked her notice at her present company.

11 Complete the information for new employees with words formed from the words in brackets.

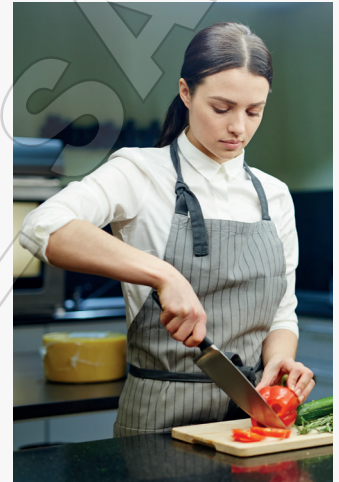
Job Detail

- Employees have rights and are (TITLE) to certain benefits.
- There is an automatic right to (MATERNAL) or (PATERNAL) leave on the birth of a child.
- Should your (WORK) prove too heavy, you can discuss this with the relevant manager.
- All companies have a complaints (PROCEED), for example for employees who feel that they are being (VALUE), or asked to take on work outside their job description.
- Because of the nature of the work done here, employees have a uniform (ALLOW).
- In the case of personal problems, employees have the right to request (COMPASSION) leave, although this may not always be granted.
- There will be annual (APPRAISE) and prior to this a series of regular (SEASON) conversations on a one-to-one basis with the employee's manager.
- Should the company wish to (SIZE) at any point, or require fewer staff, employees can apply for (VOLUNTEER) redundancy.
- Performance-related (INCREASE) can be discussed at various points in the year.

12 Complete the blog with the correct words in the box.

boost clock covered feet fringe graveyard
minimum ropes rule

Am thoroughly enjoying my summer job this year! Last year I was waiting tables in the pier restaurant and we were all worked off our (1) . We were on the (2) wage and the money barely (3) my expenses for getting to and from work. Sometimes when they had a late party, I'd have to work the (4) shift and end up getting a taxi home in the small hours. This year, I'm an assistant chef in a new beach café. It opened last week and the designers worked round the (5) to ensure everything was perfect for opening day. It's modern, airy and I really enjoy the work. It took a while to learn the (6) , but everyone has been helpful and the manager treats us all to a free dinner every week to (7) morale! There are other (8) benefits too, like being allowed to take home unused food at the end of the day. How's your new job going? I heard a rumour that you were all working to (9) because they won't give a pay rise this year. Call me and we can have a good catch-up. Might even bring along some crab sandwiches!



13 Complete the list with the words in the box.

adhering bringing ignoring leaking pilfering
showing taking timekeeping

Employees may be reprimanded, given verbal or written warnings or dismissed for the following:

- (1) the company into disrepute
- not (2) to health and safety regulations
- (3) company property
- (4) backhanders
- (5) direct instructions
- (6) disrespect to colleagues
- poor (7)
- (8) sensitive information

14 In pairs, think of one example for each item on the list in exercise 13.

Mobilność zawodowa

15 Choose the correct words to complete the article.

Trends in attitudes to work and maximising career prospects have changed significantly over recent decades. For our parents' generation, it was acceptable to change jobs several times during their working lives for career (1) **promotion / advancement** and reaching their full (2) **ability / potential**. However, go back even further and the trend was often having a job for life, which meant working for the same company until retirement and getting (3) **promoted / headhunted** along the way. Many people might have felt that they were in a (4) **hole / rut**, but the security was worth it. Job (5) **mobility / movement** is now considered the norm. Whereas in the past, companies might have viewed constant changes of jobs as suspicious, it is now accepted and considered proof of a potential employee's dedication to their work and a desire to climb the career (6) **ladder / steps**. With varied experience they (7) **bring / make** new skills to their role. In the world of job mobility, employees must be sure to boost their (8) **combined / transferable** skills to improve their (9) **employment / employability**, and (10) **build / settle** their portfolios. But be warned – employers can tell the difference between an applicant who is job (11) **jumping / hopping** because they simply can't settle and one who is serious about following a career (12) **path / track**.

16 **CD 1.21** Complete the dialogue with the words in the box. There are two extra words. Listen and check.

earnings home lifestyle occupation packages
playing remotely retrain reviewing shot

- Lea:** I've been (1) retrain my career goals and I think I'm going to (2) home as an interpreter. The jobs I've seen as permanent interpreters for companies offer better remuneration (3) earnings than what I earn now working as a freelance translator.
- Dell:** OK. Do you think the change of (4) lifestyle will suit your (5) lifestyle? Money isn't everything.
- Lea:** I know that. But to be honest, the translating has become boring, and I'd rather be out interacting with people rather than looking at documents, working from (6) remotely. I might not get on with the training, but I'll give it my best (7) shot.
- Dell:** I can see that. You're good with people and your speed in translating is second to none. Going into interpreting will be (8) packages to your strengths. Go for it and good luck!

Vocabulary & Listening

ODPOWIEDZI NA PYTANIA

17 **CD 1.22** Listen to a fragment of a career adviser's talk and answer the questions.



- 1 What examples of part-time temporary jobs does the speaker give during his talk? Name four.
- 2 Why does the speaker mention two questions that people might ask themselves?
- 3 What are the two questions?
- 4 How does the speaker exemplify the types of skills people can develop from part-time work?
- 5 How can doing part-time work help students on a personal level in the future?

Vocabulary & Speaking

ROZMOWA NA PODSTAWIE ILUSTRACJI

18 Work in pairs. Take turns to describe the picture and then answer the questions.



- 1 Why might the people be meeting online?
- 2 Do you enjoy visual chatting online? Why (not)?
- 3 Tell us about a recent meeting you've attended which was either boring or interesting.

Vocabulary Payout

Work in pairs and describe the video still. Then discuss the questions below.



What job opportunities might there be for an ice sculptor? What difficulties might they face in their job?

Zoom in

1 Label the pictures with the words in the box. There are two extra words.

barber blacksmith bricklayer carpenter leatherworker potter shoemaker tailor upholsterer wickerworker



2 Work in pairs. Have you ever used the services of the people named in exercise 1? What was your experience like?

Practise

GET SMARTER

Zadanie polegające na uzupełnieniu tekstu z lukami często sprawdza umiejętność wyszukiwania informacji szczegółowych. Poprawne uzupełnienie luk może więc polegać na wpisaniu daty, godziny czy nazwiska. Pamiętaj jednak, że niektóre brakujące informacje mogą być wyrażone w nagraniu w inny sposób, a Twoim zadaniem będzie sparafrazowanie tego, co słyszysz tak, aby poprawnie uzupełnić lukę.

3 **CD 1.23** Listen to four sentences. Use the information from the recording to complete the sentences below.

- Young people express traditional types of jobs.
- and as well as pottery and carpentry are among some sought-after professions.
- Young entrepreneurs know that they can by selling home-made or eco-friendly products.
- More traditional occupations appear to be perfect for the of the 21st century.

CULTURE

Savile Row is a street in Central London made famous by tailor shops offering exclusive, made-to-measure clothing, especially men's suits. Once synonymous with rather old-fashioned styles, the Savile Row companies have recently enjoyed a growth in interest not only from customers, but also from young people who regard being a tailor as a smart career choice.

