

1

THE IMAGE MAKERS

VOCABULARY

appearance



a



b



c



d



e



f

- Do you look similar to one of your parents, or somebody else in your family? What's similar and what's different about your appearance?
- What do people do to their appearance to look different from others? Why do you think people want to look different?
- Look at the photos a–f above and answer the questions. Sometimes more than one answer is possible.

Which person ...?

- f 1 is dark-skinned
e 2 has a beard
d 3 is wearing braces
4 is wearing lipstick
c 5 has his/her hair in bunches
- b 6 is wearing designer glasses
d, f 7 is dark-haired
a, c 8 has a pale complexion

- Complete the table with the words and phrases below. Add more words to each category. Then describe the people in the photos using the words from the table.

bald blond/fair/grey broad-shouldered clean-shaven
dimples freckles gorgeous handsome high forehead
hollow-cheeked moustache muscular overweight
piercing plain ponytail scar/scarred short-haired
shoulder-length skinny slim spots/spotty straight
stubble tallish tanned tattoo tubby ugly wavy
well-built wrinkles/wrinkled youngish

Height	short, ...
Build	plump, ...
Age	elderly, ...
Hair	dark-haired, in bunches, ...
Skin	dark-skinned, pale complexion, ...
Facial hair	beard, ...
Features	wear glasses/braces/lipstick, ...
Opinion	good-looking, ...

4



CZŁOWIEK

Exercise 4

Height: tallish

Build: broad-shouldered, muscular, overweight, skinny, slim, tubby, well-built

Age: youngish

Hair: bald, blond/fair/grey, ponytail, short-haired, shoulder-length, straight, wavy

Skin: freckles, spots/spotty, tanned, wrinkles/wrinkled

Facial hair: clean-shaven, moustache, stubble

Features: dimples, hollow-cheeked, piercing, high forehead, scar/scarred, tattoo

Opinion: gorgeous, handsome, plain, ugly

- Read the sentences below. Are they true (T) or false (F)? Write five similar sentences for your partner using other words and phrases from exercises 3 and 4. How many can your partner get right?

- You can see dimples on people's faces. T
- The opposite of a tanned complexion is a pale complexion. T
- People wear braces on their hands. F
- Freckles can only be seen on people's faces. F
- Gorgeous is the opposite of ugly. T
- Fair hair is the same as thin hair. F
- Young people usually have a lot of wrinkles. F

- Work in pairs. Go to page 115 and do the speaking task.

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 1 and 2

- WHAT DO YOU THINK?** Work in pairs. Read the sayings below. What do they mean? Do you agree or disagree? Why? Use the ideas below to help you.

- Beauty is only skin deep.

I agree: personality more important • can change appearance

I disagree: people's faces show their personality • for example, appearance shows kindness/intelligence

- Beauty is in the eye of the beholder.

Extra activity after Exercise 4

- Teaching Notes page 3

Extra support for Challenge Exercise 1

- Teaching Notes page 3

Extra activity after Challenge Exercise 1

- Teaching Notes page 3

Extra activity for Exercise 7

- Teaching Notes page 3

Further practice

- Workbook page 4
- Macmillan Education Everywhere (MEE) App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 3

1 Work in pairs. What do you think about advertising on TV or online? Does it encourage you to buy more things than you need?

2 **CD 1.01** **LANGUAGE IN CONTEXT** Read and listen to the dialogue. What do Ben and Jax think about advertising? Why?

Ben What are you doing, Jax?

Jax I'm just **browsing** a website. I usually go online when I finish school and check out some clothes sites. But **look at** this pop-up advert. Oh, they make me angry! I **hate** this type of advert because you can't escape them. And these days they're putting more and more of them online. In fact, I can't stand adverts in general. They don't **persuade** me to buy anything!

Ben But we **need** adverts! They give us ideas. My dad saw a car advert last year and now he's **driving** around in that car!

Jax Look, here's another one!

Ben Sorry! I have to go. I'm **meeting** Robby in half an hour. We're **watching** a film at his house, but we can cut out all the adverts because it's recorded!



Ben likes adverts because they are useful – they give us ideas. Jax doesn't like adverts because you can't escape them.

3 **ANALYSE** Read the dialogue in exercise 2 again. Find examples of the present simple and present continuous which match the rules below.

- We use the present simple to talk about regular actions and routines:
- We use the present simple to talk about facts that are generally true:
- We use the present continuous to talk about something that is happening now:
- We use the present continuous to talk about something that is happening around now:
- We use the present continuous to talk about a future arrangement:
- We usually use stative verbs (e.g. *hate, love, like, know, believe, need, have, see, hear*) in the present simple:

4 Complete the table with the verbs below. Which of the highlighted verbs in the dialogue are stative and which are dynamic?

read have recognise understand take put agree
prefer play listen love believe get work mean talk

Dynamic (describe actions)	Stative (describe emotions, opinions, senses)
read	have

5 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.

- I **go** (go) shopping with my friends every Saturday, but this weekend I **am staying** (stay) at home.
- Jake **is wearing** (wear) his new suit to his brother's wedding next week.
- Is Ella studying** (Ella / study) French this year?
- The company **brings out** (bring out) a new perfume every year. They **are advertising** (advertise) a new perfume at the moment. It's quite expensive.
- Ken and Penny **don't live** (not live) here anymore. They moved to Bristol last month.
- Sorry, I can't talk now. I **'m chatting** (chat) to Mick online.
- Our school always **puts** (put) on a charity fashion show in the summer.
- They **are building** (build) a new shopping mall in the centre. It's nearly finished.
- I **don't wear** (not wear) woolly jumpers because they **make** (make) me hot.
- Are we going** (we / go) to the clothes exhibition next month?

6 Choose the correct option to complete the sentences.

- What **are you meaning** / **(do you mean)**? I'm afraid I'm **not understanding** / **(don't understand)**.
- I **am recognising** / **(recognise)** you! You're Matty's cousin.
- I **'m taking** / **take** an umbrella because it might rain later.
- I **am not wanting** / **(don't want)** to hear about the party now. Tell me later.
- My mum **'s making** / **makes** a cake for a dinner party at the moment.
- I **am agreeing** / **(agree)** with you. We **aren't having** / **(don't have)** enough time right now to finish this.

GRAMMAR CHALLENGE! Unit 1, page 108, exercise 1

7 **NOW YOU DO IT** Write questions. Use the present simple or present continuous.

- What interesting things / you / study / at school at the moment?
- How many adverts / you / see / every day?
- What / the people in this class / wear / now?
- Which adverts / you / like (hate) / most?
- When / you / next / go shopping?
- How many fashion designers / you / know?
- What colours / you / prefer / wear?
- Which singer or band / young people in Poland / listen to / at the moment?

8 Work in pairs. Ask and answer the questions in exercise 7.

GRAMMAR REFERENCE page 130

Exercise 3

- I usually go online.
- They make me angry. / I can't stand adverts in general.
- I'm just browsing a website.
- They're putting more and more of them online. / He's driving around in that car.
- I'm meeting Robby in half an hour. / We're watching a film at his house.
- I hate this type of advert. / But we need adverts!

Exercise 4

Dynamic: take, put, play, listen, get, work, talk

Stative: recognise, understand, agree, prefer, love, believe, mean

DIALOGUE

Dynamic: browse, look, persuade, drive, meet, watch

Stative: hate, need

Exercise 7

- What interesting things are you studying at school at the moment?
- How many adverts do you see every day?
- What are the people in this class wearing now?
- Which adverts do you like (hate) most?
- When are you next going shopping?
- How many fashion designers do you know?
- What colours do you prefer to wear / prefer wearing?
- Which singer or band are young people in Poland listening to at the moment?

Lead-in

- Teaching Notes page 4

Extra support for Challenge Exercise 1

- Teaching Notes page 4

Extra activity for Challenge Exercise 1

- Teaching Notes page 4

Grammar Reference

- Student's Book page 130

Audioscript

- Student's Book page 143 and Teacher's Resource Centre

Further practice

- Workbook page 5
- MEE App > On-the-Go Practice

Kompendium gramatyczne

- Workbook page 108

Homework suggestion

- Teaching Notes page 4

1 Where do you get your ideas about what clothes to buy or wear? Think about fashion magazines, blogs or other people.

2 Work in pairs. How many different types of clothes can you write down in two minutes?

3 Look at the pictures of four people from a fashion magazine. Match 1–12 with the clothes below. Do you dress similarly to any of these people? Do you know anybody who does?

designer dress 1 tie 6 tights 8 cotton suit 4 bracelet 2
tight-fitting jacket 10 knee-length skirt 7
open-toed sandals 3 V-neck jumper 11
high-heeled shoes 9 striped shirt 5 skinny jeans 12



Exercise 4

dresses, jeans, jackets, trousers, a suit and tie, T-shirts, hoodies, shoes, high heels, a coat, a scarf, a hat, gloves, socks, boots, pyjamas

4 Listen to a radio programme. Write down the items of clothing the speakers mention.

5 Listen again. Match the statements 1–5 with the speakers: Anna, Robby, Izzy or Grant. There is one extra statement.

- | | |
|---|-------|
| 1 I like to copy the look of famous people. | Izzy |
| 2 I follow the latest designs to look good. | Anna |
| 3 I go to fashion shows. | |
| 4 I decide what to wear depending on the weather. | Grant |
| 5 I don't like to be different from other people. | Robby |

6 Complete the sentences with the adjectives below.

trendy smart elegant scruffy casual

- When I get home from school, I change into **casual** clothes – they're more comfortable.
- Our English teacher is quite **trendy** and wears the latest designer clothes.
- It's important to look **smart** at weddings and other special occasions.
- When my sister got married, she looked so **elegant** in her long white dress.
- My cousin Matt often looks **scruffy** – he sometimes wears T-shirts which have holes in them.

7 Describe the style of your friends or people in your family using the adjectives from exercise 6.

8 Listen to two friends talking about fashion magazines. Complete the sentences with the correct words or expressions. Write between one and three words in each gap.

- Judy says that slim models **present clothes** better than overweight ones.
- Mark believes that showing only thin models sends out **the wrong message** to young people.
- Judy says that people should make **their own decisions** in life.
- Airbrushing is a technique used by **magazines** to make celebrities look better in photos.
- At the end of the conversation, Judy says that it's normal for people to want to look **good** in magazine photos.

9 Which person in exercise 8 do you agree with more – Judy or Mark? Why?

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 3



VIDEO 01

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- The photo shows young people at a vlogger convention. Would you like to attend one? Why? / Why not?
- Do you follow fashion and lifestyle blogs and/or vlogs? Do they have any influence on your buying choices?
- In your opinion, do fashion and lifestyle vloggers and bloggers contribute to young people buying too many clothes or beauty products? Why? / Why not?

6 CZŁOWIEK, KULTURA Rozumienie ze słuchu Dobieranie (zdań do wypowiedzi), Zdania z lukami

Extra activity for Exercise 2

- Teaching Notes pages 4–5

Extra support for Exercise 8

- Teaching Notes page 5

Extra support for Challenge Exercise 3

- Teaching Notes page 5

Video worksheet

- Workbook pages 13–14 and Teacher's Resource Centre

Culture Note for the video

- Teaching Notes page 5

Videoscript

- Teacher's Book page 344 and Teacher's Resource Centre

Audioscript

- Student's Book page 143 and Teacher's Resource Centre

Further practice

- Workbook page 6
- MEE App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 5

1 Which famous person's style and appearance do you most admire? Why?

2 LANGUAGE IN CONTEXT Read people's comments about clothes choices. Which of the comments do you most agree with? Why?



1 Some people love talking about fashion models and celebrities. They're more interested in looking like them than in developing their own style. That isn't a good thing.



2 I always hoped to look just like my older brother. I tried to copy his style, but I think I just looked silly!



3 Most of my friends seem to spend a long time choosing clothes. They also spend a lot of money on looking good. They enjoy wearing the same clothes as each other! That's crazy!



4 I can't stand being different from other people. I'd love to spend money on designer clothes, but my mum won't allow me to do that. I don't expect to wear expensive designer clothes ALL the time, but at school and when I'm out? Come on!

Like • Share

1 2

3 ANALYSE Complete the sentences using the correct forms of the verbs from the texts in exercise 2.

Verb + infinitive:

- I hoped **to look** just like my older brother.
- I'd love **to spend** money on designer clothes.
- My mum won't allow me **to do** that.

Verb + -ing:

- They're more interested in **looking** like them.
- I can't stand **being** different.
- They enjoy **wearing** the same clothes.

4 Complete the table with the verbs below.

afford finish advise miss prevent from promise
practise agree invite offer fancy imagine refuse
manage get tired of warn ask persuade

verb + -ing form	verb + to + infinitive
finish, miss, prevent from, practise, fancy, imagine, get tired of	afford, advise, promise, agree, invite, offer, refuse, manage, warn, ask, persuade

5 PRACTISE Choose the correct option to complete the dialogue.

- Lily Kate, do you fancy ¹**to come** / **coming** into town tomorrow? Dad's offered ²**to give** / **giving** me a lift.
- Kate Yeah, I'd love ³**to come** / **coming**. But I can't afford ⁴**to spend** / **spending** a lot of money! And I need ⁵**to get** / **getting** back early to finish ⁶**to do** / **doing** my English homework!
- Lily Oh! I haven't started mine yet. And I've promised ⁷**to help** / **helping** my little sister with her French. We're going to practise ⁸**to speak** / **speaking** French for her oral test tomorrow.
- Kate You're so kind! OK, so let's go then!



6 Complete the sentences with the correct form of the verbs below.

chat send not buy see revise wait live
watch look go spend

- I warned my sister **not to buy** those red jeans. They are a horrible colour.
- Do you mind **waiting** for a few minutes while I talk to Miss Davis about my homework?
- I'm glad you enjoy **living** in London, but don't you miss **seeing** all your old friends?
- The teacher advised us **to revise** all the grammar on pages 15 and 16 for the test.
- I'd like **to spend** more time **looking** at clothes and less time **chatting** with friends when we go shopping!
- I get tired of **watching** old TV series. They can get very boring.
- Have you finished **sending** your emails? Dinner's ready.
- What's preventing you from **going** on holiday with us? You need a break!

GRAMMAR CHALLENGE! Unit 1, page 108, exercises 2 and 3

7 NOW YOU DO IT Work in pairs. Talk about the things below.

- Something you spend a long time doing every day.
- Something you can't afford to do.
- Something you quickly get tired of doing.
- Something you have refused to do recently.
- Something you haven't finished doing yet.
- Something you fancy doing at the weekend, but can't.

