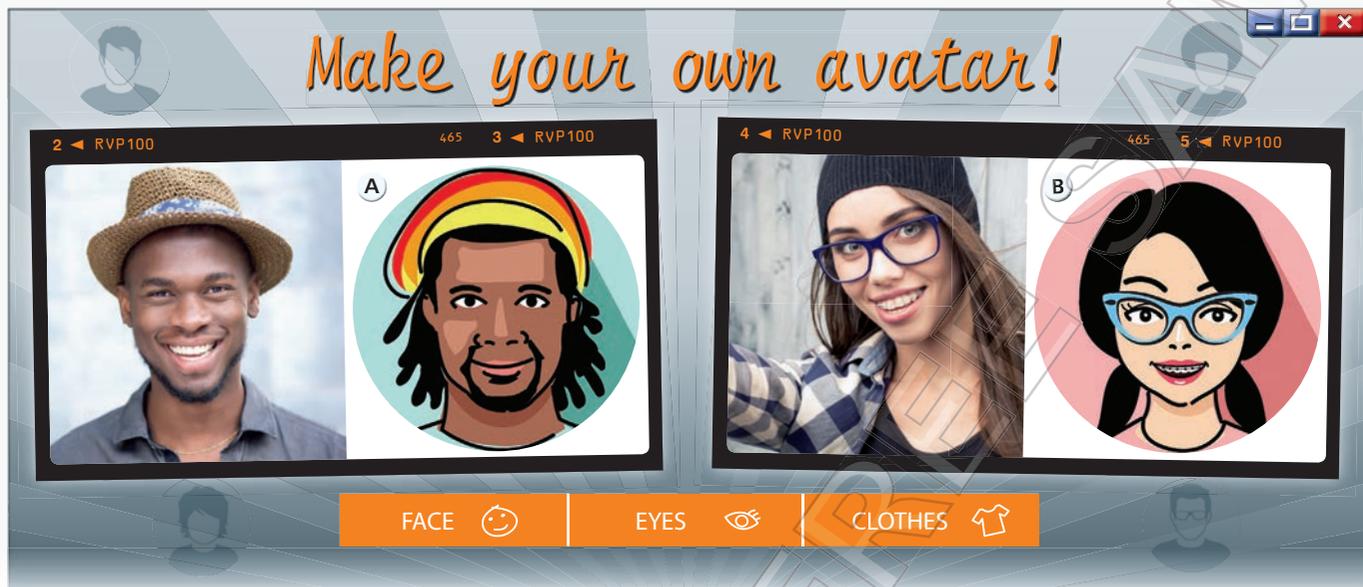


1

The image makers

VOCABULARY appearance



1) Work in pairs and answer the questions.

1 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?

2) Some people use apps to make cartoon avatars of themselves. Would you like to do this? Why? / Why not?

3) Look at the cartoon avatars (A and B) and answer the questions.

Which person's avatar

- | | |
|--------------------------------|--------------------------------|
| 1 is dark-skinned? | 6 is wearing designer glasses? |
| 2 has a beard? | 7 is dark-haired? |
| 3 is wearing braces? | 8 has a pale complexion? |
| 4 is wearing lipstick? | |
| 5 has his/her hair in bunches? | |

4) Copy the table in your notebook. Complete it with the words and phrases below. Add more words to each column.

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

hair	dark-haired, in bunches, , ...
complexion	dark-skinned, pale, , ...
build	, , , , , ...
features	a beard, wear glasses/braces/lipstick, , ...
general	, , , , , ...

5) Work in pairs. Go to page 133 and do the speaking task.

Vocabulary challenge!

6) Choose the correct option to complete the sentences.

- My sister *colours* / *paints* her nails bright red.
- My boyfriend *changed* / *died* his hair blond last week. I like the colour.
- My hair is too curly. I must *straighten* / *flatten* it for the party.
- I prefer *putting* / *wearing* contact lenses to glasses.
- My brother says he's going to *make* / *grow* a moustache, but I think he looks better clean-shaven.
- Every morning before work, my mum *paints* / *puts on* her make-up. She never leaves the house without it!
- My dad has a beard, but once he *cut* / *shaved* it off and he looked very strange!
- I'd like to have my lip *pierced* / *cut* but my mum doesn't want me to.

7) Do you do any of the activities in the sentences in exercise 6? Would you like to? Do you know anybody who does?

8) **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 don't agree: people's faces show their personality for example, appearance shows kindness/intelligence
- Beauty is in the eye of the beholder.