TEKST Z LUKAMI (FORMULARZ)



4 **CD 1.24** Usłyszysz dwukrotnie wypowiedź na temat tradycyjnych zawodów. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

POPULAR JOBS IN THE PAST

- some time ago jobs like a computer programmer, (1) and were popular among young people
- ever-popular occupations include the legal, medical and business professions
- the job market changed (2)

NEW GENERATIONS

- are against waste culture as some people spend approximately (3) on things they will never actually use
- want to learn how to mend things rather than throw them away
- enroll on various courses to learn a trade

REASONS FOR THE COMEBACK OF TRADITIONAL TRADES

- they resonate with young people's priorities
- doing them can be enjoyable, but also let you (4)

Fish for words

5 Find out what the following adjectives from exercises 3 and 4 refer to in the audioscripts on page 308. Check their meaning in the dictionary, if necessary. Then choose five and write your own sentences.

- | | |
|----------------|--------------|
| 1 robust | 6 tech-savvy |
| 2 sought-after | 7 bespoke |
| 3 high-powered | 8 affluent |
| 4 significant | 9 disposable |
| 5 innovative | 10 well-off |

Wrap it up

6 Imagine your friend is opening a repair café. Work in pairs and prepare a post for a social networking site to advertise the business. Use 120–150 words.

Zoom in

- 1 Work in pairs. Discuss the pros and cons of these career options.

go to university go for full-time employment
do charity work find a part-time job join the army
take a gap year start a business do an internship
apply for a seasonal job

Activate

- 2 Read the sentences in the *Know your phrases* box. What roles do you think you will be acting out in the speaking task?

KNOW YOUR PHRASES

- I really don't know what career path to follow.
- I have no idea what I'm good at / what I could do for a living / if I'm cut out for university.
- How do I go about choosing the right career? / How can I increase my employability?
- Are you capable of working under pressure / collaborating / meeting tight deadlines?
- Are you taking white-collar / blue-collar jobs into consideration?
- Employers will be looking for people with good communication skills / transferable skills.
- I suggest you should think about / reflect on what you enjoy doing.
- The best option for you will be to try doing work experience / going to a job fair / becoming an intern.
- Why not take a personality test / consult a coach?
- If I were you, I'd think of four possible professions, and consider their pros and cons.

- 3 Complete the task below.

Powiedz, że:

- nie jesteś pewien/pewna, czy nadajesz się do tego, aby prowadzić własną firmę;
- najlepszym rozwiązaniem byłoby spotkanie z doradcą rozwoju osobistego albo wizyta na targach pracy;
- pracodawcy będą poszukiwać osób, które umieją myśleć twórczo;
- nie masz pojęcia, jak powinieneś/powinnaś zabrać się za wybór letniej pracy dorywczej;
- bierzesz pod uwagę pracę w branży turystycznej.

Practise

GET SMARTER

Pamiętaj, że w trakcie rozmowy możesz zostać poproszony/ poproszona o dokładniejsze wyjaśnienie jakiejś kwestii, przedstawienie opinii, sugestii lub udzielenie rady. Zawsze uzasadniaj swoje opinie i wyjaśniaj, dlaczego coś proponujesz.

- 4 Match 1–5 to a–e to make expressions. What do we use them for?

- | | |
|------------------|------------------------------------|
| 1 What I mean by | a in mind is ... |
| 2 To be | b of fact, it's got to do with ... |
| 3 What I have | c saying this is ... |
| 4 To give you | d an example, let me mention ... |
| 5 As a matter | e precise, ... |

- 5 React to the following questions. Use the expressions from exercise 4.

- What exactly do you mean by saying that there are no career prospects for young people in your town?
- Can you explain why you wouldn't want to work from home?
- I'm not sure I follow. What are you going to do after school?
- Why exactly would you like to run your own business?
- Are you implying you'd rather work on your own than in a team?

ROZMOWA Z ODGRYWANIEM ROLI



- 6 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B. Wykonując zadanie, korzystajcie z wyrażzeń z ramki *Know your phrases*.

Uczeń A

Jesteś uczniem/uczennicą szkoły międzynarodowej. Rozmawiasz z doradcą zawodowym, który pomaga Ci zaplanować przyszłość zawodową. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

możliwości kariery
po ukończeniu szkoły

zdobywanie
doświadczenia
i umiejętności

oczekiwania przyszłych
pracodawców

nadchodzące targi
karier dla młodzieży

Uczeń B

Jesteś doradcą zawodowym. Rozmawiasz z uczniem/uczennicą szkoły międzynarodowej, który/która chce zaplanować swoją przyszłość zawodową. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- poproś ucznia/uczennicę A o dokładniejsze objaśnienie jakiejś kwestii,
- zapytaj ucznia/uczennicę A o jego/jej mocne strony,
- zaproponuj uczniowi/uczennicy A podjęcie pracy w trakcie nadchodzących wakacji.

Speaking Bank ► p. 217

Wrap it up

- 7 Work in pairs. In what jobs are these skills particularly important?

- managing one's time and meeting deadlines
- coming up with original ideas
- listening to other people's views
- coping with stress

Speaking Set 04 ► p. 206

Zoom in

- 1 Work in pairs. How many jobs can you think of that have completely disappeared since your parents were your age?

Practise

GET SMARTER

Gdy rozwiązujesz zadanie polegające na dobieraniu pytań do odpowiednich fragmentów tekstu, przeczytaj pytania i znajdź te fragmenty tekstu, których te pytania dotyczą. Szukaj w tekście tych samych treści, ale wyrażonych innymi słowami.

- 2 Read the paragraph below and decide if sentences 1–4 are true or false.

- Most people are familiar with some jobs that are done in the countryside.
- I found out about a person with a local reputation whose job has now disappeared.
- Working as a snake catcher was challenging for Brusher Mills.
- Brusher Mills's job no longer exists because he died.

My blog

The jobs of farmers, breeders and others who work on the land are well-known, and it's often a job handed down through the generations of a family. My neighbours ^awill have been working the land for over two hundred years come the end of this decade. However, a more unusual occupation connected with the countryside, and one which has unfortunately become a thing of the past, is that of the 'snake catcher.' While researching land-based jobs that are dying out in my area, I came across a locally famous man called Brusher Mills, who lived in an old hut near Brockenhurst in the New Forest. His demanding job was to hunt down snakes, armed with a forked stick and a bag. He devoted his life to this job and is said to have captured around 30,000 snakes in his life, including Britain's most dangerous snake – the adder. Of course the job no longer exists because snakes are protected, but Brusher certainly made his mark in the area as a happy, contented and eccentric loner. You can visit an inn in the town of Brockenhurst named after him. Illness eventually forced him to throw in the towel, but he lives on in the memory of forest folk.

- 3 Look at exercise 2 again. Find the information in the sentences 1–4 and in the text which helped you to choose the correct answer.

CULTURE

New Forest National Park is one of the largest forests in Southern England. It is famous for being William the Conqueror's hunting forest. The area is an important habitat for numerous birds and reptiles.



DOBIERANIE

- 4 Przeczytaj tekst na stronie 55, który został podzielony na cztery części (A–D), oraz dotyczące go pytania (1–5). Do każdego pytania dopasuj właściwą część tekstu. Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author

- explain the need to control the exploitation of the land? ☐
- mention the first-hand impression of an event? ☐
- point out the similarity of jobs in several countries? ☐
- refer to the age of those involved in an event? ☐
- describe an unpleasant aspect of a particular job? ☐

Fish for words

- 5 Complete the sentences with the correct words in the box. There is one extra word.

haul mark mile past ropes shots

- Handpicking and sorting of most vegetables has become a thing of the . Now it's done by advanced machinery.
- Starting out as a farmer is usually badly paid and you need to be in it for the long to earn a decent salary.
- I worked as a fruit picker last summer and it only took a short time to learn the .
- To get on as a film director you need to make your by coming up with some innovative idea.
- Don't get on the wrong side of Barry Packman, he's the one who calls the around here.