ŻYCIE PRYWATNE, ZAKUPY I USŁUGI

GRAMMAR REFERENCE page 130

7

Lead-in

- Teaching Notes page 5

Extra activity after Challenge Exercise 3

- Teaching Notes page 5

Extra activity at the end of the lesson

- Teaching Notes page 6

Grammar Reference

- Student's Book page 130

Further practice

- Workbook page 7
- Vocabulary and Grammar worksheet 1, Teacher's Book page 348
- MEE App > On-the-Go Practice

Kompendium gramatyczne

- Workbook page 109

Homework suggestion

- Teaching Notes page 6

1  Work in pairs and describe the pictures below. What is the possible connection between them?



Exercise 2

- a inhumane
- b exploit
- c sweatshop
- d miserable
- e chain store
- f profit

2  **CD 1.04**  Read the text below. Match the highlighted words in the text with their Polish equivalents.

- | | | | |
|---|--------------------|---|----------------|
| a | nieludzki | d | nieszczęśliwy, |
| b | wykorzystywać | | przygnębiający |
| c | zakład wyzyskujący | e | sklep sieciowy |
| | pracowników | f | zysk |

3   Read the text again and match each paragraph 1–4 with the correct heading (a–f). There are two extra headings.

- | | | | |
|-----|----------------|-----|-------------------|
| 3 a | Work or starve | 4 d | A need for change |
| b | Cheap fashions | 2 e | Living in hell |
| c | Poor but happy | 1 f | Travel and see |

Look at your clothes. Do you know where they come from? Do you know anything about the people who made them? How old are they? How much do they get paid every month? What are their lives like? How fair was the deal for you and for them? Now read on and find out.

1  Three wealthy young fashion bloggers, Anniken, Frida and Ludvig, are sent by a Norwegian reality show to Phnom Penh, the Cambodian capital, for a month. They are going to live the lives of the workers in the local **sweatshops** who make the clothes they buy in well-known **chain stores** back in Norway. The story they tell is one of total horror and sadness.

2  It's 5:30 a.m. and the three teenagers and their teenage host Sokty are waking up for work. The place where they are staying is smaller than their bathrooms back in Norway. A sleepless night on the concrete floor has made them feel exhausted, yet they have no choice but to go to work for at least eight hours. Their working conditions are **inhumane**. The room is small, windowless and very stuffy. There is a hole in the ground for the toilet and no time to have a break. The work is extremely dangerous to their health, especially for their backs and eyes.

3  The bloggers are horrified when they learn they will be paid \$3 a day, but they get the shock of their lives when they hear stories of girls who leave school to help their poor families survive, stories of their **miserable** lives where there is no time for fun. They find out that the sweatshop workers do not complain too much because they are grateful to have jobs. Without them, their families would probably die of hunger. After just a few

days, the Norwegian teenagers have had enough and break down in tears.

4  The three friends leave Cambodia absolutely devastated and promise to tell everyone about the girls and the price they pay for us to wear cheap fashions. They have already managed to persuade the Norwegian Parliament to take action against companies which produce clothes in such an unethical way. Their programme, *Deadly Fashion*, has been seen online by millions of people around the world and turned into a documentary. Will this encourage people to boycott firms which do not care about the idea of fair trade and **exploit** children to make huge **profits**? Time will tell!



Norwegian *Deadly Fashion* bloggers:
Anniken Jørgensen, Frida Ottensen, Ludvig Hambro

8  CZŁOWIEK, PRACA, PAŃSTWO I SPOŁECZEŃSTWO

Rozumienie tekstów pisanych Dobieranie (nagłówków do akapitów),
Odpowiedzi na pytania

Lead-in

- Teaching Notes page 6

Culture Note for Exercise 2

- Teaching Notes page 6

Extra support for Exercise 4

- Teaching Notes page 6

Extra support for Exercise 5

- Teaching Notes page 6

Extra support for Challenge Exercise 4

- Teaching Notes page 6

Video worksheet

- Workbook page 15 and Teacher's Resource Centre

4 Read the text again and answer the questions. There is one question which has no answer in the text.

In which paragraph does the author ...?

- 3 a describe the attitude of the Cambodians to their work
- 1 b explain why the Norwegians went to Cambodia
- 2 c mention the reason for somebody's tiredness
- d criticise the sweatshop owners
- 3 e say what surprised the bloggers the most
- 4 f mention what has been done to fight the problem

5 Read the text again and answer the questions. Write no more than two sentences.

- 1 What were the working conditions in Cambodian sweatshops like?
- 2 What health problems may the workers suffer from?
- 3 How did the bloggers feel after just a few days in Cambodia?
- 4 What did the bloggers decide to do as they were leaving Cambodia?
- 5 How did the Norwegian Parliament respond to the friends' reports?

6 Work in pairs and answer the questions.

- 1 Why do you think the three bloggers decided to take part in the programme? Would you be prepared to do the same? Why? / Why not?
- 2 Do you think that campaigns like this will help change the situation described in the article for the better? Why? / Why not?

Vocabulary development

7 Complete the phrases with the words below.

sweatshops unethical price idea chain stores
miserable profit

- 1 buy clothes in **chain stores**
- 2 work in **sweatshops**
- 3 pay a high **price**
- 4 care about the **idea** of something
- 5 take action against / boycott **unethical** clothing companies
- 6 lead a **miserable** life
- 7 make a **profit**

8 Complete the text with the correct words from exercise 7.



Most of us buy clothes in ¹**chain stores**, but how many of us know that the people who make these clothes get paid very little for their work and often ²**lead** miserable lives? They work in ³**sweatshops** in very bad conditions, often for more than ten hours a day.

I strongly believe that we should ⁴**boycott** companies which employ children and exploit them so much and show that we ⁵**care** about the idea of fair trade by refusing to buy clothes made in such an unethical way.

! Watch out

Przymiotniki stopniowalne (**gradable adjectives**) opisują cechy, które można posiadać w różnym natężeniu, np. ktoś może być bardziej lub mniej zmęczony. Przymiotniki niestopniowalne (**non-gradable adjectives**) opisują cechy, których nie można zmierzyć, np. coś jest lub nie jest drewniane.

9 Match the gradable adjectives 1–10 with their non-gradable equivalents below.

terrified 8 boiling 7 delicious 10 huge 9 gorgeous 4
devastated 1 delighted 3 starving 2 fascinating 6 filthy 5

- | | | | |
|----------|---------------|----------|----------|
| 1 sad | 4 pretty | 7 hot | 10 tasty |
| 2 hungry | 5 dirty | 8 afraid | |
| 3 happy | 6 interesting | 9 big | |

10 Rewrite the sentences below using either a gradable or a non-gradable adjective.

- 1 I was afraid to ask for help.
- 2 The girls working in the sweatshops were very hungry.
- 3 We were devastated to hear the stories of underage workers in Asian countries.
- 4 The room where we had to sleep was really filthy.
- 5 I was happy to leave that place. It was so depressing.
- 6 It was really hot outside.

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 4 and 5

11 Write a short internet forum entry about the problem of children working in sweatshops. Include the points below.

- Write where you found out about the problem.
- Describe the problem.
- Say how it makes you feel.
- Suggest what teenagers could do to help change the situation.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Where do you think was the photo taken, and what does it show?
- 2 What do you think happens to all the clothes people in Europe don't want anymore?
- 3 Do you buy second-hand clothes? Why? / Why not?

Exercise 5

- 1 The conditions were very difficult because rooms were stuffy, dark and small. There were no proper toilets and the workers did not have any breaks.
- 2 The hard work may affect workers' backs and eyes.
- 3 They were horrified and devastated to see how difficult workers' lives were.
- 4 They decided to tell people in Norway about the working conditions in Cambodian sweatshops.
- 5 It took action against some unethical companies.



Exercise 10

- 1 I was **terrified** of asking for help.
- 2 The girls working in sweatshops were **starving**.
- 3 We were **sad** to hear the stories of underage workers in Asian countries.
- 4 The room where we had to sleep was really **dirty**.
- 5 I was **delighted** to leave that place. It was so **miserable**.
- 6 It was **boiling** outside.

Videoscript

- Teacher's Book page 341 and Teacher's Resource Centre

Further practice

- Workbook pages 8–9
- Reading worksheet 1
- MEE App > On-the-Go Practice

Homework suggestion

- Teaching Notes pages 6–7

Assessment

- Short Test 1
- Challenge Short Test 1

- 1 Work in pairs and describe the picture. Then answer the questions.

- Have you ever had an idol? Who was he/she? Why did you like this person so much?
- Would you like to meet that person? What questions would you ask if you had the chance to talk to them?



- 2 **CD 1.05** Read and listen to the description of the selfie in exercise 1. Put the questions in the order that they are answered.

- How are they feeling?
- What are they doing? What are the people wearing?
- Who is the main person in the picture? Who else is in the picture? Where might they come from?
- Where was the photograph taken?

Jo I believe that the picture was taken during some music or film festival. In the foreground, I can see a celebrity and her fan. In the background, there are other fans probably waiting to take a photo with their idol. Judging from her reaction she's pleased to meet her fans. It looks like the celebrity is enjoying the experience. She is taking a selfie of herself and her fans. The star has long, blonde, wavy hair and she is wearing an elegant black dress. She has some make-up on and she is smiling at the camera. The fans are taking photos of her, and waving at her. Everybody seems happy. This is a lovely image. I find it really appealing.

- 3 Choose the correct option to complete the sentences in the Phrase Bank. Then check your answers with the text in exercise 2.

PHRASE BANK

Describing a picture

I believe that the picture was ¹made / **taken** during some music or film festival.

²In / **On** the foreground, I can see a celebrity and her fan.

³Judging / **Seeing** from her reaction, she's pleased to meet her fans.

It looks ⁴like / **that** the celebrity is enjoying the experience.

The star ⁵wears / **is wearing** an elegant black dress.

Everybody ⁶seems / **is seeming** happy.

- 4 Match the parts of the sentences.

- | | |
|---------------------|--------------------------------------|
| c 1 She looks | a she's going to a party. (+ phrase) |
| b 2 She looks like | b a film star. (+ noun) |
| a 3 She looks as if | c quite friendly. (+ adjective) |

- 5 Complete the gaps with appropriate words.

- The woman in the picture looks **like** a friendly person.
- The people look **as if** they are having a good time.
- The boy **looks** stressed out.
- The men look as if they **are having** an argument.
- The teenager looks like **a** music fan.
- The girls look **like** ballet dancers.

- 6 Cover the description of the selfie in exercise 2. Describe the picture from memory using the questions from exercise 2 to help you. Use the phrases from the lesson.

- 7 Work in pairs. Describe one picture each. Make sure your partner mentions: a) who is in the picture, b) where they are, c) what they are doing. Then answer the two questions about the pictures.

Student A



- What is the woman probably looking at?
- Do you prefer wearing more formal or more casual clothes? Why?

Student B



- Why is the boy taking a selfie?
- Do you like it when other people take photos of you? Why? / Why not?

Culture Note for Exercise 2

- Teaching Notes page 7

Extra activity before Exercise 6

- Teaching Notes page 7

Audioscript

- Student's Book page 143 and Teacher's Resource Centre

Speaking Bank

- Student's Book page 120

Further practice

- Workbook page 10
- Communicative activity worksheet 1, Teacher's Book pages 356–357
- Speaking worksheet 1

Homework suggestion

- Teaching Notes page 7

1 Work in pairs and answer the questions.

- Who is the most original-looking person you know?
- What makes this person look so unusual?
- Why do some people have a strong need to look different from others?
- How would you describe your style?

2 Read the writing task below and answer the questions.

- Why are you writing?
- How many points do you have to include in the email?
- What tenses will you use for each point?

Od niedawna spotykasz się z nowym chłopakiem / nową dziewczyną*. W e-mailu (100–150 słów) do kolegi/koleżanki z Anglii:

- przeproś za brak kontaktu, podając przyczynę,
- opisz wygląd zewnętrzny swojej nowej dziewczyny / swojego nowego chłopaka,
- opisz jego/jej styl ubierania się i to, co w nim/niej Ci się podoba,
- poinformuj o planach wyjścia na imprezę i poproś kolegę/koleżankę o pożyczenie stosownego ubrania.

* W całej serii Password kolejność form męska/żeńska dostosowano do Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023. Zachęcamy jednak do zapoznania się z tendencjami etykietałnymi współczesnej polszczyzny.

3 Read the writing task in exercise 2 again. Match sentences a–f with gaps 1–4 in the email below. There are two extra sentences.

- For a boy he has an unusual talent for putting together great outfits.
- I hope you're fine and things at school are going well.
- So, could I possibly borrow your beautiful new red dress?
- He comes across as a very cheerful and outgoing person.
- His short black hair, incredibly blue eyes and a great smile make him look really handsome.
- I'm sorry I haven't been in touch recently, but I've been very busy at school.

Hi Sophie,
How are you?
1 However, I have great news for you. I have a boyfriend!
His name is Alan. He's tall and slim. 2
I must say he has fantastic taste in clothes. 3
He has a casual style and he wears bright colours. Because of this I think he comes across as somebody very unusual. I just love his style!
And finally, we're going to a party together next Saturday.
4 I'd be very grateful. Please let me know asap.
Take care.
Love,
Lilka



4 Complete the sentences in the Phrase Bank with words from the email. Then translate the phrases into Polish.

PHRASE BANK

Describing people

His/Her 1 **incredibly** blue eyes make him/her look very handsome/pretty.
He/She has fantastic 2 **taste** in clothes.
He/She has a 3 **casual**/sporty/smart style.
He/She 4 **comes across** as somebody unusual/interesting.
He/She has a real 5 **talent** for putting together great outfits.

Asking for permission and giving permission

Could I possibly 6 **borrow** your new dress?
Is it all right if I borrow your dress?
Can I ...? | May I ...?
Sure, no problem. | Of course, I can lend you ...

! Watch out

Opisując osoby, miejsca czy rzeczy, często przed rzeczownikiem używamy kilku przymiotników. W języku angielskim te przymiotniki występują w określonej kolejności:

opinia – rozmiar/wielkość – wiek – kształt – kolor – narodowość/pochodzenie – materiał

np. *elegant black Italian leather shoes,*
a strange tall American man.

Pamiętaj, że rzadko używa się więcej niż trzech przymiotników przed jednym rzeczownikiem.

5 Rewrite the descriptions in the correct order.

- a **jacket**: leather – fashionable – black
- a **man**: handsome – young – friendly
- a **car**: American – black – big
- hair**: ginger – straight – long
- girls**: young – tall – French
- a **watch**: square – plastic – modern

6 Read the instructions and do the writing task.

Do Twojej klasy dołączyła właśnie nowa uczennica. Napisz **e-mail** (100–150 słów) do kolegi/koleżanki z Anglii, w którym:

- przeprosisz za zwłokę w odpowiedzi na jego/jej wiadomość i podasz powód,
- przedstawisz nową koleżankę i napiszesz, kiedy dołączyła do Waszej klasy,
- opisziesz, jakie pierwsze wrażenie zrobiła na Tobie ta osoba,
- poinformujesz o planowanej wycieczce klasowej do Londynu i zapytasz o możliwość spotkania w tym czasie.