LISTENING AND VOCABULARY

listening for detail • clothes and fashion

1

- 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. In your notebook, match 1–12 with the clothes below. Do you dress similarly to any of these people? Do you know anybody who does?

designer dress tie tights cotton suit tight-fitting jacket
knee-length skirt open-toed sandals V-neck jumper
high-heeled shoes striped shirt bracelet skinny jeans



- 4) **CD 1.01** Listen to the radio programme. Write down in your notebook the items of clothing the speakers mention.
- 5) **CD 1.01** Listen again. Match the statements 1–5 with the speakers: Anna, Robby, Izzy, Grant. There is one extra statement.

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

- 6) Complete the sentences with the adjectives below in your notebook.

trendy smart elegant scruffy casual

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

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

- 8) Work in pairs and answer the questions.

- 1 Is there anything in your wardrobe that is out-of-date but you think may come into fashion again in the future?
- 2 Do you think it's OK to use very slim models in magazines and advertisements? Why?/Why not?

Listening challenge!

- 9) **CD 1.02** Listen to two friends talking about fashion magazines. Who expresses the opinions below: Mark (M), Judy (J) or both of them (B)? Write the answers in your notebook.

- 1 The models in magazines are too thin.
- 2 It's not a good idea to use overweight models.
- 3 Magazines encourage young people to change their body image.
- 4 A lot of models don't need a diet to stay slim.
- 5 Magazines improve pictures of famous people.

- 10) Which person in exercise 9 do you most agree with? Why?

Vocabulary challenge!

- 11) Choose the correct option to complete the sentences.

- 1 It's all down to *common* / *normal* sense, surely?
- 2 I still think it *delivers* / *sends* out the wrong message.
- 3 But I think people can *tell* / *say* the difference.
- 4 They have such a lot of influence *at* / *on* us.

- 12) **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 If you could buy only one new outfit next month, what would it be? Why?
- 2 Do you agree that we can learn a lot about a person from the clothes they wear? Why?/Why not?

Present simple and present continuous

- 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 1.03 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!

- 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> **Copy the table in your notebook. Then complete it with the verbs below. Which of the highlighted verbs in the dialogue are stative and which are dynamic?**

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

Dynamic (describe actions)	<i>read</i>
Stative (describe emotions, opinions, senses)	<i>have</i>

- 5> **PRACTISE In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.**

- I (**go**) shopping with my friends every Saturday, but this weekend I (**stay**) at home.
- Jake (**wear**) his new suit to his brother's wedding next week.
- (**Ella / study**) French this year?

- The company (**bring out**) a new perfume every year. They (**advertise**) a new perfume at the moment. It's quite expensive.
- Ken and Penny (**not live**) here any more. They moved to Bristol last month.
- Sorry, I can't talk now. I (**chat**) to Mick online.
- Our school always (**put**) on a charity fashion show in the summer.
- They (**build**) a new shopping mall in the centre. It's nearly finished.
- I (**not wear**) woolly jumpers because they (**make**) me hot.
- (**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 *is 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!

Some stative verbs can have dynamic meanings and be used in the continuous form, e.g.

- I *think it's brilliant*. (This is my opinion. – stative meaning)
- I'm *thinking about buying a new phone*. (I'm considering, trying to decide. – dynamic meaning)

- 7> **Complete the pairs of sentences with the correct forms of the verb in your notebook.**

- a I (**have**) fifteen pairs of shoes!
 b I (**have**) a party tonight.
- a I (**see**) the doctor soon about this terrible cold.
 b I (**see**) what you mean.
- a That meal (**smell**) really good.
 b I (**smell**) the milk to check if it's OK to use!
- a I (**think**) that's a beautiful dress.
 b I (**think**) about going to the concert on Friday.

- 8> **NOW YOU DO IT Write questions in your notebook. 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 clothes / you / think / about buying soon?
- What / you / think / about the latest fashions?

- 9> **Work in pairs. Ask and answer the questions in exercise 8.**

Verb + -ing form / infinitive

- 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!

- 3) **ANALYSE** Complete the sentences in your notebook, using the correct forms of the verbs from the text in exercise 2.

Verb + infinitive:

- 1 I *hoped* just like my older brother.
- 2 I'd *love* money on designer clothes.
- 3 My mum *won't allow me* that.

Verb + -ing:

- 4 They're *more interested in* like them.
- 5 I *can't stand* different.
- 6 They *enjoy* the same clothes.