Wrap it up

- 6 Work in pairs. Do you think farming in your country will change for the better or for the worse in the future? Why?

The Real English Cowboys

A

Travelling west, I reached the New Forest, my purpose being, in addition to enjoying the magnificent scenery and quaint villages, to reach a deeper understanding of one of the oldest jobs in the country. We have all seen the cowboys driving forward herds of stampeding cattle in American and Australian films, but they've been doing something very similar here, in the very normally quiet and sedate south of England, for centuries longer! The whole exercise is part of the work of what is known as an agister.

B

To find the origins of this ancient tradition, we have to go back to William the Conqueror, who enclosed the land for the royal hunting of deer. And, as with all types of land, it needed to be managed. The knowledgeable people legally and officially in charge of controlling the New Forest are the committed verderers, whose work then and now is to regulate the use of New Forest land for animals. Tourists are attracted here by the thousands of freely roaming wild ponies (and cows, donkeys and pigs). An ancient law gives commoners (people living in the Forest) the right to put their animals on the land. The verderers today deal with the unlawful grazing of animals, conservation, those who cut corners with the development of campsites and much more.

C

If the verderers are the legal guardians, the agisters are their men on the ground. These men (five in all, responsible for different areas) were born and bred in the Forest, and they are in it for the long haul. They know each animal, and their job is to be on call 24/7 to check out the animals or go the extra mile to deal with horrible accidents, when motorists collide with the animals. But, the most exciting part of their work is what is known as the drift.

D

This activity is extremely dangerous, and involves large numbers of locals on horseback (aged between 13 and 70, the younger ones learning the ropes from the older!), but it is always the agister who calls the shots. Their task is to drive the ponies across the forest to specific containment areas where they can be checked out, and any new-borns are branded and then released back for another year. This is normally kept secret in order to avoid endangering both bystanders and animals, however, I was lucky to be allowed to attend one of these drifts and it was among the most spectacular and scary events I'll ever witness. The thunder of thousands of horses, the dust-filled air and the sheer bravery of the horsemen will forever be stamped on my brain. Tomorrow, I'll be moving on, and I hope I'll have reached Stonehenge before dusk descends. I'll be updating my blog in the evening with a particularly mysterious ghost story – a far cry from the cowboys of the New Forest!

1 Work in pairs and discuss the questions.

- 1 What kind of employee do you think you will be?
- 2 Will you consider getting a job after school instead of going to university? Why (not)?

2 Look at future forms a–g in the texts on pages 54 and 55. Then answer the questions below. Use the Grammar Reference on page 234 to help you.

- 1 Which sentences express future plans, and which future predictions?
- 2 What future tenses and structures have been used?
- 3 Which present tense has been used and why?
- 4 What other present tense can you use to refer to the future?
- 5 When do we use the future perfect and when do we use the future perfect continuous?

GRAMMAR POINT

The meeting is to take place next Monday. (future plan)
You are not to leave the office until 5 pm. (instructions)
The manager is about to leave, so speak to him now. /
The manager is on the point of leaving, so speak to him now. (immediate future plan)

3 Rewrite the sentences without changing the meaning.

- 1 Sadly, our manager is going to quit very soon.
Sadly, our manager is going to quit.
- 2 This time tomorrow, there'll be an office Christmas party.
This time tomorrow, our company is having an office Christmas party.
- 3 We're about to launch a campaign to promote freelance work.
We're launching a campaign to promote freelance work.
- 4 Next week, my dad will be celebrating 20 years of working for this company.
Next week, my dad will have been working for this company for 20 years.
- 5 Let me know as soon as you finish the report.
The moment you have finished, let me know.
- 6 My job interview is at 4 pm tomorrow, so keep your fingers crossed!
I am having my job interview at 4 pm tomorrow, so keep your fingers crossed!
- 7 It won't be possible for me to take over from Harry.
I am taking over from Harry.
- 8 Is it necessary for me to choose my career path next year?
Will I be choosing my career path next year?

4 Work in pairs. Prepare a job advertisement for your dream job. Include the job title, responsibilities, remuneration package, working hours and necessary qualifications. Use different future forms. When you are ready, share your job advertisements. How many students are interested in your offer?

You'll be working remotely on a full-time basis.



Zoom in

- 1 Complete the definition with the correct words formed from the words in brackets. Then work in pairs and discuss the personal qualities a person should have to become a successful freelancer.

Working freelance, e.g. being a freelance (1) (edit), (2) (design) or (3) (interpret), is working (4) (depend) for (5) (vary) companies rather than being (6) (employ) by one particular firm. A person who works freelance is often called a (7) (freelance).

Practise

GET SMARTER

Pamiętaj, aby tłumaczyć fragmenty zdań na język angielski, nie tłumaczyć ich dosłownie. Zastanów się, jakiego czasu gramatycznego lub jakiej konstrukcji należy użyć. Uważaj, aby nie przekroczyć limitu słów w lukę.

- 2 Choose the correct translation of the fragment in brackets. Explain why the other answer is incorrect.
- I can work as a freelancer as long as I (będę miała regularne zlecenia).
a will have got regular work
b get regular work
 - This time next week, (będę uczestniczył) in a very important business conference.
a I'll be participating
b I'm taking part
 - I (mam wolne) this week, so I can chill out a bit.
a 'm off work
b 'm out of work

TŁUMACZENIE FRAGMENTÓW ZDAŃ



- 3 Przetłumacz na język angielski podane w nawiasach fragmenty zdań (1–6) tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w lukę można wpisać maksymalnie sześć wyrazów.
- I'll accept this job offer provided I (nie będę musiał) do all the paperwork.
 - Being a freelancer (oznacza bycie samozatrudnionym), which terrifies me a little.
 - I will (będę przewodniczyć tym spotkaniom od) exactly three years next week.
 - We have no idea who (będzie nominowany) to the position of new manager.
 - My dad (ma przejść na wcześniejszą emeryturę) when he turns 60.
 - I'm fed up with my boss! I'm on the point (złożenia wypowiedzenia).

TŁUMACZENIE FRAGMENTÓW ZDAŃ



- 4 Przetłumacz na język angielski podane w nawiasach fragmenty zdań (1–6) tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w lukę można wpisać maksymalnie pięć wyrazów.
- Freelance jobs (będą prawdopodobnie pasować) those who value independence and like to work in isolation.
 - We're witnessing a (znaczący wzrost) companies willing to employ young people.
 - I (właśnie mam podpisać) a new contract. All the documents are ready. I'm just waiting for my manager to arrive.
 - By the time you enter the job market, new professions (pojawią się) for sure.
 - Do you know who (zamierza przejąć) my duties at work?
 - How long (będziesz uczyć) at this school by the end of the school year?

Wrap it up

- 5 Work in pairs. Read the list of top destinations for freelancers and what they are known for. Discuss which destination would be suitable for you and why.
- New York:** the city to make money in, easy to launch a career, expensive to live in
London: the home of start-ups and finance companies, second-highest number of freelance jobs in the world, pricey housing
Singapore: good for those into technology or finance, on average 44 working hours a week, extraordinary city to live in, more affordable accommodation

Zoom in

- 1 Read the opinions below. Then work in pairs and discuss which of them you agree and disagree with.

Not everyone has to have university education.