Exercise 2

- to inform the English friend about a new boyfriend/girlfriend
- four
- present simple for description; present perfect to give an excuse; *going to* or present continuous to talk about the plans

Exercise 5

- a fashionable black leather jacket
- a handsome friendly young man
- a big black American car
- long straight ginger hair
- tall young French girls
- a modern square plastic watch

Extra activity for the Phrase Bank

- Teaching Notes page 7

Extra activity – useful phrases

- Teaching Notes page 7

Extra activity for Exercise 5

- Teaching Notes page 7

Writing Bank

- Student's Book pages 123 and 127

Sample answer for Exercise 6

- www.staffroom.pl and Teacher's Resource Centre

Matura Reference

- Workbook pages 140–145

Further practice

- Workbook page 10
- Writing worksheet 1

Homework suggestion

- Teaching Notes page 7

1 Work in pairs and describe the two photos. Then discuss the questions below.

- What can you say about life and personality of the people in photos 1 and 2 based on their looks (face, hairstyle and clothes)?
- Who would you prefer to talk to at a party? Why?

! Watch out

Po czasownikach: **make** (zmuszać kogoś do zrobienia czegoś) i **let** (pozwalać komuś na zrobienie czegoś) stosujemy bezokolicznik bez **to**.

*The teachers do not let us wear make-up to school.
Do your parents make you help at home?*

Exercise 4

- am wearing a skirt;
usually wear trousers
- doesn't fancy going
- lets him sleep
- is taking action against
- has offered to lend me
- am not interested in talking

2 Complete the sentences with the correct form of **make** or **let**.

- I often **let** my best friend borrow my clothes because she **lets** me borrow hers.
- Tom hates wearing smart clothes, but his mum **made** him buy an elegant suit before his first job interview.
- I forgot my English book, but Julia **let** me share hers.
- Ann is sometimes lazy, but her maths teacher **makes** her study hard.

3 Read the text and choose the correct answer: a, b or c.



It may sound strange, but we form opinions about other people based on their hairstyle. Our hair allows us **1** more than just how neat we are; it says a lot about our personality too. So, long **2** hair is associated with people who care about their appearance and are fun, but may be money-oriented. Medium-length hair **3** the impression that you are bright and kind, while short hair suggests you tend to be outgoing and self-confident. Individuals with a fringe can't stand **4** bored as they are highly motivated, action-oriented people.

As for the colour, bright shades make you **5** open-minded and eccentric. The texture, on the other hand, informs us how friendly the person is. People with curly or wavy hair come **6** as more easygoing than those with straight hair. So, look around and see how true this is!



- | | | |
|--------------------|-------------------|-------------------------|
| 1 a communicate | b communicating | c to communicate |
| 2 a pale | b straight | c scruffy |
| 3 a give | b gives | c is giving |
| 4 a feeling | b to feel | c of feeling |
| 5 a looking | b look | c to look |
| 6 a off | b out | c across |



4 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- I **wear** (wear / a skirt) today because I need to look elegant, but I **usually** (usually / wear / trousers).
- Olivia **not** (not / fancy / go) shopping today. She's too tired.
- Kate loves her pet cat so much that she **let** (let / he / sleep) on her bed.
- The government **take** (take action) unethical clothing companies at the moment.
- George **offer** (offer / lend / I) his rucksack when I go on my school trip.
- I **not** (not / interested / talk) about fashion. I really don't care about what is trendy and what isn't.

5 **CD 1.06** Listen to questions (1–4) and choose the correct reactions (a–e). There is one extra reaction which you do not need to use.

- | | |
|------------------------------------|---------------------------------|
| 4 a I'd say flowery dresses. | 2 c I really don't care. |
| 3 b Well, I just fancied a change. | d Honestly, I don't mind. |
| | 1 e Not really. |

6 Translate the Polish parts of the sentences into English. Use no more than five words.

- Why **are you smelling** (wąchasz) her clothes? Do you think she smokes?
- I can't tell the difference** (Nie rozróżniam) between the twins. They both look the same to me.
- I can't meet you today because **I am seeing my boyfriend** (widzę się z moim chłopakiem) at six.
- I don't recognise the man. I don't remember **ever meeting him** (abyśmy kiedykolwiek się spotkali).
- I forgot to pack** (Zapomniałem spakować) my warm jumper, so I borrowed one from my friend.

7 WHAT DO YOU THINK? Work in pairs and answer the questions. Use the ideas below to help you.

- In what situations do people want to make the best impression on others? Why?
People want to make the best impression on others when they go to a job interview / on a date / to a new school.
They want to make friends / look fashionable / be accepted / get a job.
- What type of men/women do you find the most handsome / the prettiest?

Extra activity after Exercise 2

- Teaching Notes page 8

Extra activity before Exercise 3

- Teaching Notes page 8

Extra support for Exercise 4

- Teaching Notes page 8

Extra support for Exercise 5

- Teaching Notes page 8

Extra support for Exercise 6

- Teaching Notes page 8

Audioscript

- Student's Book page 143 and Teacher's Resource Centre

Matura Reference

- Workbook pages 124–139

Further practice

- Workbook page 11
- Use of English Practice Book for Matura > www.staffroom.pl and Teacher's Resource Centre

Homework suggestion

- Teaching Notes page 8

Vocabulary MP3 01

appearance	/ə'piərəns/	wygląd
bald	/bɔːld/	łysy
beard	/biə(r)d/	broda (zarost)
beauty	/ˈbjuːti/	piękno, uroda
blond hair	/ˈblɒnd ˈheə(r)/	włosy blond
broad-shouldered	/ˈbrɔːd ˈʃəʊldə(r)d/	barczysty
build	/biːld/	budowa ciała
bunches	/ˈbʌntʃɪz/	kucyki
clean-shaven	/ˈkliːn ˈfeɪv(ə)n/	gładko ogolony
complexion	/ˈkɒmˌplekʃ(ə)n/	cera, karnacja
dark-haired	/ˈdɔː(r)k ˈheə(r)d/	ciemnowłosy
dark-skinned	/ˈdɔː(r)k ˈskɪnd/	ciemnoskóry
designer glasses	/dɪˌzaɪnə(r) ˈglɑːsɪz/	markowe okulary
dimples	/ˈdɪmp(ə)lz/	doleczki
elderly	/ˈeldə(r)li/	w podeszłym wieku
facial hair	/ˈfeɪʃ(ə)l ˈheə(r)/	zarost
fair hair	/ˈfeə(r) ˈheə(r)/	jasne włosy
features	/ˈfiːtʃə(r)z/	cechy charakterystyczne
freckles	/ˈfrek(ə)lz/	piegi
good-looking	/ˌɡʊd ˈlʊkɪŋ/	atrakcyjny
gorgeous	/ˈɡɔː(r)dʒəs/	przepiękny
grey hair	/ˌɡreɪ ˈheə(r)/	siwe włosy
handsome	/ˈhænds(ə)m/	przystojny
height	/haɪt/	wzrost
high forehead	/ˌhaɪ ˈfɔː(r)hed/	wysokie czoło
hollow-cheeked	/ˌhɒləʊ ˈtʃiːkt/	z zapadniętymi policzkami
image	/ˈɪmɪdʒ/	wizerunek
moustache	/ˈməʊˈstaːʃ/	wąsy
muscular	/ˈmʌskjələ(r)/	muskularny
overweight	/ˌəʊvə(r)ˈweɪt/	z nadwagą
pale	/peɪl/	blady
piercing	/ˈpiə(r)sɪŋ/	kolczyk (np. w nosie)
plain	/pleɪn/	przeciętny, zwyczajny
plump	/plʌmp/	pulchny
ponytail	/ˈpəʊniˌteɪl/	koński ogon
scar	/skaː(r)/	blizna
scarred	/ˈskaː(r)d/	z blizną
short	/ʃɔː(r)t/	niski
short-haired	/ˌʃɔː(r)t ˈheə(r)d/	krótkowłosy
shoulder-length hair	/ˌʃəʊldə(r)ˌlenθ ˈheə(r)/	włosy do ramion
skinny	/ˈskɪni/	chudy
slim	/slɪm/	szczupły
spots	/spɒts/	pryszczki
spotty	/ˈspɒti/	pryszczaty
straight	/streɪt/	proste
stubble	/ˈstʌb(ə)l/	kilkudniowy zarost
tallish	/ˈtɔːliʃ/	dość wysoki
tanned	/tænd/	opalony
tattoo	/tæˈtuː/	tatauaż
tubby	/ˈtʌbi/	grubawy
ugly	/ʌɡli/	brzydki
wavy hair	/ˈweɪvi ˈheə(r)/	falujące włosy
wear braces	/ˌweə(r) ˈbreɪsɪz/	nosić aparat ortodontyczny
wear lipstick	/ˌweə(r) ˈlɪpsɪk/	malować usta
well-built	/ˌwel ˈbɪlt/	rosły
wrinkled	/ˈrɪŋk(ə)ld/	pomarszczony
wrinkles	/ˈrɪŋk(ə)lz/	zmarszczki
youngish	/ˈjʌŋli/	dość młody

Grammar 1 MP3 02

fashion designer	/ˈfæʃ(ə)n dɪˌzaɪnə(r)/	projektant mody
persuade sb to do sth	/pəˈsweɪd ˌsʌmbədi tə ˈduː ˌsʌmθɪŋ/	przekonać kogoś do zrobienia czegoś
pop-up advert	/ˈpɒpʌp ˌædvɜː(r)t/	reklama w wyskakującym okienku

smell	/smel/	wąchać; pachnieć
woolly jumper	/ˌwɒli ˈdʒʌmpə(r)/	wełniany sweter

Listening and vocabulary MP3 03

airbrushing	/ˈeə(r)ˌbrʌʃɪŋ/	retuszowanie zdjęć
bracelet	/ˈbreɪslət/	bransoletka
casual	/ˈkæʒuəl/	nieformalny
cotton suit	/ˈkɒt(ə)n ˈsuːt/	bawelniany garnitur/kostium
designer dress	/dɪˌzaɪnə(r) ˈdres/	markowa sukienka
elegant	/ˈelɪɡənt/	elegancki
fashion show	/ˈfæʃ(ə)n ˈʃəʊ/	pokaz mody
high-heeled shoes	/ˌhaɪˌhiːld ˈʃuːz/	buty na wysokim obcasie
hole	/həʊl/	dziura
knee-length skirt	/ˌniː ˌlenθ ˈskɜː(r)t/	spódnica do kolan
open-toed sandals	/əˈpən ˌtəʊd ˈsænd(ə)lz/	sandały z odkrytymi palcami
scruffy	/ˈskraʃi/	niechlujny
skinny jeans	/ˈskɪni ˈdʒiːnz/	dżinsy rurki
smart	/smɑː(r)t/	elegancki
striped shirt	/ˈstraɪpt ˈʃɜː(r)t/	koszula w paski
stuff	/stʌf/	rzeczy, ciuchy
the red carpet	/ðə ˈred ˈkɑː(r)pɪt/	czerwony dywan
tie	/taɪ/	krawat
tight-fitting jacket	/ˌtaɪtˌfɪtɪŋ ˈdʒækt/	obcisła marynarka/kurtka
tights	/taɪts/	rajstopy
trendy	/ˈtrendi/	modny
V-neck jumper	/ˌviːnek ˈdʒʌmpə(r)/	sweter z dekoltem w szpic
wardrobe	/ˈwɔː(r)draʊb/	garderoba

Grammar 2 MP3 04

fancy doing sth	/ˈfænsi ˈduːɪŋ ˌsʌmθɪŋ/	mieć ochotę na zrobienie czegoś
fashion model	/ˈfæʃ(ə)n ˌmɒd(ə)l/	model/modelka
get tired of sth	/ˌget ˈtaɪə(r)d əv ˌsʌmθɪŋ/	zmęczyć się czymś
offer to do sth	/ˈɒfə(r) tə ˈduː ˌsʌmθɪŋ/	zapropionować zrobienie czegoś
prevent sb from doing sth	/ˈpriːvent ˌsʌmbədi frəm ˈduːɪŋ ˌsʌmθɪŋ/	zapobiec zrobieniu czegoś przez kogoś
warn sb not to do sth	/ˌwɔː(r)n ˌsʌmbədi nɒt tə ˈduː ˌsʌmθɪŋ/	ostrzec kogoś przed zrobieniem czegoś

Reading and vocabulary MP3 05

absolutely	/ˌæbsəluːtli/	całkowicie
boiling	/ˈbɔɪlɪŋ/	upalny, skwarowy
boycott	/ˈbɔɪkɒt/	bojkotować
break down in tears	/breɪk ˈdaʊn ɪn ˈtiə(r)z/	zalać się łzami
care about the idea of sth	/keə(r) əˈbaʊt ði aɪˈdɪə əv ˌsʌmθɪŋ/	interesować się czymś
chain store	/ˈtʃeɪn ˌstɔː(r)/	sklep sieciowy
clothing companies	/ˈklaʊðɪŋ ˌkʌmp(ə)nɪz/	firmy odzieżowe
concrete	/ˈkɒŋkriːt/	betonowy
delicious	/dɪˈlɪʃəs/	pyszny

delighted	/dɪˈlaɪtɪd/	zachwycony
devastated	/ˈdevəˌsteɪtɪd/	zdrutgotany
die of hunger	/daɪ əv ˈhʌŋɡə(r)/	umrzeć z głodu
employ	/ɪmˈplɔɪ/	zatrudniać
exhausted	/ɪɡˈzɔːstɪd/	wyczerpany
exploit	/ɪkˈsplɔɪt/	wyżykiwać
extremely	/ɪkˈstriːmli/	skrajnie
fair trade	/ˈfeə(r) ˈtreɪd/	sprawiedliwy handel

fascinating	/ˈfæsnetɪŋ/	fascynujący
fashion industry	/ˈfæʃ(ə)n ˌɪndəstri/	branża modowa
filthy	/ˈfɪlθi/	bardzo brudny
grateful	/ˈɡreɪt(ə)l/	wdzięczny
horrified	/ˈhɒrɪfaɪd/	przerażony
huge	/hjuːdʒ/	ogromny
inhumane	/ɪnˈhjuːˈmeɪn/	niełudzki
lead	/liːd/	żyć w nędzy
a miserable life	/ˌmɪz(ə)rəb(ə)l ˈlaɪf/	osiągać zysk
make a profit	/ˌmeɪk ə ˈprɒfɪt/	żałosny, nędzny
miserable	/ˌmɪz(ə)rəb(ə)l/	placić wysoką cenę
pay a high price	/peɪ ə ˈhaɪ ˈpraɪs/	bezsenność

sleepless night	/ˌsliːpləs ˈnaɪt/	wygłodzony
starving	/ˈstɑː(r)vɪŋ/	zakład, w którym
sweatshop	/ˈswetˌʃɒp/	wyżykuje się pracowników

take action against sth	/teɪk ˈækʃ(ə)n əˌɡenst ˌsʌmθɪŋ/	podejmować działania przeciwko czemuś
--------------------------------	---------------------------------	---------------------------------------

terrified	/ˈterəfaɪd/	przerażony
underage	/ˌʌndə ˈeɪdʒ/	nieletni
unethical	/ˌʌn ˈeθɪk(ə)l/	nieetyczny
working conditions	/ˈwɜː(r)kɪŋ kənˌdɪʃ(ə)nz/	warunki pracy