- 4) **Copy the table in your notebook. Then complete it with the verbs below.**

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

verb + -ing	verb + to + infinitive

- 5) **PRACTISE** Choose the correct option to complete the dialogue.

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

- 6) **Complete the sentences with the correct form of the verbs below in your notebook.**

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

- 1 I warned my sister those red jeans. They are a horrible colour.
- 2 Do you mind for a few minutes while I talk to Miss Davis about my homework?
- 3 I'm glad you enjoy in London, but don't you miss all your old friends?
- 4 The teacher advised us all the grammar on pages fifteen and sixteen for the test.
- 5 I'd like more time at clothes and less time with friends when we go shopping!
- 6 I get tired of old TV series. They can get very boring.
- 7 Have you finished your emails? Dinner's ready.
- 8 What's preventing you from on holiday with us? You need a break!

Grammar challenge!

- 7) **Some verbs can be followed by both -ing form and the infinitive but the meaning changes. Read the examples below and translate them into your own language.**

- 1 I can't *remember telling* Sara about the party. I'll phone her now. (past memory)
I'll *remember to avoid* that website in the future! (not forget)
- 2 I often *forget to lock* the front door and my dad goes mad! (not remember what you have to do)
Julia says she'll never *forget travelling* to the USA for the first time. (past memory)
- 3 We *stopped to buy* some food and then went straight home. (reason for stopping)
You should *stop wearing* your hair in a ponytail. It looks better loose. (stop an activity)

- 8) **Complete the sentences with the correct form of the verbs in brackets in your notebook.**

- 1 a I stopped (wear) this T-shirt a year ago.
b I stopped (answer) my phone and I missed my bus!
- 2 a Do you remember (go) to school for the first time?
b I must remember (check) my homework before I give it in.
- 3 a I forgot (take) an umbrella and I got very wet.
b I'll never forget (meet) Natasha at the party. She looked gorgeous!

- 9) **NOW YOU DO IT** Work in pairs. Talk about the things below.

- 1 something you spend a long time doing every day
- 3 something you can't afford to do
- 3 something you quickly get tired of doing
- 4 something you have refused to do recently
- 5 something naughty you remember doing when you were a child
- 6 something you forgot to do yesterday

1) Work in pairs. Describe the pictures below. What is the possible connection between them?



2) Read the text below. Match the highlighted words in the text with their Polish equivalents.

- | | | | |
|---|--------------------------------|---|-------------------------------|
| a | nieładzki | d | nieszczęśliwy, przygnębiający |
| b | wykorzystywać | e | sklep sieciowy |
| c | zakład wyzyskujący 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.

- | | | | |
|---|----------------|---|---------------------------|
| a | Work or starve | d | A need for change |
| b | Cheap fashions | e | Living in hell |
| c | Poor but happy | f | An Asian experience on TV |

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 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, but with a promise to tell everyone about the girls and the price they pay for us to wear cheap fashions. They have already managed to make the Norwegian Parliament 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. 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

Reading challenge!

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 ...?

- describe the attitude of the Cambodians to their work
- explain why the Norwegians went to Cambodia
- mention the reason for somebody's tiredness
- criticise the sweatshop owners
- say what surprised the bloggers the most
- mention what has been done to fight the problem

5) Work in pairs and answer the questions.

- 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?
- Do you think that campaigns like this will help change the situation described in the article for the better? Why?/Why not?

Vocabulary development

6) Complete the phrases with the words below in your notebook.

sweatshops unethical price idea chain stores
miserable profit

- buy clothes in
- work in
- pay a high
- care about the of something
- take action against/boycott clothing companies
- lead a life
- make a

7) Complete the text with the correct words from exercise 6 in your notebook.



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

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

Vocabulary challenge!

! 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. ktoś jest lub nie jest wyczerpany.

Z przymiotnikami stopniowalnymi używamy przysłówków takich jak *very*, *extremely*, *a bit*, *a little*, *fairly* (opisują one stopień natężenia jakiejś cechy), a z przymiotnikami niestopniowalnymi – *absolutely*. Przysłówka *really* możemy używać z obydwojoma rodzajami przymiotników.

8) In your notebook, match the gradable adjectives 1-10 with their non-gradable equivalents below.

terrified boiling delicious huge gorgeous devastated
delighted starving fascinating filthy

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

9) Choose the correct adverbs. Sometimes both options may be correct.