Going to uni can't guarantee you a well-paid job.

Having a university degree may give you an advantage in life.



When you're studying, you shouldn't work at the same time.

Activate

- 2 Complete the *Know your phrases* box with the correct verbs in the box.

air claim intend overlook question take

KNOW YOUR PHRASES

- It is with great interest / disappointment that I read the article regarding ... and published in your magazine.
- I would like to voice my opinion / offer my point of view / (1) _____ my views on the issue.
- It is generally believed/acknowledged/assumed that ...
- While I agree that ..., I must (2) _____ the premise that ...
- I feel I must (3) _____ issue with the views expressed in the article.
- However, / Having said that, / That said, it is too much to (4) _____ that having a degree means success in your future working life.
- Let us not forget/ignore/(5) _____ the fact that some young people are simply uninterested in pursuing an academic career.
- As far as my plans for the future are concerned, I (6) _____ to study / find employment / take a gap year once I finish my school.
- I look forward to reading other young people's comments / arguments on the issue in question.

- 3 Complete the task below.

Powiedz, że:

- 1 przeczytałeś/przeczytałaś komentarze redaktora gazety z wielkim zainteresowaniem;
- 2 chcesz wyrazić swój pogląd na temat nastolatków, którzy nie planują podjąć studiów;
- 3 chcesz zakwestionować punkt widzenia zaproponowany przez autora tekstu;
- 4 nie wolno pomijać faktu, że osoby z wyższym wykształceniem nie zawsze więcej zarabiają;
- 5 jeżeli chodzi o Twoje plany, to zamierzasz studiować i jednocześnie pracować;
- 6 z chęcią zapoznasz się z poglądami innych czytelników na temat wyboru właściwego kierunku akademickiego.

Practise

GET SMARTER

Pamiętaj, że list do redakcji to list formalny. Pisząc go, używaj pełnych zdań i oficjalnych zwrotów grzecznościowych oraz unikaj czasowników frazowych, takich jak *leave out* czy *go along with*. Wyrażając poglądy sprzeczne z przedstawionymi w artykule, należy zachować zasady uprzejmości i nie wyrażać się zbyt bezpośrednio. Ważne jest też, aby swoje poglądy uzasadnić, przedstawiając przynajmniej dwa argumenty.

- 4 Use expressions a–e to make sentences 1–5 less direct and more polite.

- a I am afraid I could not possibly agree with ...
 - b I feel I must add that ...
 - c I understand you may be of the opinion that ...
 - d The readers might have a different point of view, but I would like to say that ...
 - e While this may be true to some extent, I believe ...
- 1 People who do not know four foreign languages stand no chance of landing a lucrative job.
 - 2 People do not have to like their jobs to do them well.
 - 3 All young people want from their jobs is money.
 - 4 University degrees are worthless.
 - 5 People with no formal qualifications should not be offered top positions.

- 5 Work in pairs. Choose two opinions from exercise 4 and justify each of them with at least two arguments.

LIST FORMALNY



- 6 Przeczytaj polecenie i wypowiedz się na poniższy temat. W swojej pracy wykorzystaj co najmniej pięć wyrażen z ramki *Know your phrases*. Po zakończeniu pracy sprawdź swój list, aby upewnić się, że zachowałeś/zachowałaś zasady uprzejmości i przedstawiłeś/przedstawiłaś wystarczającą liczbę argumentów na poparcie swojej opinii.

Przeczytałeś/Przeczytałaś w czasopiśmie młodzieżowym artykuł, którego autor twierdzi, że aby znaleźć dobrze płatną pracę, trzeba ukończyć studia wyższe. Napisz list do redakcji czasopisma, w którym podzielisz się swoją opinią na ten temat i przedstawisz swoje plany związane z przyszłym zawodem.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing Bank ► p. 226

Wrap it up

- 7 Think of two jobs you would love and two jobs you would hate to do. Then work in pairs and compare your answers. Justify your choices.

MP3 32 VOCABULARY Jobs and responsibilities / Zawody i związane z nimi czynności i obowiązki

Jobs / Zawody

barber /'bɑːbə/ fryzjer męski
barrister /'bærɪstə/ adwokat, obrońca
blacksmith /'blæksmiθ/ kowal
blue-/white-collar worker /'bluː/, 'waɪt 'kɒlə 'wɜːkə/ pracownik fizyczny/umysłowy
bricklayer /'brɪk,leɪə/ murarz
carpenter /'kɑːpɪntə/ stolarz
chief executive /tʃiːf ɪg'zekjʊtɪv/ przewodniczący zarządu firmy
civil servant /sɪvəl 'sɜːvənt/ urzędnik państwowy
construction worker /kən'strʌkʃən 'wɜːkə/ pracownik budowlany
delivery driver /dɪ'lɪvəri, draɪvə/ dostawca
doorman /'dɔːmən/ portier
editor /'edɪtə/ redaktor
entrepreneur /,ɒntrəprə'nɜː/ przedsiębiorca
general practitioner (GP) /,dʒenərəl præk'tɪʃnəl (,dʒiː 'piː)/ lekarz pierwszego kontaktu
graphic designer /,græfɪk dɪ'zajənə/ projektant graficzny
handyman /'hændmən/ złota rączka
interpreter /ɪn'tɜːprɪtə/ tłumacz konferencyjny
midwife /'mɪdwaɪf/ położna
miner /'maɪnə/ górnik
paramedic /,pærə'medɪk/ ratownik medyczny
potter /'pɒtə/ garncarz
public relations officer /,pʌblɪk rɪ'leɪʃnz, ɒfɪsə/ rzecznik prasowy
refuse collector /'refjuːs kə'lektə/ pracownik firmy wywożącej śmieci
shoemaker /'ʃuːmeɪkə/ szewc
solicitor /sə'lɪsɪtə/ prawnik, radca prawny
stockbroker /'stɒk,broʊkə/ makler giełdowy
tailor /'teɪlə/ krawiec
traffic warden /'træfɪk 'wɔːdən/ funkcjonariusz kontrolujący prawidłowość parkowania
warehouse operative /'weəhaʊs, ɒpə'reɪtɪv/ pracownik magazynu

Job adjectives / Przymiotniki opisujące pracę

challenging /tʃælɪndʒɪŋ/ trudny, ambitny
dead-end /'ded end/ bez perspektyw
demanding/undemanding /dɪ'mɑːndɪŋ/, 'ʌndɪ'mɑːndɪŋ/ wymagający/niewymagający
exploitative /ɪk'splɔɪtəɪv/ oparty na wyzysku
glamorous /'glæməərəs/ prestiżowy
high-powered /,haɪ 'paʊəd/ odpowiedzialny
lucrative /'luːkrətɪv/ dochodowy
manual /'mænjuəl/ fizyczny
menial /'miːniəl/ prosty, nudny
monotonous/mundane /mə'nɒtnəs/, 'mʌndeɪn/ monotony
profitable /'prɒfɪtəbəl/ dochodowy
repetitive /rɪ'petɪtɪv/ nużący, powtarzalny
rewarding/fulfilling /rɪ'wɔːdɪŋ/, fʊl'fɪlɪŋ/ satysfakcjonujący
sedentary /'sedntəri/ siedzący
skilled/unskilled /skɪld/, 'ʌn'skɪld/ wymagający/niewymagający kwalifikacji
tedious /'tiːdiəs/ żmudny