Speaking MP3 06

appealing	/əˈpiːlɪŋ/	pociągający
have an argument	/hæv ən ˈɑː(r)ɡjʊmənt/	kłócić się
stressed out	/ˈstrest ˈaʊt/	zestresowany

Writing MP3 07

bright colours	/ˈbraɪt ˈkʌlə(r)z/	jaskrawe kolory
come across as	/kʌm əˈkrɒs əz/	wyglądać się (jakimis)
ginger hair	/ˌdʒɪndʒə(r) ˈheə(r)/	rude (włosy)
have fantastic taste in clothes	/hæv ˈfæntəstɪk ˈteɪst ɪn ˈklaʊðz/	bardzo gustownie się ubierać
incredibly	/ɪnˈkredəb(ə)l/	niesamowicie
outfit	/ˈaʊtɪt/	strój, ubiór
outgoing	/ˈaʊtɡəʊɪŋ/	towarzyski
square	/skweə(r)/	kwadratowy

English in Use MP3 08

associated with	/əˈsəʊsi ˈetɪd wɪð/	związany z
curly hair	/ˈkɜː(r)li ˈheə(r)/	kręcone włosy
easygoing	/ˌiːzi ˈɡəʊɪŋ/	wyluzowany
flowery	/ˈflaʊəri/	kwiecisty
fringe	/frɪndʒ/	grzywka
give the impression	/ˌɡɪv ðɪ ɪmˈpreʃ(ə)n/	sprawiać wrażenie
hairstyle	/ˈheə(r)ˌstɑɪl/	fryzura
medium-length hair	/ˌmiːdiəm ˌlenθ ˈheə(r)/	włosy średniej długości
neat	/niːt/	schludny
open-minded	/əˈpənˈmaɪndɪd/	pozbawiony uprzedzeń
self-confident	/ˌselfˌkɒnfɪd(ə)nt/	pewny siebie
shade	/ʃeɪd/	odcień, kolor
texture	/ˈtekstʃə(r)/	faktura, struktura
wear make-up	/ˌweə(r) ˈmeɪkʌp/	nosić makijaż

Challenge! MP3 09

be down to common sense	/bi ˈdaʊn tə ˌkɒmən ˈsens/	być kwestią zdrowego rozsądku
dye your hair blond	/daɪ jə(r) ˈheə(r) ˈblɒnd/	ufarbować włosy na blond
grow a moustache	/ˌɡrəʊ ə ˈməʊˈstaːʃ/	zapuszczać wąsy
have influence on sb	/hæv ˈɪnfluəns ɒn ˌsʌmbədi/	mieć na kogoś wpływ
have your lip pierced	/hæv jə(r) ˈlɪp ˌpiə(r)st/	przekłuć sobie wargę
paint your nails red	/peɪnt jə(r) ˌneɪlz ˈred/	malować paznokcie na czerwono
put on your make-up	/pʊt ɒn jə(r) ˈmeɪkʌp/	malować się, nakładać makijaż
send out the wrong message	/send ˌaʊt ðə ˌrɒŋ ˈmesɪdʒ/	wysyłać niewłaściwy komunikat
shave off your beard	/ʃeɪv ɒf jə(r) ˈbiə(r)d/	zgolić brodę
straighten your hair	/streɪt(ə)n jə(r) ˈheə(r)/	prostować włosy
tell the difference	/tel ðə ˈdɪfrəns/	zauważyć różnicę
wear contact lenses	/ˌweə(r) ˈkɒntækt ˌlenzɪz/	nosić soczewki kontaktowe



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Choose the adjective which does not go with the noun on the right.

- 1 straight / shoulder-length / spotty / wavy hair
- 2 pale / wrinkled / overweight / tanned face
- 3 broad-shouldered / high / ugly / youngish man
- 4 designer / tight-fitting / striped / open-toed dress
- 5 high-heeled / gorgeous / tallish / plump woman

- 2 Complete the sentences with the words below. There are three extra words.

do scruffy sweatshops boycott make casual
care chain stores bracelet

- 1 Put on something casual. It's only a barbecue party.
- 2 She had a lovely silver bracelet on her wrist.
- 3 Most people buy clothes in chain stores.
- 4 People should boycott companies which exploit children.
- 5 Some clothing companies make profits in an unethical way.
- 6 More and more teenagers care about the idea of fair trade.

GRAMMAR

- 3 Complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.

- 1 Sheila used to like skirts, but now she hates (hate) wearing them. She prefers (prefer) wearing trousers.
- 2 My parents do (do) the shopping every Saturday, but this week they are going (go) shopping on Friday.
- 3 Are you and your classmates meeting (you and your classmates / meet) tomorrow to finish your fashion project?
- 4 I don't believe (not believe) fashion models when they say (say) they aren't on a diet.
- 5 I can't talk at the moment because I am getting (get) changed.
- 6 Our art teacher wants (want) us to design our T-shirts during the class this week.

- 4 Translate the Polish parts of the sentences into English. Use the verbs below.

afford agree refuse advise fancy finish
make let

- 1 The teacher zgodził się nam pomóc (agreed to help us) with the project.
- 2 I (nie mam ochoty na pójście) (don't want to go) to this party. I've got nothing to wear.
- 3 Most people (nie mogą sobie pozwolić na kupienie) (can't afford to buy) expensive clothes.
- 4 The boy (odmówił założenia) (refused to put up with) his new shoes, which made his mum angry.
- 5 I (skończyłem pracować) (finished working) on my presentation about ethical clothes production.
- 6 My mother (zawsze doradza mi kupowanie) (always advises me to buy) clothes in second-hand shops.
- 7 My dad (nie pozwolił mi na) (won't let me have) a tattoo on my arm.
- 8 I wanted to have a piercing, but my girlfriend (sprawiła, że zmieniłem zdanie) (made me change my mind).

- 5 Correct the adjective order only where necessary.

- 1 Japanese blue old kimono
- 2 silk long beautiful Indian sari
- 3 stunning curly ginger hair
- 4 French 16th century round table
- 5 dark blue huge amazing eyes

- 6 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

- 7 GRAMATYKALIZACJA Uzupełnij zdania 1–8.

Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1 Mia (come / across / really / friendly), don't you think?
- 2 (you / mind / lend) me your red earrings and bracelet?
- 3 My hairdresser (advise / dye) my hair a darker colour.
- 4 (we / practise / dance) the polonaise this semester.
- 5 My mum (have / excellent / taste) fashion.
- 6 I (not / afford / go) on a trip with you.
- 7 Jonas's green eyes and ginger hair (make / he / look) really original.
- 8 I forgot my phone to school today, but the teacher (let / I / use) hers.

- 8 MINIDIALOGI (ZADANIE ZAMKNIĘTE) Uzupełnij poniższe minidialogi (1–3). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- 1 X Have you met Mia? She comes across as quite friendly.
Y
- X You'll change your mind when you get to know her better.
(A) Oh, I don't know, she seemed quiet to me.
B Really? She came with her friends?
C No, not really. I'm meeting her tonight.
- 2 X What about these shoes? They'd be perfect with my green skirt.
Y
- A Yes, I have excellent taste in clothes.
(B) Honey, we can't afford them.
C I don't know, they look a bit too skinny.
- 3 X Would you mind lending me something fashionable for the party?
Y
- A I have something on my mind today.
B Why don't I borrow that shirt?
(C) Not at all. What would you like?

Exercise 4

- 1 has agreed / agreed to help us
- 2 don't fancy going
- 3 can't afford to buy
- 4 refused to wear / put on
- 5 finished / have finished working
- 6 always advises me to buy
- 7 didn't let me have/get
- 8 made me change my mind

Exercise 5

- 1 old blue Japanese kimono
- 2 beautiful long silk Indian sari
- 3 –
- 4 round 16th century French table
- 5 amazing huge dark blue eyes

Exercise 7

- 1 comes across as really friendly
- 2 Would you mind lending
- 3 advised me to dye
- 4 We are practising dancing
- 5 has excellent taste in
- 6 can't afford to go
- 7 make him look
- 8 let me use

Lead-in

- Teaching Notes page 8

Extra activity before Exercise 1

- Teaching Notes page 8

Extra activity after Exercise 2

- Teaching Notes page 9

Extra support for Exercise 9

- Teaching Notes page 9

Follow-up activity

- Teaching Notes page 9



LISTENING

- 9** **CD 1.07 TEKST Z LUKAMI** Usłyszysz dwukrotnie rozmowę telefoniczną mieszkanki osiedla z policjantem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w raporcie policjanta tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

NEIGHBOURHOOD WATCH CALL REPORT

Caller: Abigail Flint

Address: Peony Lane

Incident: two strangers looking into one of the houses

Suspects:

MAN

Height: quite ¹tall

Build: very skinny

Features: tattoos and face ²piercings, high forehead

Hair: long blond ponytail

Clothes: scruffy, skinny jeans, casual blue shirt

WOMAN

Height: short

Build: ³plump

Complexion: pale

Hair: ginger-coloured, ⁴shoulder length and ⁵wavy

Clothes: smart green skirt and a smart ⁶tight-fitting jacket

SPEAKING

10 ROZMOWA NA PODSTAWIE ILUSTRACJI

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie nawzajem pytania i odpowiadajcie na nie. Następnie zamieńcie się rolami.

Uczeń A



- 1 Why do you think the girls came to do their shopping here?
- 2 Do you prefer to buy your clothes with your parents or with your friends? Why?
- 3 Tell me about a situation when you regretted buying an item of clothing.

Uczeń B



- 1 Why do you think the viewers came to see the fashion show?
- 2 Do you follow the latest trends in fashion and accessories, such as bags or sunglasses? Why? / Why not?
- 3 Tell me about a situation when you couldn't find the kind of clothes you wanted to buy.

WRITING

11 E-MAIL Przeczytaj polecenie i wypowiedz się na poniższy temat.

Jedziesz do Szkocji na wymianę szkolną i będziesz mieszkać u szkockiej rodziny, która ma syna/córkę w Twoim wieku. Chcesz się trochę poznać przed Twoim przyjazdem. Napisz do swoich przyszłych gospodarzy **e-mail** (100–150 wyrazów), w którym:

- przedstawisz się i napiszesz kilka słów o swoich zainteresowaniach,
- opisziesz swój wygląd i sposób ubierania się,
- napiszesz, jakie masz oczekiwania związane z wyjazdem,
- zapytasz o podstawowe informacje o swoim rówieśniku / swojej rówieśnicy z rodziny gospodarzy.

Napisz wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Dear Mr and Mrs MacGowan,

I'm going to stay with your family next month, so I decided to write a few words about myself.

...

Audioscript

- Student's Book page 143 and Teacher's Resource Centre

Video worksheet: Life Skills

- Workbook pages 166–175 and Teacher's Resource Centre

Videoscript

- Teacher's Book pages 337–340 and Teacher's Resource Centre

Sample answer for Exercise 11

- Teacher's Resource Centre

Further practice

- Workbook page 12
- Review worksheet 1

Homework suggestion

- Teaching Notes page 9

Assessment

- Unit Test 1

2

WORK AND PLAY

VOCABULARY

jobs and typical activities

Exercise 4

-er / -or: instructor, headhunter, soldier, teacher
-ist: journalist, physicist, dentist, scientist
-ian: politician, physician, librarian, technician

Exercise 5

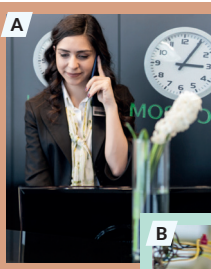
Possible answers:
Stressful: executive, surgeon, sales representative, politician, soldier, businesswoman, company director
Badly paid: nanny, librarian, teacher
Involve responsibility: executive, surgeon, architect, company director, politician
Have promotion opportunities: accountant, sales representative, programmer
Involve dealing with clients: sales representative, counsellor, beautician, headhunter, receptionist
Involve working outside: nanny, sales representative, soldier

Exercise 6

1 journalist/reporter
 2 politician
 3 nanny
 4 surgeon

Exercise 9

Possible answer:
 It means that without time off work, a person becomes both bored and boring.



JACKIE DEAN
 • receptionist
 • employed
 • part-time



MARK BANFORD
 • electrician
 • unemployed
 • looking for work with regular hours



JACK RICHARDS
 • novelist
 • self-employed



KAREN WOODS
 • businesswoman
 • company director
 • employed
 • full-time

1 Work in pairs. Write down the names of as many jobs as you can in two minutes.

2 Read professional profiles A-D and answer the questions.

- Which person works a few hours every day? **Jackie**
- Which person doesn't have a job? **Mark**
- Which person has their own business? **Jack**
- Which person would like a job working eight hours every day? **Mark**
- Which person is a boss? **Karen**

3 Match the jobs below with questions 1-10.

accountant 3 surgeon 4 counsellor 1 beautician 10
 executive 9 nanny 7 sales representative 8 architect 2
 editor 5 presenter 6

Which person ...?

- gives advice to people with problems
- designs buildings
- looks after a company's money
- operates on people in hospital
- prepares books or newspapers for publication
- introduces people and shows on TV
- looks after other people's young children
- sells and advertises products
- manages a company
- gives beauty treatments

4 Write the names of jobs using the suffixes in the table below. Add another job to each column.

politic- journal- physic- dent- technic- instruct-
 headhunt- librari- scient- soldi- teach-

-er / -or	-ist	-ian
programmer	chemist	comedian

5 Which of the jobs in exercises 2-4 ...?

- are often **stressful**
- are sometimes **badly paid**
- involve **responsibility**
- have good **promotion opportunities**
- involve **dealing with clients**
- involve **working outside**

6 **CD 1.08** Listen to four people talking about why they like their work. What do they do?

7 Match the parts of the sentences.

- f 1 My dad **works**
 e 2 If you **get**
 c 3 You have to be able to **work**
 b 4 My sister **quit**
 a 5 Some people **change**
 d 6 My mum **earns**
 a **jobs** frequently to progress in their careers.
 b **her job** as a beautician after only two weeks.
 c **in a team** to get the best results.
 d **a good salary** as a doctor.
 e **a promotion**, it increases your motivation.
 f **overtime** on Fridays, and gets home very late.

VOCABULARY CHALLENGE! Unit 2, page 109, exercises 1 and 2

8 Think about a job and describe it for your partner to guess. Use the ideas from this lesson and the phrases below to help you.

This job involves ... • I need to ... • I deal with people/customers ... • I'm in charge of ... • Every day I ...

9 **WHAT DO YOU THINK?** Read the English saying below. What do you think it means? Do you agree with it? Why? / Why not?

All work and no play makes Jack a dull boy.

Extra activity after Exercise 5

- Teaching Notes page 10

Extra support for Challenge Exercise 1

- Teaching Notes page 10

Extra activity for Challenge Exercise 1

- Teaching Notes page 10

Extra activity after Exercise 9

- Teaching Notes page 10

Audioscript

- Student's Book page 144 and Teacher's Resource Centre

Further practice

- Workbook page 16
- MEE App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 10

- 1 Which of your interests or hobbies could lead to a full-time job?

2 **CD 1.09 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Answer the questions.

- Where are the girls? *In a café.*
- Why does Sasha look tired? *She's been playing computer games all day.*
- What is her new job? *Testing new games. / Computer games tester.*

Vicky Hi, Sasha! I've been sitting here for half an hour. My coffee's cold. Where have you been?

Sasha I'm so sorry. I've been on my computer.

Vicky You look really tired. What have you been doing? Have you been chatting to Marvin online?

Sasha No, he's been working in his dad's shop all week. I've been playing computer games all day.

Vicky All day?! Didn't you work?

Sasha I did, but not the way you think. I quit the pizza place. I've found a new job. It's connected with computers, so I sit in front of the screen a lot now.

Vicky Well, that's not good.

Sasha No, it's great! I'm a computer games tester now! I test new games and check for any problems.

Vicky Wow! Cool job! How long have you been doing that?

Sasha I've had the job since March. You know I've loved computer gaming for years – now I get paid for it.

3 **ANALYSE** Look at the underlined examples of the present perfect and the present perfect continuous forms in the dialogue in exercise 2. Then match the underlined sentences with the rules below.

We use both the **present perfect** and the **present perfect continuous** to talk about

- a period of time or an action that is not finished, especially with verbs such as *live, work, study*.
- an action from the past that has a result in the present.

4 Read rules a–f about the present perfect simple and the present perfect continuous. Then match the rules with sentences 1–6 below.

We use the **present perfect continuous** and NOT the present perfect simple to

- emphasise duration.
- to talk about a period of time or an action that is not finished.
- with stative verbs (e.g. *love, like, have, need*).
- to talk about quantity.
- to describe a single action, often with *already, just, yet*.
- for a completed action or repeated actions in the past when the time is not given.

- I've written two reports on computer games this week.
- He's had that laptop for a while.
- I've read this book.
- I've been waiting for hours!
- I'm really pleased because my boss has just promoted me!
- I've been watching Netflix for the last six hours.

5 **ANALYSE** Find present perfect continuous forms in the dialogue. Then complete the table with the correct words.

PRESENT PERFECT CONTINUOUS

Affirmative	1 <u> </u> computer games all day. (<i>play</i>)
	She <u> </u> computer games all day. (<i>play</i>)
Negative	1 <u> </u> to Marvin online. (<i>not chat</i>)
	He <u> </u> to Marvin online. (<i>not chat</i>)
Yes/No question	5 <u> </u> to Marvin online? (<i>you / chat</i>)
	6 <u> </u> to Marvin online? (<i>she / chat</i>)
How long?	How long <u> </u> this? (<i>you / do</i>)
	How long <u> </u> this? (<i>he / do</i>)

6 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets. Use the present perfect continuous.

- I (*do*) my homework for three hours, and I've got a headache.
- James (*not work*) very much recently, and his marks are getting worse.
- I'm sorry I'm late. (*you / wait*) here for a long time?
- My colleagues (*use*) old computers for a long time.
- Tina (*not get on*) very well with her boss recently.
- Where (*you / cycle*)? Your wheels are all dirty!
- We (*travel*) all day, and we're tired and hungry!
- How long (*they / talk*) on the phone? It's 9.30 now!

GRAMMAR CHALLENGE! Unit 2, page 109, exercise 1

! Tip

Sometimes we can use either the present perfect simple or continuous without changing the meaning:
I've lived / have been living here for five years.

7 Which of the time expressions below do we use with the present perfect continuous, the present perfect simple or with both tenses?

for three hours this month How long ...? since 6 July
five times this week How many ...? all morning
 today once

8 Choose the correct option. Sometimes both forms are possible.

- How many applications has he filled / *been filling* in this month?
- I've seen / *been seeing* the boss once since I arrived.
- He's crying because he's heard / *been hearing* some bad news.
- We've lived / *been living* in the city for ten years.
- I've read / *been reading* this magazine, so you can have it now.
- We've jogged / *been jogging* for an hour, and we're really tired.
- How long have you had / *been having* that laptop?
- I've played / *been playing* tennis since I was seven.

9 **NOW YOU DO IT** Work in pairs. Choose four time expressions from exercise 7 and write sentences which are true for you or someone you know. Use the present perfect continuous or present perfect simple.

We've been learning about English for one hour.
I have read two books this month.

Exercise 3

- I've had the job since March. He's been working in his dad's shop all week.
- I've found a new job. What have you been doing?

Exercise 5

- 've been playing
- 's been playing
- haven't been chatting
- hasn't been chatting
- Have you been chatting
- Has she been chatting
- have you been doing
- has he been doing

Exercise 6

- 've been doing
- hasn't been working
- Have you been waiting
- have been using
- hasn't been getting on
- have you been cycling
- 've been travelling
- have they been talking

Exercise 7

Present perfect continuous: all morning
Present perfect simple: five times this week; How many ...?; once
Both: for three hours; How long ...?; since 6 July; this month; today

Lead-in

- Teaching Notes page 11

Extra activity after Exercise 5

- Teaching Notes page 11

Extra activity after Challenge Exercise 1

- Teaching Notes page 11

Grammar Reference

- Student's Book page 131

 Audiocrypt

- Student's Book page 144 and Teacher's Resource Centre

Further practice

- Workbook page 17
- MEE App > On-the-Go Practice

Kompendium gramatyczne

- Workbook page 110

 Homework suggestion

- Teaching Notes page 11



- 1 Work in pairs. Which of these things is most important to create a good workplace? Why?

helpful colleagues a big office modern equipment
fun and games a possibility to take a power nap
regular breaks free coffee and food

- 2 Describe the pictures above. Would you like to work in any of these places? Why? / Why not?
- 3 **CD 1.10** Listen to six recordings. Which one (1–6) mentions an after-work event? *Recording 2*

- 4 **CD 1.10** Listen again. Choose the correct answers.

- Why does Nadia like her new job?
 - She doesn't get very tired.
 - She gets paid a lot of money.
 - ☒ She can take breaks when she wants to.
- When is the administrator talking to the staff?
 - ☒ before lunch
 - during the lunch break
 - after working hours
- What is the speaker doing?
 - ☒ advising managers how to make their workplace more fun
 - advertising a TV show about motivation
 - asking employees to comment on their workplaces
- What is Helen's attitude to work?
 - ☒ She believes that people should concentrate more on their work.
 - She enjoys working in an open-plan office.
 - She doesn't like the people she works with very much.
- Who is Marion?
 - Ola's workmate
 - ☒ Ola's manager
 - Ola's secretary
- Why do people complain about young employees?
 - They only want to have fun in life.
 - ☒ They do not work hard enough.
 - They cannot communicate with their bosses.

- 5 What would be your ideal workplace? Write a description of 100–150 words.

- 6 **CD 1.11** Listen to a radio interview with a company director. Choose the correct answer and give reasons to explain your choice.

Dan is

- explaining how to motivate employees through a fun working environment.
 - describing how his employees relax at work.
 - ☒ outlining a new approach to providing a good working atmosphere.
- 'in the past'; 'new research shows'

- 7 **CD 1.11** Listen again. Complete the sentences from the interview with the missing phrases.

- Well, we have done *in the past* – you know, setting up interdepartmental competitions ...
- ... it's better for management to create an environment where the fun and games are *suggested by the staff* and not ordered by the company.
- Doesn't that just mean that the employer *is passing on* the responsibility?
- It's better if they come *from the employees themselves*.
- I don't mind if the job *gets done*.
- People just *bring their own* ingredients for e.g. a salad ...

- 8 **CD 1.11** Listen again. Answer the questions in one sentence.

- What did Dan's company use to do in the past?
- Why is it good to ask the employees for ideas?
- How did Dan feel about the idea of naps at work to start with?
- How does a nap help the employees to complete their work?
- Why do the employees like preparing meals together?

VOCABULARY CHALLENGE! Unit 2, page 109, exercise 3

- 9 **NOW YOU DO IT** Work in pairs and discuss the questions.

- Do you work better if you concentrate hard on your work for a long time or if you take regular breaks?
- Imagine you're designing an office with a fun atmosphere. What would you put in it and why?

18 PRACA Rozumienie ze słuchu Wybór wielokrotny, Zdania z lukami, Odpowiedzi na pytania

Lead-in

- Teaching Notes pages 11–12

Extra activity before Exercise 1

- Teaching Notes page 12

Matura Speaking Task after Exercise 2

- Teaching Notes page 12

Extra support for Exercise 8

- Teaching Notes page 12

Extra support for Challenge Exercise 3

- Teaching Notes page 12

Audioscript

- Student's Book page 144 and Teacher's Resource Centre

Further practice

- Workbook page 18

Homework suggestion

- Teaching Notes page 12

- 1 Work in pairs and describe the picture. Why are the women shaking hands?



- 2 **CD 1.12 LANGUAGE IN CONTEXT** Read and listen to the dialogue and answer the questions.

1 Why does Bella find Emily's social media activity surprising? *Because Emily posts holiday photos from many different places during the semester.*

2 Do you think Bella's idea about Emily's job is correct? Why? / Why not?

Ally Do you know what's going on with Emily? She hasn't answered any of my messages lately, and her social media posts suggest she's been travelling a lot.

Bella That's strange. We're in the middle of the semester, so *she can't have dropped out of school!* She's very ambitious, and I know that becoming a surgeon one day is her greatest dream.

Ally Well, then *she might have taken on a part-time job* that takes up her time in the evenings. There are many jobs like that. And then you're too busy and tired to talk to anyone.

Bella That's true. She could be a waitress or work at a supermarket.

Ally Yes, but it doesn't explain all the trips she seems to be on.

Bella I know! *She could have become a nanny* – you know how she loves children. Maybe she goes away for the weekends with the kid's family?

Ally Well, then *she must have found a really rich family to work for* because she's just posted a picture of herself at the seaside. And last week it was a café in some French city.

Bella Well, I say good for her!

- 3 **ANALYSE** Match the underlined examples from the dialogue in exercise 2 with the rules below.

We use a **modal verb** + **have** + **past participle** to make guesses about the past.

- a I'm sure it happened.
- b It's possible it happened. / Perhaps it happened.
- c I'm sure it didn't happen.

- 4 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets. Use the correct past modals of deduction. Sometimes more than one form is possible.

- I can't find the email from the boss in my inbox. I **must have deleted** (*delete*) it by accident, there's no other explanation.
- Cathy **can't have completed** (*complete*) her history project yet. She's just come out of the library with a pile of history books.
- I **must have left** (*leave*) my phone at the office. Could you please check my desk?
- There **must have been** (*be*) an accident in the town centre earlier. I'm sure. There was a big traffic jam.
- Dad **can't have taken** (*take*) the car to work. His car keys are on the dining room table.
- The TV debate **must have finished** (*finish*). There's a film on now.

- 5 Rewrite the underlined phrases using past modals of deduction.

- I'm sure Kim hasn't finished the design yet. She only started it half an hour ago.
- I'm sure it rained during the night because the grass is really wet.
- It's possible that my colleague borrowed my charger. She's gone to a meeting.
- Lynn looks really upset. Perhaps she and Frank have split up.
- I'm sure I didn't leave my wallet in the conference room. I didn't take it out of my bag.
- I'm positive you've heard Helen's joke about the boss and the employee. She tells it to everyone!
- Perhaps she got a promotion and a pay rise. She's been buying a lot of new things lately.
- I know Dave hasn't given up his diet because I saw him eating a vegan meal.

- 6 Think of an explanation for each statement.

- He can't have quit his job!
He loves working for this company!
- She must have gone on her lunch break.
- Tim might have got the job.
- Keith must have missed the bus.
- The teacher can't have marked our tests yet.
- Jim and Carly must have made up again.
- Ally may have gone shopping.

- 7 Choose the correct option to complete the sentences.

- The doctor **must have told** / **had to tell** Greg to stop running. He didn't come to the park today.
- Danny **must have worked** / **had to work** hard for years before he could afford a house.
- The train was delayed because it **must have waited** / **had to wait** for a driver!
- I **must have changed** / **had to change** my job after a few months because it was very stressful.
- Tom **must have had** / **had to have** an argument with Sarah. He looks really upset.

- 8 **NOW YOU DO IT** Work in pairs. Make sentences about what you think people in your class (or your teacher) might have / must have / can't have done before the lesson.

Our teacher must have spent a long time correcting our homework.

Exercise 3

- a She must have found a really rich family to work for.
- b She might have taken on a part-time job. She could have become a nanny.
- c She can't have dropped out of school.

Exercise 5

- Kim can't have finished the design yet.
- It must have rained during the night.
- My colleague might/may/could have borrowed my charger.
- She and Frank might/could have split up.
- I can't have left my wallet in the conference room.
- You must have heard Helen's joke about the boss and the employee.
- She might/could have got a promotion and a pay rise.
- Dave can't have given up his diet.

Exercise 6

Possible answers:

- Her gym handbag isn't on her desk.
- He has the right qualifications.
- He is late for work.
- We only wrote them an hour ago!
- They are holding hands.
- Yesterday she said she needed some new shoes.

Extra activity after Exercise 3

- Teaching Notes pages 12–13

Extra support for Exercise 7

- Teaching Notes page 13

Grammar Reference

- Student's Book page 131

Audioscript

- Student's Book pages 144–145 and Teacher's Resource Centre

Further practice

- Workbook page 19
- Vocabulary and Grammar worksheet 2, Teacher's Book page 349
- MEE App > On-the-Go Practice

Kompedium gramatyczne

- Workbook page 111

Homework suggestion

- Teaching Notes page 13



- 1 Read the statements below and choose the answers which are true for you.

- | | |
|---|--|
| 1 | I feel rules and regulations are <i>essential</i> / <i>unnecessary</i> . |
| 2 | I make decisions <i>easily</i> / <i>with difficulty</i> . |
| 3 | I find it <i>easy</i> / <i>difficult</i> to communicate with other people. |
| 4 | I prefer <i>creative ideas</i> / <i>practical solutions</i> . |
| 5 | I <i>rely on careful planning</i> / <i>I improvise</i> . |
| 6 | I find organising things <i>hard</i> / <i>easy</i> . |

- 2 Which of the following jobs might a careers adviser suggest for you based on your answers in exercise 1? Why do you think so?

a doctor a manager a teacher
a graphic designer a politician a journalist
a scientist an artist

I think a careers adviser might suggest becoming a journalist to me because I find it easy to communicate with other people, and I have a lot of creative ideas.