Responsibilities / Obowiązki

administer /əd'mɪnɪstə/ zarządzać
answer/report to sb /'ɑːnsə/, rɪ'pɔːt tə/ odpowiadać przed kimś, podlegać komuś
be firing on all cylinders /bi, 'faɪərɪŋ ɒn, ɔːl 'sɪlɪndəz/ pracować na najwyższych obrotach
be in charge of sth /bi ɪn 'tʃɑːdʒ əv/ zarządzać czymś
be snowed under /bi, 'snəʊəd 'ʌndə/ być zawałonym (pracą)

brief/mentor new members of staff /,briːf/, mentəː njuː, membəz əv 'stɑːf/ przyuczać nowych pracowników
call it a day /,kɔːl ɪt ə 'deɪ/ skończyć na dziś
carry out duties /,kæri aʊt 'djuːtiz/ wypełniać obowiązki
chair a meeting /tʃear ə 'miːtɪŋ/ przewodniczyć spotkaniu
collaborate with sb /kə'læbəreɪt wɪð/ współpracować z kimś
deal with day-to-day issues /diːl wɪð deɪ tə, deɪ 'ɪʃjuːz/ zajmować się codziennymi sprawami
delegate tasks /,deɪlɪgɪt 'tɑːks/ przydzielać zadania
do/be on work experience /,dɒ/, bɪ ɒn 'wɜːk ɪks,piəriəns/ odbywać praktyki
gain hands-on experience /,geɪn hændz, ɒn ɪk'spiəriəns/ zdobyć doświadczenie w praktyce
go according to plan /,gəʊ ə,kɔːdɪŋ tə 'plæn/ iść zgodnie z planem
join forces /,dʒɔɪn 'fɔːsɪz wɪð/ łączyć siły
know/learn/show sb the ropes /,lɜːn/, 'ʃəʊ, 'sʌmbədi /,nəʊ θə 'rəʊps/ znać podstawy fachu/ nauczyć kogoś podstaw fachu
meet (tight) deadlines /miːt, (taɪt) 'ded,leɪnz/ dotrzymywać (napiętych) terminów
monitor/assess performance /,mɒnɪtə/, ə'ses pə'fɔːməns/ monitorować/oceniać efekty pracy
oversee a project /əʊvə'siː ə 'prɒdʒekt/ nadzorować projekt
pitch an idea to sb /pɪtʃ ən aɪ'diə tə/ podzielić komuś pomysł
plough through paperwork /,pləʊ θruː 'peɪpə, wɜːk/ przebrnąć przez dokumentację
respond to queries /rɪs, pɒnd tə 'kwɪrɪz/ odpowiadać na zapytania
set targets /set 'tɑːɡɪts/ wyznaczać cele
team up with sb /tiːm 'ʌp wɪð/ zacząć z kimś współpracować
work alongside sb /,wɜːk ə'lɒŋ, saɪd/ pracować z kimś
work round the clock /,wɜːk ,raʊnd ðə 'klɒk/ pracować na okrągło

MP3 33 Workplace / Miejsce pracy

Company departments / Działy przedsiębiorstwa

Accounts/Bookkeeping /ə'kaʊnts/'bʊk,kiːpɪŋ/ księgowość
Administration /əd'mɪnɪ'streɪʃən/ administracja
Customer Service /kʌstəmə 'sɜːvɪs/ obsługa klienta
Headquarters /hed'kwɔːtəz/ centrala firmy
Human Resources (HR) /,hjuːmən rɪ'sɔːsɪz, (eɪtʃ 'ɑː)/ kadry
Management /'mænɪdʒmənt/ zarząd
Marketing /'mɑːkɪtɪŋ/ marketing
Public Relations /,pʌblɪk rɪ'leɪʃnz/ dział zajmujący się wizerunkiem firmy
Research and Development /rɪ'sɜːtʃ ənd dɪ'veləpmənt/ dział badań i rozwoju
Sales /seɪlz/ sprzedaż

People / Ludzie

acting (manager/chief) /,æktɪŋ ('mænɪdʒə/'tʃiːf/ osoba pełniąca obowiązki (kierownika)
apprentice /ə'prentɪs/ praktykant
CEO /siː iː 'əʊ/ prezes
chair /tʃear/ przewodniczący
deputy /'depjʊtɪ/ zastępca
intern /'ɪntɜːn/ stażysta
line manager /laɪn 'mænɪdʒə/ bezpośredni przełożony
managing director /,mænɪdʒɪŋ dɪ'rektə/ dyrektor generalny
member of staff /,membə əv 'stɑːf/ pracownik
recruiter /rɪ'kruːtə/ rekruter
shareholder /'ʃeə, həʊldə/ akcjonariusz
subordinate /sə'bɔːdnɪt/ podwładny
supervisor /'suːpəvaɪzə/ przełożony
temp /temp/ pracownik tymczasowy

trainee /treɪ'niː/ praktykant/praktykantka
workforce /'wɜːk, fɔːs/ liczba zatrudnionych

Describing employees / Opisywanie pracowników

be a fit for/a great addition to the team /bi ə 'fɪt fə/ə, greɪt ə'dɪʃən tə ðə 'tiːm/ świetnie wpasować się do zespołu
committed/dedicated /kə'mɪtɪd/, 'dedɪ, keɪtɪd/ oddany
enterprising /'entəpraɪzɪŋ/ przedsiębiorczy
have a working knowledge of sth /hæv ə 'wɜːkɪŋ 'nɒlɪdʒ əv/ mieć praktyczną znajomość czegoś
have/build a good rapport with sb /hæv/, bɪld ə gʊd rə'pɔːt wɪð/ mieć/zbudować z kimś dobre stosunki
high-flyer /haɪ 'flaɪə/ osoba odnosząca sukcesy
industrious /ɪn'dʌstriəs/ pracowity, pilny
inexperienced /ɪnɪks'piəriəns/ niedoświadczony
knowledgeable /'nɒlɪdʒəbəl/ obeznan
overqualified /,əʊvə'kwɒlɪfaɪd/ o zbyt wysokich kwalifikacjach
proactive /prəʊ'æktɪv/ pełen inicjatywy
pull your weight /pʊl jə 'weɪt/ przykładać się do pracy
resourceful /rɪ'sɔːsfʊl/ przedsiębiorczy
sb's heart isn't in the job /sʌmbədɪz, hɑːt, ɪznt ɪn ðə 'dʒɒb/ ktoś nie ma serca do swojej pracy
slacker /'slækə/ obibok
team player /'tiːm, pleɪə/ osoba umiejąca pracować w zespole
thorough /'θʌrə/ dokładny
up for a challenge /ʌp fər ə 'tʃælɪndʒ/ gotowy na wyzwanie
whistle-blower /'wɪsəl, bləʊə/ osoba nagłaśniająca nielegalne działania w firmie
workaholic /,wɜːkə'hɒlɪk/ pracoholik

MP3 34 Temporary work / Praca dorywcza

answering surveys /,ɑːnsərɪŋ 'sɜːveɪz/ wypełnianie ankiet
childminding /tʃaɪld,maɪndɪŋ/ opieka nad dziećmi
data entry /,deɪtə 'entri/ wprowadzanie danych
delivering flyers/door-to-door leaflet distribution /dɪ,lɪvərɪŋ 'flaɪəz/dɔː tə, dɔː 'liːflət dɪstrɪ'bjuːʃən/ roznoszenie ulotek
dog walking /'dɒg, wɔːkɪŋ/ wyprowadzanie psów
fruit picking /'fruːt, pɪkɪŋ/ zbieranie owoców
hospitality (industry) /,hɒspɪ'tælɪtɪ (,ɪndəstri)/ branża turystyczno-hotelarska
mystery shopping /,mɪstəri 'ʃɒpɪŋ/ badanie jakości obsługi poprzez „tajemniczego klienta”
odd jobs /,ɒd 'dʒɒbz/ różne prace dorywcze
pick up casual employment /pɪk ʌp, kæʒjʊəl ɪm'plɔɪmənt/ podejmować się pracy dorywczej
seasonal work /,siːzənəl 'wɜːk/ praca sezonowa
take on a temporary job /teɪk ɒn ə, tɛmpərəri 'dʒɒb/ podjąć pracę tymczasową
tutoring /'tjuːtərɪŋ/ udzielanie korepetycji
zero-hour contract /zɪərəʊs aʊə 'kɒntrækt/ umowa o pracę bez gwarantowanej liczby godzin

MP3 35 Career development / Kariera zawodowa

be in line for/up for promotion /bi ɪn, laɪn fə/, ʌp fə prə'məʊʃən/ być w kolejce do awansu
be out of work /bi, aʊt əv 'wɜːk/ być bez pracy
born (leader/storyteller) /bɔːn ('liːdə/'stɔːri,tɛlə)/ urodzony (przewodniczący/gawędziarz)
build your portfolio /bɪld jə pɔːt'fɒliəʊ/ budować portfolio
career advancement /kə'riər əd'vɑːnsmənt/ rozwój kariery
career prospects /kə'riər, prɒspekts/ perspektywy zawodowe
climb the career ladder /klaɪm ðə kə'riər, lædə/ wspinać się po szczeblach kariery

devote your life to sth /diˌvəʊt jə 'laɪf tə/ poświęcić czemuś życie
follow a career path /ˌfɒləʊ ə kə'riə pɑːθ/ podążać ścieżką kariery
freelancer /'friːlɑːnsə/ wolny strzelec
get headhunted /ˌget 'hedˌhʌntɪd/ zostać zrekrutowanym
get in-house training /ˌget ɪn haʊs 'treɪnɪŋ/ odbywać szkolenie wewnętrzne
get promoted /ˌget prə'məʊtɪd/ dostać awans
go through a recruiting/recruitment agency /ˌgəʊ θruː ə rɪ'kruːtɪŋ/ri'kruːtmənt ˌeɪdʒənsi/ skorzystać z pomocy agencji pośrednictwa pracy
inexplicable gaps in a CV /ɪnekˌsplɪkəbəl ˌɡæps ɪn ə 'siː 'viː/ niewyjaśnione braki w CV
land a job /ˌlənd ə 'dʒɒb/ znaleźć pracę
maintain job satisfaction /meɪnˌteɪn 'dʒɒb sɛtɪsˌfækʃən/ utrzymywać satysfakcję z pracy
move up /ˌmuːv ʌp/ piąć się coraz wyżej
pull a few strings /ˌpʊl ə fjuː 'striŋz/ pociągnąć za sznurki
pursue a career in sth /pə'sjuː ə kə'riə ɪn/ pracować w jakiejś branży
put yourself in for promotion /ˌpʊt jəˌself ɪn fə prə'məʊʃən/ ubiegać się o awans
put sb in for promotion /ˌpʊt sʌmbədi ɪn fə prə'məʊʃən/ zgłosić kogoś do awansu
requisite qualifications /ˌrekwɪzɪt ˌkwɒlɪfɪ'keɪʃənz/ umiejętności niezbędne do wykonywania pracy
retire early/take early retirement /rɪˌtaɪə 'ɜːliː ˌteɪk ˌɜːliː rɪ'taɪəmənt/ odejść na wcześniejszą emeryturę
sense of responsibility/achievement / job satisfaction /ˌsens əv rɪˌsponsə'bɪləti/ə'tʃiːvmənt / 'dʒɒb sɛtɪsˌfækʃən/ poczucie odpowiedzialności / spełnienia / satysfakcji zawodowej
serve an apprenticeship /ˌsɜːv ən əˈprentɪʃɪp/ odbyć praktyki
settle on a career path /ˌsetl ɒn ə kə'riə pɑːθ/ decydować się na pracę w konkretnym zawodzie
skill set /'skɪl set/ zakres umiejętności
start up a business /ˌstɑːt ʌp ə 'bɪznɪs/ założyć firmę
take the initiative /ˌteɪk ði ɪ'nɪʃjətɪv/ wystąpić z inicjatywą

MP3 36 The job market; employment and work conditions / Rynek pracy; warunki pracy i zatrudnienia

annual bonus /ˌænjuəl 'bʌʊnəs/ premia roczna
annual/yearly appraisal /ˌænjuəl ˌjɪəli əˈpreɪzəl/ roczna ocena pracownika
apply for/take voluntary redundancy /əˈplai fə ˌteɪk ˌvɒləntəri nˌdʌndənsi/ dobrowolnie odejść z pracy podczas redukcji etatów
be (unfairly) dismissed /bi ʌnˌfeəliː dɪsˈmɪst/ zostać (niesprawiedliwie) zwolnionym
be on commission /bi ɒn kə'mɪʃən/ pracować na prowizji
be on the minimum wage /bi ɒn ðə ˌmɪnɪməm 'weɪdʒ/ pracować za płacę minimalną
be sacked (BrE)/fired (AmE) /bi 'sækt/ˈfaɪəd/ wylecieć z pracy
be worked off your feet /bi ˌwɜːkt ɒf jə 'fiːt/ być przeczerpanym
boost staff morale /buːst stɑːf mɔːrəːl/ podnieść morale pracowników
check out comparable salaries /tʃek aʊt ˌkɒmpərəbəl 'sælərɪz/ sprawdzić porównywalne wynagrodzenia
claim unemployment benefit/sign on (the dole) /kleɪm ˌʌnɪmˌplɔɪmənt ˌbenɪfɪt/ˌsaɪn ɒn (ðə ˈdɒl) / ubiegać się o zasiłek dla bezrobotnych
clothing/uniform allowance /ˌkləʊðɪŋ/ˌjuːnɪfɔːm ə ˌaʊəns/ dodatek ubraniowy/mundurkowy
competitive salary /kəmˌpetɪtɪv 'sæləri/ konkurencyjna pensja
complaints procedure /kəmˌpleɪnts prəˌsiːdʒə/ procedura składania skargi