- 3 **CD 1.13** Read the interview with a careers adviser on the right. Then match questions a–f with gaps 1–4. There are two extra questions.

- 3 a Can you tell us about a case you've been working on lately?
1 b Why do teenagers need careers advisers?
4 c What did you do next?
d What has been your most difficult case so far?
2 e So, how exactly do you help teenagers make up their minds about their future jobs?
f What questions do young people ask you most often?

- 4 Read the interview again and summarise the key ideas in Polish.

- 5 Read the interview again and match the paragraphs (1–4) with the statements (a–f). There are two extra statements.

In this paragraph the careers adviser

- a explains why schools should stop testing.
b mentions a young person's reaction.
c praises a certain idea.
d refers to parents' intentions.
e gives a list of the most popular jobs.
f admits where she draws her inspiration from.

1 d 2 f 3 b 4 c

FROM 'SEVEN STORIES' TO JOB SHADOWING

We asked Karen Taylor what's new in careers advice.

Interviewer ¹

Karen Taylor Simply because they seldom know what they want to do for a living. School doesn't usually help because, for decades, it has been about standardised tests which mainly check their academic knowledge. So, unless they do well in those tests, they feel unsure as to their future career. And finally, because of parents who want their teenage children to follow a career which guarantees a good income. They mean well, of course, but they often don't know much about the fast-changing job market and future career opportunities. That's why young people have recently been coming to us for advice.

Interviewer ²

Karen Taylor By helping students discover their strengths and showing to them what matters in one's professional life, things like creativity, leadership skills and reliability; features which actually allow you to find employment. My work has been influenced by the late Sir Ken Robinson, a British author and educationalist, who thought that schools should focus on developing students' unique talents and passions rather than just teaching them academic subjects. This would help teenagers to find and realise their potential. Not everyone has what it takes to be a doctor or a lawyer. Some young people would do better as photographers, bartenders or tour guides. There are so many jobs to choose from!

Interviewer ³

Karen Taylor Lately, I've been coaching a 17-year-old boy to help him choose his future job. His parents were worried about him, so they got in touch. The boy's school grades are average, but he has a terrific imagination. His parents suggested that he should study computer graphics, but he wasn't too keen on the idea. To advise the boy, I did an exercise called 'seven stories'. I asked him to give twenty examples of times in his life when he enjoyed doing something and felt successful. Then I told him to pick out the top seven, and I analysed them. It turned out that the boy liked everything to do with photography, animals and nature in general. I asked him whether he would consider a career as a nature photographer. 'Can you do a job like that?' he asked in amazement.

Interviewer Wow! It must have been a true game-changing moment for the boy. ⁴

Karen Taylor Well, I've just put this boy's parents in touch with a wildlife photographer I'm friends with. He's going to let the boy watch him work and invite him to take part in his new session. The boy will have the chance to see for himself if that's the career he would like to follow and whether or not he's suitable for it. This type of work practice is called shadowing and is unpaid, but you get the chance to experience a job first-hand. Isn't it just a perfect solution for young people?

Interviewer A brilliant idea! It seems like the boy may not have even realised that you can study photography and make a living taking photos.

Extra activity before Exercise 3

- Teaching Notes page 13

Extra activity after Exercise 4

- Teaching Notes pages 13–14

Extra activity before Exercise 6

- Teaching Notes page 14

Extra activity after Exercise 6

- Teaching Notes page 14

Extra activity before Challenge Exercise 4

- Teaching Notes page 14

Video worksheet

- Workbook page 25 and Teacher's Resource Centre

- 6 Complete the email with the information from the text in exercise 3. Write no more than four words in each gap.

Cześć Kasiu!

Kiedyś rozmawialiśmy o tym, że jako młodzi ludzie nie wiemy o sobie za dużo i jest nam trudno wybrać przyszły zawód. Pamiętasz? Właśnie natknąłem się na ciekawy wywiad z panią, która jest ¹doradczynią zawodową / doradcą zawodowym. Potwierdziła, że rodzice często nalegają, abyśmy wybrali zawód, który ²gwarantuje dobre wynagrodzenie / wysokie dochody, ale jednocześnie nie wiedzą, jak będzie się zmieniał rynek pracy. W wywiadzie wspomniała też o pracy Sir Kena Robinsona, który podkreślał, że szkoła powinna nie tylko uczyć przedmiotów, ale też ³rozwijać talenty i pasje. Zaciekał mnie przykład ⁴chłopaka, który ma niesamowitą wyobraźnię, ale w szkole uzyskuje tylko ⁵przeciętne oceny. Nie wiedział, co ma robić w przyszłości, dopóki nie zrobił ćwiczenia, które nazywa się ⁶„Siedem historii” / „Seven Stories”. Wtedy zdał sobie sprawę z tego, że chce zostać ⁷fotografem dzięki przyrodzie. Zaciekało mnie też to, że doradczyni ⁸skontaktowała tego chłopca z profesjonalnym fotografem i teraz chłopak ma szansę się sprawdzić. Myślę, że możemy o tym pogadać na godzinie wychowawczej. Co sądzisz? Do zobaczenia jutro!

Olek

- 7 Work in pairs and answer the questions.

- Do you agree that young people are under pressure to choose certain professions 'to succeed' in life?
- How could your parents and teachers help you find out more about your strengths and weaknesses?
- Can you name the top seven activities you enjoy doing? What do they tell you about your strong points?

Vocabulary development

- 8 Complete each group of sentences with one of the words below. There are two extra words.

make career 2 work find 4 job 3 do 1

- Most young people don't know what they would like to for a living.
 - Unless you well in academic tests, you have a sense of failure.
 - Teenagers should psychological tests to find out more about their strengths and weaknesses.
- Every young person should get some advice at school.
 - There are a number of opportunities in the field of science.
 - I'd like to follow a in medicine when I finish my studies.

- Careers advisers know more about the fast-changing market than parents do.
 - It's not easy for many young people to find their first .
 - When you look for a , show that you are communicative and creative.
- Careers advisers help you and realise your potential.
 - It's good to out what your strengths and weaknesses are.
 - Leadership skills and creativity will help you employment.

- 9 Work in pairs. Choose three statements from exercise 8 and tell your partner whether you agree or disagree with them. Give reasons to support your opinions. Use the phrases below to help you.

I agree/disagree with this statement because ...

This is definitely right/wrong because ...

In my opinion, it's a good/bad idea because ...

I'm not sure, but I think ...

VOCABULARY CHALLENGE! Unit 2, page 109, exercises 4, 5 and 6

- 10 Work in pairs. Take turns to encourage each other to apply for one of the jobs below. Use the given phrases to help you.

a babysitter a lorry driver a dancer a detective
a gardener a hairdresser a computer expert

You should follow a career in this profession because you are good at ...

You would be a perfect candidate for this job because you can ... very well.

This job is a great career opportunity for you because you have a talent for ...

If you are looking for a job, this one is definitely for you because you know how to ...

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What can make the job of a photographer rewarding?
- Do you agree with people who say that it's easier to work with animals than people? Why? / Why not?



VIDEO 03

Videoscript

- Teacher's Book page 341 and Teacher's Resource Centre

Further practice

- Workbook pages 20–21
- Reading worksheet 2
- MEE App > On-the-Go Practice

Homework suggestion

- Teaching Notes page 14

Assessment

- Short Test 2
- Challenge Short Test 2

Exercise 4

- 1 She has experience of working with children. She has been responsible for designing an extra activities programme for younger students in her school.
- 2 She is sociable and cooperative.
- 3 She is a little overambitious and wants to achieve too much in too short a time.

Exercise 7

- a The time when Rosie has to arrive at work at the weekends.
- b The day there is going to be a meeting for all the new employees.
- c The time of the meeting for new employees.

Exercise 8

- 1 I am calling to ask a couple of questions about the job you have offered me.
- 2 Does it involve working at the weekends?
- 3 What time do I start at the weekends?
- 4 Will I be paid weekly or monthly?
- 5 When do you want me to start?
- 6 Shall I bring any documents with me?

Exercise 9

- 1 I have (got) a lot of experience of working in a restaurant.
- 2 Sometimes I may be a little / a bit impatient.
- 3 I have been responsible for running a drama club at my school for four years.
- 4 Organising activities for children has always been one of my strong points.
- 5 Will I be paid weekly or monthly?
- 6 Shall I bring any documents?
- 7 How many hours a day do I need/have to work?
- 8 What does the job involve? / What are my duties?

- 1 Complete the job interview questions with the correct forms of the verbs below.

hire enjoy prepare be look

CV

- 1 Why are you **looking** for a job?
- 2 Why should we **hire** you?
- 3 Do you **enjoy** working in a team?
- 4 What has **been** your greatest achievement so far?
- 5 How has your school **prepared** you for work?



- 2 Read the job advertisement below. Would you like to apply for this job? Why? / Why not?



We are looking for a sports activities organiser to work at our youth club. We want to hire a person who likes sports and is good at organising sports events. Ability to work in a team and creativity are essential.

- 3 Imagine you have applied for a job as a sports activities organiser at a youth club in the UK. Work in pairs and think of the best answers to the questions in exercise 1.

- 4 **CD 1.14** Listen to Rosie being interviewed for the job in exercise 2 and answer the questions.

- 1 What experience does Rosie have?
- 2 Which two character traits help Rosie to be a good team member?
- 3 Why does Rosie think the job might be difficult for her?

- 5 **CD 1.14** Listen to the interview again and complete the Phrase Bank. Then translate the phrases into your own language.

PHRASE BANK

Talking about your strengths and weaknesses

For a start, I'm ¹good with children/animals/numbers.
I ²enjoy working in a team / talking to people.
Organising events such as sports competitions has always been one of my ³strong points.
Sometimes I may be a little ⁴overambitious.

Talking about your experience

I have had ⁵a lot of experience working with children / dealing with customers.
I have been ⁶responsible for designing an extra activities programme.

- 6 Work in pairs. Talk about your work experience as well as strengths and weaknesses. Use the phrases from the Phrase Bank.

- 7 **CD 1.15** Listen to Rosie calling the company to ask about pay and conditions. What do the numbers below refer to?
a 10.30 b 12th c 6.30

- 8 **CD 1.16** Write questions from the prompts. Then listen to the sentences from the dialogue and check your answers.

- 1 I / call / ask / a couple of questions / job / you / offered / me.
- 2 it / involve / work / weekends?
- 3 What time / I start / weekends?
- 4 I / be paid / weekly / or / monthly?
- 5 When / you want / me / start?
- 6 I / bring / documents / with me?

- 9 Express the following in English.

Powiedz, że:

- 1 masz duże doświadczenie w pracy w restauracji.
- 2 czasami bywasz trochę niecierpliwy/niecierpliwa.
- 3 od czterech lat jesteś odpowiedzialny/odpowiedzialna za prowadzenie kółka teatralnego (run a drama club) w szkole.
- 4 organizowanie zajęć dla dzieci zawsze było Twoją mocną stroną.

Zapytaj:

- 5 czy będziesz otrzymywać wypłatę tygodniową czy miesięczną?
- 6 czy masz przynieść jakieś dokumenty?
- 7 ile godzin dziennie masz pracować?
- 8 jakie będą Twoje obowiązki w nowej pracy?

- 10 Work in pairs. Role-play the dialogue. Use the phrases and ideas from this lesson to help you.

Uczeń A

Jesteś kierownikiem na obozie młodzieżowym. Szukasz kogoś na stanowisko prowadzącego zajęcia artystyczne dla dzieci (art workshop instructor). W rozmowie z kandydatem na to stanowisko omów:

- Twoje wymagania,
- zakres obowiązków kandydata,
- godziny pracy kandydata,
- warunki zatrudnienia.

Uczeń B

Szukasz pracy wakacyjnej. Znalazłeś/Znalazłaś ofertę pracy na stanowisku prowadzącego zajęcia artystyczne dla dzieci (art workshop instructor). W rozmowie o pracę:

- zapytaj o dokładny zakres obowiązków,
- zapytaj, jak często będziesz otrzymywał/otrzymywała wypłatę,
- powiedz, że wieczory chciałbyś/chciałabyś mieć wolne,
- pochwal się swoimi osiągnięciami artystycznymi.

Lead-in

- Teaching Notes page 15

Extra activity after Exercise 6

- Teaching Notes page 15

Extra support for Exercise 9

- Teaching Notes page 15

Audioscript

- Student's Book page 145 and Teacher's Resource Centre

Speaking Bank

- Student's Book page 120

Further practice

- Speaking Test 1–2, Student's Book page 116

- Workbook page 22

- Communicative activity worksheet 2, Teacher's Book pages 358–359
- Speaking worksheet 2

Homework suggestion

- Teaching Notes page 15

- 1 Work in pairs. Imagine you want to apply for a part-time job at one of the places below. Answer the questions.

a computer shop a pizza place a coffee shop
a clothes store

- Which of these places would you like to work in the most? Why?
- What do you think the duties usually include?
- What should you write about yourself in a job application letter?

- 2 Read the writing task below. What information do you need to include in the letter?

Starasz się o posadę sprzedawcy w sklepie komputerowym w Londynie. Napisz **list motywacyjny**, w którym opiszesz swoje dotychczasowe doświadczenia zawodowe i umiejętności językowe oraz cechy charakteru, które sprawiają, że jesteś właściwą osobą na to stanowisko.

- 3 Read Tomasz's job application below. What is the purpose of each of the four main paragraphs?

Dear Sir/Madam,

- I am writing in response to the job advertisement which I found on your website. I am a seventeen-year-old student. I am looking for a summer job in England, and I would like to apply for the position of shop assistant in your store in London.
- I believe I would be a suitable candidate for this post. First of all, I have worked as a shop assistant for a computer store before. Thanks to this, I have learned a great deal about hi-tech products and customer service. What is more, my interests include computer graphics and website design. I also hold certificates in English and German at B2 level, so I am able to communicate easily with foreign customers.
- Secondly, I am an ambitious person and I consider myself to be well organised and flexible. I am also always keen to learn new skills. In addition, I am an excellent team player.
- I believe that my experience and my personality make me a suitable candidate for the position you are offering. I enclose my CV and copies of my language certificates. Please do not hesitate to contact me if you need more information. I am available for an interview at any time. I look forward to hearing from you. Yours faithfully,
Tomasz Kłos

- 4 Read the letter in exercise 3 again and complete the Phrase Bank.

PHRASE BANK

Starting and ending a letter of application

I am writing in ¹response to the job advertisement I found on your website.
I would like to apply for the ²position of shop assistant in your store.
I ³enclose my CV and copies of my language certificates.

Talking about your personality, skills and experience

I believe I would be a ⁴suitable candidate for the position.
I also ⁵hold certificates in English and German at B2 level.
I consider ⁶myself to be well organised.