cover expenses /ˌkʌvə ɪksˈpensɪz/ pokrywać wydatki
do/work the graveyard shift /ˌduː/ˌwɜːk ðə 'ɡreɪvjaːdʒɪft/ pracować na nocną zmianę
downsize /ˌdaʊnsaɪz/ zmniejszać zatrudnienie
draw a pension /ˌdrɔː ə ˌpenʃən/ pobierać emeryturę
draw up/compile a short list /ˌdrɔː ʌp / kəmˌpaɪl ə 'ʃɔːt lɪst/ zawęzić listę kandydatów
employee turnover /ˌemplɔɪː ˌtɜːnəʊvə/ rotacja pracowników
entitled to benefits /ɪnˌtaɪtld tə ˌbenɪfɪts/ uprawniony do świadczeń
fill a vacancy /ˌfɪl ə ˌveɪkənsi/ obsadzić wolne stanowisko
give/take instruction /ˌɡɪv/ˌteɪk ɪnˌstrʌkʃən/ szkolić/szkolić się
go on strike /ˌgəʊ ɒn 'straɪk/ strajkować
hand in/give your notice /ˌhænd ɪn/ˌɡɪv jə ˌnəʊtɪs/ złożyć wypowiedzenie
handover period /ˌhændˌəʊvə ˌpɪərɪəd/ okres przekazywania obowiązków
heavy workload /ˌhevi ˌwɜːkˌləʊd/ duże obciążenie pracą
hourly rate /ˌaʊəli ˌreɪt/ stawka godzinowa
job description /ˌdʒɒb dɪsˌkrɪpʃən/ zakres obowiązków
join a union /ˌdʒɔɪn ə ˌjuːnɪən/ zapisać się do związku zawodowego
make ends meet /ˌmeɪk endz ˌmiːt/ wiązać koniec z końcem
make sb redundant/lay sb off /ˌmeɪk sʌmbədi rɪˌdʌndənt/ˌleɪ sʌmbədi ˌɒf/ zwolnić kogoś w ramach redukcji etatów
maternity/paternity leave /mæˈtɜːnɪti/pəˈtɜːnɪti ˌliːv/ urlop macierzyński/ojcowski
performance-related increment /pəˌfɔːməns rɪˌleɪtɪd ɪnkrɪmənt/ podwyżka uzależniona od wyników
perks/fringe benefits/remuneration package /pɜːks /ˌfrɪndʒ ˌbenɪfɪts / rɪˌmjuːnə'reɪʃən ˌpækɪdʒ/ pakiet benefitów
request/take/grant compassionate leave /rɪˌkwɛst/ˌteɪk/ˌɡrɑːnt kəmˌpæʃənɪt ˌliːv/ wnioskować o / wziąć urlop okolicznościowy / udzielić urlopu okolicznościowego
seasonal conversations /ˌsiːzənəl ˌkɒnvə'seɪʃənz/ okresowe rozmowy z przełożonym
serve a probationary period /ˌsɜːv ə prəˌbeɪʃnəri ˌpɪərɪəd/ przejść okres próbny
sick pay /'sɪk peɪ/ zasiłek chorobowy
starting salary /ˌstɑːtɪŋ ˌsæləri/ pensja początkowa
take over from sb /ˌteɪk əʊvə frəm/ przejąć czyjeś obowiązki
take unpaid leave /ˌteɪk ʌnˌpeɪd ˌliːv/ wziąć urlop bezpłatny
take up a position /ˌteɪk ʌp ə pəˈzɪʃən/ objąć stanowisko
take up a reference /teɪk ʌp ə ˌrefrəns/ sprawdzać referencje
understaffed /ˌʌndə'stɑːft/ mający braki personalne
undervalued /ˌʌndəˈvæljuːd/ niedoceniony
work flexitime /ˌwɜːk ˌfleksɪˌtaɪm/ mieć elastyczne godziny pracy
work to rule /ˌwɜːk tə ˌruːl/ strajkować poprzez powolną pracę
work your notice /ˌwɜːk jə ˌnəʊtɪs/ pracować w okresie wypowiedzenia

Reasons for reprimand or dismissal / Powody nagany lub zwolnienia

bring the company into disrepute /brɪŋ ðə ˌkʌmpəni ˌɪntə ˌdɪsɪˈpjuːt/ nadszarpnąć reputację firmy
dress sb down/give sb a dressing-down /ˌdres sʌmbədi ˌdaʊn / ˌɡɪv sʌmbədi ə ˌdresɪŋ ˌdaʊn/ udzielić komuś reprimandy

gross/flagrant misconduct /ˌɡrɒs/ˌfleɪɡrənt mɪsˌkɒndʌkt/ rażące wykroczenie
ignore a direct instruction /ɪɡˌnɔːr ə dɪˌrekt ɪnˌstrʌkʃən/ zignorować bezpośrednie polecenie
leak sensitive information /ˌliːk ˌsensɪtɪv ɪnfəˌmeɪʃən/ zdradzić poufne informacje
not adhere to health and safety regulations /nɒt ədˌhɪə tə ˌhelθ ənd ˌseɪfti ˌregjəˌleɪʃənz/ nie przestrzegać zasad bhp
pilfer company property /ˌpɪlfə ˌkʌmpəni ˌprɒpəti/ podkraść z miejsca pracy
poor timekeeping /ˌpʊə ˌtaɪmˌkiːpɪŋ/ niepunktualność
receive a verbal/written warning /rɪˌsiːv ə ˌvɜːbəl/ ˌrɪtɪn ˌwɔːrɪŋ/ otrzymać ustne/pisemne ostrzeżenie
show disrespect to colleagues /ʃəʊ ˌdɪsɪsˌpekt tə ˌkɒliːɡz/ okazywać brak szacunku wobec współpracowników
take backhanders /ˌteɪk ˌbækhændəz/ przyjmować łapówki

MP3 37 Job mobility / Mobilność zawodowa

be in a rut /bi ɪn ə ˌrʌt/ być w letargu
boost your transferable skills /ˌbuːst jə ˌtrænsˌfɜːrəbəl ˌskɪlz/ rozwijać umiejętności transferowalne
bring new skills to your role /brɪŋ njuː ˌskɪlz tə jə rəʊl/ wnosić do pracy nowe umiejętności
change of occupation /ˌtʃeɪndʒ əv ˌɒkjuːpeɪʃən/ zmiana zawodu
give it your best shot /ˌɡɪv ɪt jə ˌbest ˌʃɒt/ dać z siebie wszystko
go freelance /ˌgəʊ ˌfriːlɑːns/ zostać freelancerem
go self-employed /ˌgəʊ self ɪmˈplɔɪd/ podjąć samozatrudnienie
improve your employability /ɪmˌpruːv jə ɪmˌplɔɪəˌbɪləti/ zwiększyć swoje szanse na zatrudnienie
job hopping /ˌdʒɒb ˌhɒpɪŋ/ częsta zmiana pracy
long commute /ˌlɒŋ kəˈmjuːt/ długie dojazdy
play to your strengths /ˌpleɪ tə jə ˌstreŋθs/ korzystać ze swoich mocnych stron
reach your (full) potential /ˌriːtʃ jəː (fʊl) pəʊˈtenʃəl/ zrealizować swój (pełen) potencjał
relocate/move to a new location /ˌriːləʊˈkeɪt/ ˌmuːv tə ə ˌnjuː ləʊˈkeɪʃən/ przenieść się do innego miasta
retrain as sb /ˌriːˈtreɪn əz/ przekwalifikować się na kogoś
review your career goals /rɪˌvjuː jə kə'riə ɡəʊls/ przemyśleć cele zawodowe
suit sb's lifestyle /ˌsjuːt sʌmbədiz ˌlaɪfˌstɑɪl/ odpowiadać czyjemuś stylowi życia
work remotely/from home /ˌwɜːk rɪˌməʊtli/frəm ˈhəʊm/ pracować zdalnie/z domu

MP3 38 LISTENING

affluent/well-off /ˌæflʊənt/ˌwel ˌɒf/ zamożny
bespoke /bɪˈspəʊk/ przygotowany na zamówienie
disposable income /ˌdɪsˌpəʊzəbəl ˌɪnkʌm/ dochód do swobodnego rozporządzania
innovative /ɪnˌnɒvətɪv/ innowacyjny
remote working /rɪˌməʊt ˌwɜːkɪŋ/ praca zdalna
robust /rəʊˈbʌst/ mocny, zdecydowany
significant /ˌsɪɡˌnɪfɪkənt/ znaczący
sought-after /ˌsɔːt ˌɑːftə/ ceniony, poszukiwany
tech-savvy /ˌtek ˌsævi/ biegłe posługujący się technologiami

MP3 39 READING

become a thing of the past /bɪˌkʌm ə ˌθɪŋ əv ðə ˈpɑːst/ przejść do historii
call the shots /ˌkɔːl ðə ˈʃɒts/ decydować, wydawać rozkazy
for the long haul /fə ðə ˌlɒŋ ˈhɔːl/ na długi czas
make your mark /ˌmeɪk jə ˈmɑːk/ zostawić swój ślad

Listening

WYBÓR WIELOKROTNY



- 1 CD 1.25** Usłyszysz trzy teksty. Wybierz właściwą odpowiedź, zgodną z treścią nagrania.