Ordering your points

Firstly, | First of all, | Secondly, | Finally, | Lastly, ...
What is more, | Moreover, | In addition, ...

! Watch out

Gdy piszesz list motywacyjny, stosuj oficjalną odmianę języka. Używaj:

- formalnych słów i zwrotów, np.: **post** zamiast **job**, **a great deal** zamiast **a lot of**, **I would like to attend** zamiast **I want to go/come** itp.
- oficjalnych zwrotów rozpoczynających i kończących list, np.: **Dear Sir/Madam**, **I look forward to hearing from you**, **Yours faithfully**.
- pełnych form czasowników, np. **I am** zamiast **I'm**.
- różnych łączników, które pozwalają spajać informacje w logiczną całość, np.: **firstly**, **secondly**, **lastly**, **moreover**.

- 5 Rewrite the sentences using more formal language. Use the phrases from the Phrase Bank and the letter.

- I want to ask for the job of a waiter in your restaurant.
- I am interested in football, tennis and orienteering.
- I know quite a lot about fashion.
- I can come to a job interview any time.
- I think I'm the right person for the job.
- To finish off, I'm hard-working and just love working with other people.
- I can't wait to hear from you.
- And one more thing, I'm just great at organising things.

- 6 Complete the following paragraph with your own ideas. Make sure you use formal language.

I believe I am a suitable candidate for the position of waiter at one of your pizza restaurants for a number of reasons. First of all, . Secondly, . Lastly, .

- 7 Read the instructions and do the writing task.

Przeczytałeś/Przeczytałaś w swojej szkole ogłoszenie umieszczone na tablicy informacyjnej. Organizatorzy Międzynarodowych Targów Książki (*International Book Fair*) poszukują młodych osób do pomocy przy obsłudze gości odwiedzających stoiska konferencyjne (*stand host / hostess*). Napisz **list motywacyjny**, w którym opiszesz swoje doświadczenie w pracy przy podobnym projekcie oraz przedstawisz swoje predyspozycje do wykonywania takiej pracy.

Exercise 2

dotychczasowe doświadczenie zawodowe; umiejętności językowe; cechy charakteru, które sprawiają, że jesteś właściwą osobą na to stanowisko

Exercise 3

- opening: to explain why you're writing
- to describe work experience and qualifications
- to describe personality traits which make the writer a suitable candidate
- ending the letter: information about enclosed documents

Exercise 5

- I am writing to apply for the position of waiter in your restaurant.
- My interests include football, tennis and orienteering.
- I know a great deal about fashion.
- I am available for an interview at any time.
- I believe I am a suitable candidate for this post/ position.
- Finally, I consider myself hard-working and a good team player.
- I look forward to hearing from you.
- In addition, I am excellent at organising events/activities.

Extra support for Exercise 3

- Teaching Notes page 16

Extra support for Exercise 5

- Teaching Notes page 16

Extra activity for Exercise 7

- Teaching Notes page 16

Writing Bank

- Student's Book 125 and 127

Sample answer for Exercise 7

- www.staffroom.pl and Teacher's Resource Centre

Matura Reference

- Workbook pages 140–145

Further practice

- Workbook page 22
- Writing worksheet 2

Homework suggestion

- Teaching Notes page 16

Exercise 3

- 1 I have been looking
- 2 have you changed
- 3 since she started to
- 4 to give me promotion
- 5 has always been my strength
- 6 the position/post of editor
- 7 satisfied with my salary
- 8 must have been

- 1 Work in pairs. Rewrite the parts of the sentences in bold in two different ways. Use the words given.

- 1 I can swim **very well**, so I could work as a lifeguard.
 - a GOOD *I am good at swimming.*
 - b SWIMMER *I am a good swimmer.*
- 2 I'm never **successful** at maths tests.
 - a FAIL *I always fail maths tests.*
 - b DO WELL *I never do well in maths tests.*
- 3 My uncle **earns a lot of money**.
 - a WELL-PAID *My uncle has a well-paid job.*
 - b SALARY *My uncle gets/has/earns a good salary.*
- 4 It's **impossible** that they fired John.
 - a CAN'T *They can't have fired John.*
 - b SURE *I'm (quite) sure they didn't fire John.*

- 2 Choose the answer which has the same meaning as the underlined words.

- 1 My brother quit his new job a week ago because he didn't like the boss.
 - ☒ a left
 - b found
 - c started
- 2 Tom has been employed at this company since he graduated from university.
 - a has found employment at
 - b has applied for
 - ☒ c has worked for
- 3 I am responsible for tasting different flavours of ice cream.
 - a I work overtime
 - ☒ b My duties include
 - c I'm keen on
- 4 People often ask me what I would like to do for a living in the future.
 - a where I want to live
 - ☒ b what career I would like to follow
 - c how much I hope to earn
- 5 Robert hasn't had a break from work since last May. He's very tired.
 - ☒ a The last time Robert had a break was last May.
 - b Robert had no break last month.
 - c Robert hasn't been working since last May.
- 6 My computer gaming skills are quite advanced. Moreover, I hold an FCE certificate.
 - ☒ a Additionally
 - b However
 - c Lastly
- 7 It is certain that Christina had excellent exam results if she got into Oxford.
 - a Christina could have had
 - ☒ b Christina must have had
 - c Christina may have had
- 8 The meeting had to end earlier than usual.
 - a The meeting must have ended
 - b It is certain the meeting ended
 - ☒ c It was necessary for the meeting to end

- 3 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 (Szukam) for a job the last three months, but I haven't had much luck.
- 2 You have a new job again! How many times (zmieniles) your job this year?
- 3 My older sister has been to three job interviews (odkąd zaczęła) look for work.
- 4 My boss promised (że da mi awans) if I complete the project on time.
- 5 Teamwork (zawsze była moją mocną stroną), and that's why I'd like to be a project manager.
- 6 I am writing in response to the job advertisement for (stanowisko redaktora) at your company.
- 7 I wasn't (zadowolona z mojej pensji), so I asked for a pay rise.
- 8 Bradley (musiał być) happy with his job at this company if he signed the contract for another five years.

- 4 Complete the text with appropriate words. Put one word in each space.

I'm 26 years old, and I feel burnt-out. Straight after university, I got a job with a big international company. I must have ¹been too young to notice what I was letting myself in for. No one had explained to me the idea of work-life balance. I believed that ²working long hours was important for my career advancement, and that corporate success meant happiness. As a result, I worked overtime and stayed connected 24/7. It ³may/could have been OK to begin with, but after three or four years, I began to feel the pressure. I wasn't getting enough sleep, I lost touch with my friends – who called me a workaholic – and, what's ⁴more, I didn't care about my career anymore. It was time to ask for help. Last year, I found a coach, and ⁵since then we have been working together. Now I feel more ⁶in charge of my own life. I have also learnt that burnout may happen to young people who fail to ⁷follow the golden rule of 8-8-8: eight hours of work, eight hours of sleep and eight hours of recreational activities.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 How would the lives of people change if they worked only 15 hours a week?
- 2 Some people work to live, others live to work. How does each attitude affect your daily life?



▶ VIDEO 04

24



PRACA

Znajomość środków językowych Transformacje zdań (zadanie zamknięte), Tłumaczenie fragmentów zdań (zadanie otwarte), Uzupełnianie luk w tekście jednym wyrazem

Lead-in

- Teaching Notes page 16

Extra support for Exercise 1

- Teaching Notes pages 16–17

Extra support for Exercise 2

- Teaching Notes page 17

Extra support for Exercise 4

- Teaching Notes page 17

Video worksheet

- Workbook pages 26–27 and Teacher's Resource Centre

Videoscript

- Teacher's Book page 344 and Teacher's Resource Centre

Matura Reference

- Workbook pages 124–139

Further practice

- Workbook page 23
- Use of English Practice Book for Matura > www.staffroom.pl and Teacher's Resource Centre

Homework suggestion

- Teaching Notes page 17

Vocabulary MP3 10

accountant	/ə'kaʊntənt/	księgowy
architect	/ˈɑːr(ɪ)ktɛkt/	architekt
badly paid	/ˈbædli'peɪd/	źle płatny
be in charge of sth	/bi'ɪn'tʃɑːʒ/	zarządzać czymś
beautician	/biːjuː'tɪʃ(ə)n/	kosmetyczka
boss	/bɒs/	szeft
businessman	/ˈbɪznəs'mæn/	biznesmen
businesswoman	/ˈbɪznəs'wʊmən/	bizneswoman
career	/kə'niːə(r)/	kariera zawodowa
change jobs	/tʃeɪndʒ'dʒɒbz/	zmienić pracę
chemist	/ˈkemɪst/	aptekarz, chemik
comedian	/kə'miːdiən/	komik
company	/ˈkʌmpəni/	dyrektor firmy
director	/di'rektə(r)/	
counsellor	/ˈkaʊnsə(ə)lə(r)/	doradca
deal with clients	/diːl wɪθ 'klaɪənts/	obsługiwać klientów
earn a good salary	/ɜː(r)n ə 'gɒd'sæləri/	dobrze zarabiać
editor	/ˈeditə(r)/	redaktor
electrician	/ɪ'lek'trɪ(ə)n/	elektryk
executive	/ɪg'zekjʊtɪv/	kierownik
full-time	/fʊl'taɪm/	na pełny etat
get a promotion	/get ə prə'məʃən/	dostać awans
headhunter	/ˈhed'hʌntə(r)/	rekruter
involve	/ɪn'vɒlv/	wymagać czegoś
journalist	/ˈdʒɜː(r)nəlist/	dziennikarz
librarian	/laɪ'briəriən/	bibliotekarz
manage	/ˈmænidʒ/	zarządzać
nanny	/ˈnæni/	niania
novelist	/ˈnɒvəlɪst/	powieściopisarz
part-time	/pɑː(r)'taɪm/	na część etatu
physician	/fɪ'zɪʃ(ə)n/	lekarz
politician	/ˌpɒli'tɪʃ(ə)n/	polityk
presenter	/pri'zentə(r)/	prezenter
programmer	/ˈprəʊ'græmə(r)/	programista
promotion opportunities	/prə'məʃən'ɒpərtʊni'tiz/	możliwości awansu
quit your job	/kwɪt jə(r)'dʒɒb/	odejść z pracy
receptionist	/ri'seɪp(ə)nɪst/	recepjonista
regular hours	/ˈregjʊlə'r'əʊə(r)z/	stałe godziny
responsibility	/ri'spɒnsə'bɪləti/	odpowiedzialność
salary	/ˈsæləri/	pensja
sales	/seɪlz/	przedstawiciel handlowy
representative	/reprɪ'zentatɪv/	samoatrudniony
self-employed	/ˌself'emploɪd/	żołnierz
soldier	/ˈsəʊldjə(r)/	stresujący
stressful	/ˈstresfʊl/	chirurg
surgeon	/ˈsɜː(r)dʒ(ə)n/	technik
technician	/tek'nɪʃ(ə)n/	pracować w zespole
work in a team	/wɜː(r)k ɪn ə 'tiːm/	pracować na zewnątrz
work outside	/wɜː(r)k 'aʊt'saɪd/	pracować po godzinach
work overtime	/wɜː(r)k 'əʊvə(r)'taɪm/	

Grammar 1 MP3 11

computer games	/kəm'pjʊːtə(r)geɪms/	tester gier komputerowych
tester	/ˈteɪstə(r)/	wypełnić formularz
fill in an application	/fɪl ɪn ən ˌæplɪ'keɪʃ(ə)n/	zgłoszeniowy

Listening and vocabulary MP3 12

approach	/ə'prəʊtʃ/	podejście
attitude	/ˈætɪtjuːd/	nastawienie
fun atmosphere	/fʌn ˈætməsfiə(r)/	przyjemna atmosfera
get paid	/get 'peɪd/	dostawać wypłatę
modern equipment	/ˈmɒdə(r)n'ekwɪpmənt/	nowoczesny sprzęt
motivate	/ˈməʊtɪveɪt/	motywować
motivation	/ˈməʊti'veɪʃ(ə)n/	motywacja
open-plan office	/ˌəʊpən'pleɪn'ɒfɪs/	otwarta przestrzeń biurowa
take a power nap	/teɪk ə 'paʊə(r)'næp/	zdrzemnąć się
take regular breaks	/teɪk'reɡjʊlə(r)'breɪks/	robić regularne przerwy
working atmosphere	/wɜː(r)kɪŋ ˈætməsfiə(r)/	atmosfera pracy
working environment	/wɜː(r)kɪŋ ɪn'vaɪə(r)mənt/	środowisko pracy
workmate	/wɜː(r)kmeɪt/	kolega z pracy
workplace	/wɜː(r)kpleɪs/	miejsce pracy

Grammar 2 MP3 13

drop out of school	/drɒp ˌaʊt ɒv 'skuːl/	zrzucić szkołę
get a pay rise	/get ə 'peɪ'reɪz/	dostać podwyżkę

Reading and vocabulary MP3 14

bartender	/ˈbɑː(r)tendə(r)/	barman
career opportunities	/kə'niːə(r)'ɒpərtʊni'tiz/	możliwości rozwoju zawodowego
career advice	/kə'niːə(r)'ədvaɪs/	doradztwo zawodowe
careers adviser	/kə'niːə(r)'ədvaɪzə(r)/	doradca zawodowy
coach sb	/ˈkəʊtʃ ˌsɒmbədi/	trenować kogoś
do psychological tests	/duː ˌsaɪkə'lɒdʒɪk(ə)'testz/	rozwiązywać testy psychologiczne
do sth for a living	/duː ˌsɒmθɪŋ fər ə 'lɪvɪŋ/	zajmować się czymś zawodowo
do well in sth	/duː 'wel ɪn ˌsɒmθɪŋ/	osiągnąć w czymś dobry wynik
draw inspiration from sth	/drɔː ɪn'spə'reɪʃ(ə)n frəm ˌsɒmθɪŋ/	czepać z czegoś inspirację
experience sth first-hand	/ɪk'spiəriəns ˌsɒmθɪŋ ˌfɜː(r)'st'hænd/	zdobycь bezpośrednie doświadczenie
find a job	/faɪnd ə 'dʒɒb/	znaleźć pracę
find out	/faɪnd 'aʊt/	dowiedzieć się
find/realise your potential	/faɪnd ˌriːəlaɪz jə(r)'pə'tenʃ(ə)l/	osiągnąć swój potencjał
follow a career in sth	/fɒləʊ ə kə'niːə ɪn ˌsɒmθɪŋ/	pracować w jakiejś branży
game-changing moment	/geɪm'tʃeɪndʒɪŋ 'məʊmənt/	przełomowy moment
graphic designer	/græfɪk di'zajna(r)/	grafik
income	/ɪn'kʌm/	dochód
job market	/ˈdʒɒb ˌmɑː(r)'kɪt/	rynek pracy
job shadowing	/ˈdʒɒb ˌʃædəʊɪŋ/	towarzystwo doświadczonemu pracownikowi
make a living	/meɪk ə 'lɪvɪŋ/	zarabiać na życie
mean well	/miːn 'wel/	mieć dobre chęci

professional life	/prə'feʃ(ə)n(ə)l 'laɪf/	życie zawodowe
reliability	/rɪ'laɪə'bɪlɪti/	rzetelność
rely on sth	/rɪ'laɪ ɒn ˌsɒmθɪŋ/	zdać się na coś
rules and regulations	/ruːlz ənd'reɡjʊ'leɪʃ(ə)nz/	przepisy
sense of failure	/sens əv 'feɪljə(r)/	poczucie porażki
standardised tests	/ˌstændə(r)'daɪzɪd'tests/	standaryzowane testy
strengths and weaknesses	/streŋθs ənd'wiːknəsɪz/	mocne i słabe strony
strong point	/ˌstrɒŋ 'pɔɪnt/	mocny punkt
wildlife	/ˈwaɪld laɪf	fotograf dzikiej przyrody
photographer	fə'tɒɡrəfə(r)/	praktyka zawodowa
work practice	/wɜː(r)k ˌpræktɪs/	

Speaking MP3 15

be good with numbers	/bi'gʊd wɪθ'nʌmbə(r)z/	mieć głowę do liczb
be paid weekly/monthly	/bi'peɪd 'wiːkli'mənθli/	dostawać wypłatę co tydzień/miesiąc
character traits	/ˈkærɪktə(r)'treɪts/	cechy charakteru
duty	/ˈdjuːti/	obowiązek
hire	/ˈhaɪə(r)/	zatrudnić
job interview	/ˈdʒɒb ˌɪntə(r)'vjʊː/	rozmowa kwalifikacyjna
overambitious	/ˌəʊvə'reɪm'bɪʃəs/	nadmierne ambitny

Writing MP3 16

apply for a post/position	/ə'plai fər ə 'pəʊst,pə'zɪʃ(ə)n/	ubiegać się o stanowisko
customer service	/ˈkʌstəmə(r)'sɜː(r)vis/	obsługa klienta
enclose a CV	/ɪn'klaʊz ə 'siː'viː/	załączać CV
flexible	/ˈfleksəb(ə)l/	elastyczny
hold a certificate	/həʊld ə sə(r)'tɪfɪkət/	posiadać certyfikat
suitable candidate	/suːtəb(ə)l'kændɪdət/	odpowiedni kandydat
team player	/tiːm'pleɪə(r)/	osoba umiejająca pracować w zespole

English in Use MP3 17

burnout	/ˈbɜː(r)nəʊt/	wypalenie
burnt-out career	/bɜː(r)'nt'aʊt'kəriə/	wypalony rozwój kariery
advancement	əd'vɑːnsmənt/	odejść z pracy
leave your job	/liːv jə(r)'dʒɒb/	wpakować się w coś
let yourself in for sth	/let jə(r)'self ɪn fər sth/	napieć, presja
pressure	/ˈpreʃə(r)/	rekreacja
recreational activities	/rekrɪ'eɪʃ(ə)n(ə)l'æktɪvətɪz/	
work long hours	/wɜː(r)k ˌlɒŋ'əʊə(r)z/	pracować po godzinach
work overtime	/wɜː(r)k 'əʊvə(r)'taɪm/	pracować w nadgodzinach
workaholic	/wɜː(r)kə'hɒlɪk/	pracoholik
work-life balance	/wɜː(r)k ˌlaɪf'bæləns/	równowaga między pracą a życiem osobistym

Challenge! MP3 18

be successful/unsuccessful	/bi'sək'sesf(ə)l, ˌʌnsək'sesf(ə)l/	odnosić sukcesy / nie odnosić sukcesów
challenging	/ˈtʃælɪndʒɪŋ/	trudny
colleague	/ˈkɒliːɡ/	współpracownik
communicate	/kə'mjuː'nɪkeɪt/	komunikować się
communication skills	/kə'mjuː'nɪ'keɪʃ(ə)n'skɪlz/	umiejętności komunikacyjne
communicative/uncommunicative	/kə'mjuː'nɪkətɪv, ˌʌnkə'mjuː'nɪkətɪv/	komunikatywny/niekomunikatywny
creation	/kri'eɪʃ(ə)n/	dzieło
creativity	/ˌkriː'eɪtɪvɪti/	kreatywność
creator	/kri'eɪtə(r)/	twórca
educated/uneducated	/ˈedʒə'keɪtɪd, ˌʌn'edʒə'keɪtɪd/	wykształcony/niewykształcony
educational	/ˌedʒə'keɪʃ(ə)n(ə)l/	edukacyjny
educator	/ˌedʒə'keɪtə(r)/	edukator
employable/unemployable	/ɪm'plɔɪəb(ə)l, ˌʌnɪm'plɔɪəb(ə)l/	z szansami / bez szans na zatrudnienie
employed/unemployed	/ɪm'plɔɪd, ˌʌnɪm'plɔɪd/	zatrudniony/bezrobotny
employee	/ˌem'plɔɪi/	pracownik
employer	/em'plɔɪə(r)/	pracodawca
employment/unemployment	/ɪm'plɔɪmənt, ˌʌnɪm'plɔɪmənt/	zatrudnienie/bezrobocie
fire	/faɪə(r)/	wyrzucić z pracy
helper	/ˈhelpə(r)/	pomocnik
helpful/unhelpful	/ˈhelpfʊl, ˌʌn'helpfʊl/	pomocny / mało pomocny
helpless	/ˈhelpləs/	bezzadny
imaginable/unimaginable	/ɪ'mædʒɪnəb(ə)l, ˌʌnɪ'mædʒɪnəb(ə)l/	wyobraźalny/niewyobraźalny
imaginary	/ɪ'mædʒɪnəri/	z wyobraźnią / bez wyobraźni
imaginative/unimaginative	/ɪ'mædʒɪnətɪv, ˌʌnɪ'mædʒɪnətɪv/	zwalniać kogoś
lay sb off	/leɪ ˌsɒmbədi 'ɒf/	przewodniczyć
lead	/liːd/	zdolności
leadership skills	/ˈliːdə(r)'ʃɪp skɪlz/	przewodnicze
leading	/ˈliːdɪŋ/	wiodący
lucrative job	/luːkrə'tɪv 'dʒɒb/	lucracyjny zawód
manual work	/ˈmænjuəl wɜː(r)'kɜːk/	praca fizyczna
pay	/peɪ/	placa
profession	/prə'feʃ(ə)n/	profesja, zawód
repetitive	/ri'petətɪv/	powtarzalny
resign	/ri'zain/	złożyć rezygnację
rewarding	/ri'wɜː(r)'dɪŋ/	dający satysfakcję
satisfactory/unsatisfactory	/sætɪs'fækt(ə)ri, ˌʌnsætɪs'fækt(ə)ri/	zadowolający/niezadowolający
satisfied/unsatisfied	/sætɪs'faɪd, ˌʌn'sætɪs'faɪd/	zadowolony/niezadowolony
skilled work	/skɪld 'wɜː(r)'kɜːk/	praca wymagająca wysokich kwalifikacji
staff	/stoːf/	personel
tedious	/ˈtiːdiəs/	żmudny
wages	/ˈweɪdʒɪz/	wypłata



Complete all the exercises from this section in your notebook.

VOCABULARY

Exercise 1

- 1 F A surgeon operates on people. / An executive manages a company.
- 2 T
- 3 T
- 4 F A physician treats people for illnesses. / A physicist is a scientist who studies physics.
- 5 F An accountant deals with a company's financial documents. / A counsellor helps people with their problems.
- 6 T

1 Are the sentences true or false? Correct the false ones.

- 1 An executive operates on people.
- 2 A nanny looks after small children.
- 3 A beautician gives treatments for your skin and hair.
- 4 A physicist treats people for illnesses.
- 5 A counsellor deals with a company's financial documents.
- 6 An instructor teaches you a sport or a practical skill.

2 Complete the dialogue with the words below.

adviser overtime living salary badly paid unemployed
job looking opportunities quit

- Martha What does Peter do for a ¹living?
- Jim At the moment he doesn't have a job – he's ²unemployed. He ³quit his job last month.
- Martha Why? Was it ⁴badly paid or stressful?
- Jim Both. He had to work ⁵overtime and didn't earn a good ⁶salary.
- Martha Is he ⁷looking for a new job now? It can't be easy to find one on the ⁸job market these days.
- Jim Yes, he is, but there aren't too many job ⁹opportunities here. He will probably have to get some new qualifications. I think he's been talking to a careers ¹⁰adviser to see what his options are.

3 Complete the sentences with the correct words formed from the words in brackets.

- 1 I love computers and in the future I want to be a computer **programmer** (program).
- 2 All the waiters at our restaurant are paid **weekly** (week).
- 3 Our company is looking for **employees** (employ) to fill junior positions in various departments.
- 4 I believe one of my **strengths** (strong) is my positive attitude to life.
- 5 An ideal candidate for the position should be **imaginative** (imagination) and like challenges.
- 6 He was a great student, so I'm sure he will **succeed** (success) in whatever career he chooses.

GRAMMAR

4 Complete the sentences with the correct form of the words in brackets. Use the present perfect simple or present perfect continuous. Sometimes both forms are correct.

- 1 How many jobs **have you had** (you / have) so far?
- 2 I **have been trying** (try) to finish this project all morning, but I still need more time.
- 3 How long **has your father been working** / **has your father worked** (your father / work) for this company?
- 4 I **have been jogging** (jog) all morning, and I'm exhausted now.
- 5 I **haven't experienced** (not experience) too many problems at work since I started last month.
- 6 My mother **has been looking for** (look for) a job for the last ten months.
- 7 A girl from a call centre **has called** (call) me five times this week to sell me a new phone!

5 Complete the sentences with the correct form of the words in brackets. Use past modals of deduction.

- 1 Leo **can't have been** (can't / be) at the office that day. I saw him at a conference outside town.
- 2 They **may have talked** (may / talk) about this issue in the meeting yesterday, but I can't be certain.
- 3 I **must have left** (must / leave) the notebook at home. It's definitely not here.
- 4 The office is empty. The employees **could have gone** (could / go) for lunch.
- 5 Jack didn't come to work today. He **might have caught** (might / catch) the flu again.
- 6 Mary **can't have read** (can't / read) this book already. She only borrowed it yesterday.

6 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

7 UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM Przeczytaj tekst. Uzupełnij każdą lukę (1–7) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

It's been a battle between me and my parents ever since I told them my big decision. I want to be a novelist. They think I should ¹follow/choose a more 'stable' career as they call it. You know, like a job in an institution or corporation which ²has been there forever, with a good ³salary that you know will hit your bank account at the end of each month. They say writing is a leisure activity, not something you do for a ⁴living. But I don't want to be responsible ⁵for filling out boring documents or spreadsheets. Also, I'm not really a team player. I took up a summer job last year at a café, and I had to quit after just two weeks because I just couldn't work in a team with anyone. I'm sure I ⁶must have been their worst employee ever.

Yes, I realise new authors are ⁷badly paid. At the start they really make very little money, and it might take years to write a bestseller. But I still prefer that and flexible working hours to the job of an office clerk.



Lead-in

- Teaching Notes page 17

Extra activity after Exercise 2

- Teaching Notes page 17

Extra activity after Exercise 4

- Teaching Notes page 17

Homework suggestion

- Teaching Notes page 17

Video worksheet: Life Skills

- Workbook pages 166–175 and Teacher's Resource Centre



READING

- 8 DOBIERANIE ZDAŃ DO LUK** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E) tak, aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

When it comes to career choices, certain stereotypes still persist as to the types of people suitable for particular jobs. One of them concerns the job of a librarian. ¹ That might have been true before, but not anymore.

Today's library is still the temple of books, but it's also an extremely digitalised institution. First of all, all the book catalogues are computerised, and it's the librarian's job to enter all library's resources into the catalogue. ² These can be now borrowed via electronic access to the library, and the librarian supervises these loans as well. Finally, people use search engines to browse the resources of various libraries and databases, and the librarian is the one to help with that. You could say it's a very computer-centered job these days.

³ This is because a library is often a research centre, with the librarian as the head specialist. When a student needs guidance, the librarian recommends materials or digital resources. They also teach first-timers research skills and suggest appropriate tools. That's an important role as these skills are a must in both education and the workplace.

People skills are important, too. It's useful if a librarian is an enterprising and outgoing person because it's their job to promote reading and make sure their library as well as themselves are up-to-date. On the one hand, they are in charge of organising story-telling events and meetings with authors. On the other, constantly changing book markets and computer technologies mean constant self-development. ⁴ This enables them to make sure that their library can offer readers what they're looking for.

So as you can see, being a librarian – these days often called an information professional – means being very good both with people and computers, and it takes many different skills. But the love of books is still the first and foremost requirement.

- 2 A** This means old paper books as well as new arrivals but also e-books.
3 B Apart from computer literacy, librarians also need solid problem-solving skills.
C These are libraries that specialise in medicine or law, and the librarians working there need to know a bit about these fields.
1 D It presents a solitary bookworm buried in piles of paper editions of the classics, a bit detached from the modern world.
4 E For this, the librarian needs to stay on top of the current reading trends and fashions, publishing news and book reviews.



SPEAKING

- 9 ROZMOWA Z ODGRYWANIEM ROLI** Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń B.

Uczeń A

Rozmawiasz z doradcą zawodowym / doradczynią zawodową o wyborze przyszłej kariery. W rozmowie porusz następujące kwestie:

Twoje zainteresowania

Twoje umiejętności i talenty

zawody, które bierzesz pod uwagę

co jest dla Ciebie ważne w przyszłej pracy

Uczeń B

Jesteś doradcą zawodowym / doradczynią zawodową i rozmawiasz z uczniem/uczennicą A na temat wyboru kariery zawodowej. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- zapytaj ucznia/uczennicę A, czy myślał/myślała już o wyborze zawodu,
- poproś ucznia/uczennicę A o podanie przykładu sytuacji z życia, w której odczuwał/odczuwała radość i satysfakcję z wykonania zadania,
- przedstaw uczniowi/uczennicy A propozycję kariery zawodowej.

WRITING

- 10 LIST FORMALNY** Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Miejskowe muzeum szuka kogoś do pracy przy organizacji wystaw. Napisz **list motywacyjny**, opisując swoje zainteresowania, które dały Ci wiedzę przydatną do tego typu pracy, oraz przedstaw swoje doświadczenie przy organizacji podobnych imprez.

27

Videoscript

- Teacher's Book pages 337–340 and Teacher's Resource Centre

Sample answer for Exercise 10

- Teacher's Resource Centre

Further practice

- Workbook page 24
- Workbook pages 28–29 > Extra Review 1&2
- Review worksheet 2

Homework suggestion

- Teaching Notes page 17

Assessment

- Unit Test 2