Text 1

- 1 The speaker is unable to grasp
A the reasons behind his disorganisation.
B why people assume he has an untidy mind.
C why different types of disorganisation have different effects.

Text 2

- 2 What does the speaker NOT mention regarding the function of the Move Mouse?
A It can be used by workers who are slacking.
B It is popular among people who work from home.
C It helps reduce frustration.

Text 3

- 3 At the beginning of the interview, the interviewer
A expresses her interest in a television programme.
B gives an example of furniture in her workplace.
C explains her reasons for interest in the topic.
D mentions her own experience of sleep pods.
- 4 Which of the following is stated in the interview as a fact not an opinion?
A Most people today do not get enough sleep.
B Nearly forty percent of people suffer from a lack of stamina.
C Having both parents working doesn't benefit the family.
D Remote workers cope better with the demands of their jobs.
- 5 Simon gives the example of reading a document late in the day
A to illustrate how the brain functions less well with fatigue.
B to advise on the best time of day for focused reading.
C to warn people against taking on too much work.
D to contradict current thinking about brain capacity.
- 6 What is true, according to Simon, at the end of the interview?
A Quiet rooms are a reasonable alternative to pods for most companies.
B Having a nap at a desk is better than getting no break at all.
C Sleep pods are mainly manufactured by the Japanese.
D Pods are good because they can isolate individuals from the office atmosphere.

ODPOWIEDZI NA PYTANIA



- 2 CD 1.25** Wysłuchaj nagrania jeszcze raz.

Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4. Na pytania należy odpowiedzieć w języku angielskim.

- 1 Why does the first speaker use the term 'organised chaos'?
 2 What does a Move Mouse actually do?
 3 What can contribute to workers tiredness when they come to work?
 4 How can a nap during the day benefit a company?

Use of English

WYBÓR WIELOKROTNY



- 3** Z opcji A–D wybierz właściwą odpowiedź.

It goes without saying that AI and machine learning already have, and will continue to have a significant impact on the job market in the future – and might also mean that job seekers will need to review their (1) goals. The AI job market increased by almost 75% between 2018 and 2022, and it (2) by over 20% between 2021 and 2031 according to the US Bureau of Labour Statistics, which means that more jobs in AI (3) available to job seekers in the near future. The top careers in this sector will be AI and ML (machine learning) engineers and developers, and lead data scientists and engineers. (4) , some tech jobs, like coders or computer programmers, (5) obsolete and are likely to be replaced by advanced technologies, such as Chat GPT, simply because they are able to code faster than humans. According to a recent report by the McKinsey Global Institute, around one-third of the American workforce (6) occupations by 2030. That will include not only IT workers, but also financial and administrative professionals, people working in the media, legal support staff, graphic (7) and translators. The future is now – but is this your dream future?

- 1 **A** work **B** occupation **C** career **D** profession
 2 **A** is expected to increase
B is increasing
C will have been increasing
D increases
 3 **A** are
B will have been
C are on the point of being
D will be
 4 **A** On the one hand **B** Moreover
C On the other hand **D** With regard to
 5 **A** will have become **B** might become
C have become **D** expect to become
 6 **A** are going to switch **B** will be switching
C are switching **D** will have switched
 7 **A** developers **B** practitioners
C designers **D** professionals

SETY LEKSYKALNE



- 4 W zadaniach 1–4 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania.

1

Mr Grey was ... redundant because he was always behind with his deadlines.

My Aunt Grace always ... my blood boil when I was a teenager – she was so condescending!

I don't think Ben ... a good impression during the job interview as he lied in his CV.

2

Sharon passed her exams ... flying colours – she should be proud of herself.

I'm never going to work in services – I'm sure

I couldn't deal ... arrogant or grumpy clients.

Henry decided to team up ... his colleague to tackle the challenging project together.

3

One of the most irritating questions matura students have to answer is what kind of ... they are going to pursue.

Gen Z employees often prefer to do a job which is meaningful than to climb the ... ladder.

What would you choose: ... prospects or financial security?

4

Petra cannot go on a city break with us as she is snowed ... with work.

The new city hall is currently ... construction and is expected to be completed by the end of next year.

I'm not resilient to stress and I cannot study or work effectively ... pressure.

SŁOWOTWÓRSTWO



- 6 Uzupełnij każdą lukę jednym wyrazem, przekształcając wyraz podany w nawiasie.

It is a common belief that Generation Z (born roughly between the mid-1990s and early 2010s) are difficult to work with, as they are not (1) (commit) in the workplace and do not feel the need to pull their (2) (weigh). According to a 2022 Gallup Poll, 54% of Gen Z employees do not feel the need to engage in their work.

Gen Z is the first fully digital native generation, which have experienced the increasing levels of (3) (economy) insecurity driven by the pandemic, and which have made upward mobility appear (4) (challenge) for a generation that is just embarking on their careers. Facing the urgent challenges of climate change, they are experiencing a lack of control and uncertainty about the future, which lead to high rates of (5) (anxious) and depression.

Maybe it is no wonder that Generation Z strives for a good work-life balance. They prioritise factors such as flexibility, career (6) (advance) and a work culture in which they will reach their potential. They want jobs which are (7) (fulfil), not exploitative. It seems that in order to engage and motivate Gen Z employees, organisations will need to adapt their approaches rather than enforce their expectations on young job seekers.

GRAMATYKALIZACJA



- 7 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Możesz dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 My cousin Annie (save / enough) money to buy her own flat by the end of this summer.

2 (It / generally / believe) skilled jobs are paid better than unskilled ones.

3 This time next week my mother (attend / ceremony) during which she will be given a reward for her professional achievements.

4 Peter (work / as) a brand manager for four years when he celebrates his 30th birthday next month.

5 This week, my father (work / home) because the company he works for is moving to a new location.

6 (you / child / enjoy / help) at home, or do they need some encouragement to pitch in?

7 When I got to the office, the sales team meeting (already / start) .

8 (who / use / work) in the corner office before the recent renovations?

TŁUMACZENIE FRAGMENTÓW ZDAŃ



- 5 Przetłumacz fragmenty zdań na język angielski. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 Please pay attention or you (otrzymasz pisemne ostrzeżenie).

2 By this time next year, my brother (zakończy swój) PhD.

3 When you arrive at the prom night, late as usual, (wszyscy będą się bawić) good time.

4 Jill (pracowała przez) six years before she started mentoring new staff in her department.

5 The parent-teacher meetings in my school (odbywają się) on Thursdays at 5 pm.

6 Mr Scott is so fed up with working in Human Resources that he is on the point (przejęcia na wcześniejszą emeryturę).

7 They (remontują) their house for the past few months, and the end is not yet in sight.