- I was *very* / *absolutely* devastated when I saw the working conditions in the sweatshop.
- The models on the catwalk were *very* / *extremely* beautiful.
- Your shirt looks *a little* / *really* dirty. Please go and change it.
- The café looked *extremely* / *absolutely* filthy, so we didn't stay there.
- I was *fairly* / *very* happy with my new dress.
- The women were wearing *really* / *extremely* gorgeous outfits.
- The meal we had was *really* / *absolutely* tasty.
- The girls working in the factory were *a bit* / *absolutely* terrified of their boss.

10) In your notebook, write three sentences that are true for you. Use the adjectives and adverbs from exercises 8 and 9.

I find this article absolutely fascinating.

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 the situation

1) Work in pairs and answer the questions.

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



Selfie of the year 2014, taken by actress and singer, Selena Gomez

2) CD 1.04 Read and listen to the description of the selfie in exercise 1. In your notebook, put the questions in the order that they are answered.

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

Jo I believe that the picture was taken during a music concert. In the foreground, I can see a famous singer and her fans. In the background, there are also lots of young people having a good time there. Judging from their facial features, the teenagers probably come from an Asian country. It looks like the celebrity is on the stage. She is taking a selfie of herself and her fans. She's wearing a knee-length pink dress and a pair of black high heels. She has some make-up on and she is smiling at her camera. The fans are taking photos of her. They are absolutely ecstatic because they have the chance to be very close to their idol. This is a lovely image. I find it really appealing.

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

Phrase Bank

► Describing a picture

I believe that the picture was ¹made / taken during a music concert.

²In / On the foreground / background, I can see a lot of music fans.

³Judging / Seeing from their faces, they come from somewhere in Asia.

It looks ⁴like / that the celebrity is on the stage.

The star ⁵wears / is wearing a knee-length pink dress.

The fans are ⁶very / absolutely ecstatic.

I find it ⁷really / very appealing.

4) Match the parts of the sentences in your notebook.

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

5) Complete the gaps with appropriate words in your notebook.

- 1 The woman in the picture looks a friendly person.
- 2 The people look they are having a good time.
- 3 The boy stressed out.
- 4 The men look as if they an argument.
- 5 The teenager looks like music fan.
- 6 The girls look 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) CD 1.05 Listen to a student answering the questions about the picture in exercise 1. What arguments does she give to answer each question? Use the prompts below to help you.

- 1 Why do you think the singer is taking the selfie?
memories / concert / fans / upload / popular
- 2 Do you often take selfies? Why?/Why not?
for fun / clothes / funny pictures / mood

8) 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



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

Student B



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

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 letter?
- What tenses will you use for each point?

Od niedawna spotykasz się z nową dziewczyną/nowym chłopakiem. W liście (80–130 słów) do kolegi Anglika / koleżanki Angielki:

- 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/w niej Ci się podoba,
- poinformuj o planach wyjścia na imprezę i poproś kolegę/koleżankę o pożyczenie stosownego ubrania.

3) Read the writing task in exercise 2 again. In your notebook, match sentences a–f with gaps 1–4 in the email below. There are two extra sentences.

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



- 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.

4) In your notebook, complete the sentences in the Phrase Bank with words from the email. Then translate the phrases into your own language.

Phrase Bank

► Describing people

His/Her ¹ blue eyes make him/her look very handsome/pretty.

He/She has fantastic ² in clothes.

He/She has a ³ /sporty/smart style.

He/She ⁴ across as somebody unusual/interesting.

He/She has a real ⁵ for putting together great outfits.

► Asking for permission and giving permission

Could I possibly ⁶ 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 – 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 in your notebook.

- 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 in your notebook.

Do Twojej klasy dołączyła właśnie nowa uczennica. Napisz list (80–130 słów) do swojego kolegi/swojej koleżanki z Anglii i:

- przeproś za zwłokę w odpisaniu na jego/jej wiadomość, podając powód,
- przedstaw nową koleżankę i wyjaśnij, kiedy dołączyła do Waszej klasy,
- opisz, jakie pierwsze wrażenie zrobiła na Tobie ta osoba,
- poinformuj o planowanej wycieczce klasowej do Londynu i zapytaj o możliwość spotkania w tym czasie.

Remember to:

- read the instructions very carefully and cover all points from the task.
- use different phrases to describe appearance and personality
- use adjectives in the correct order

1) Work in pairs and describe the two Facebook profile pictures. Then discuss the questions below.

- 1 What can you say about life and personality of the people in pictures 1 and 2 based on their looks (face, hairstyle and clothes)?
- 2 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) używamy bezokolicznika bez **to**.

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

2) Complete the sentences with the correct form of **make** or **let** in your notebook.

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

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

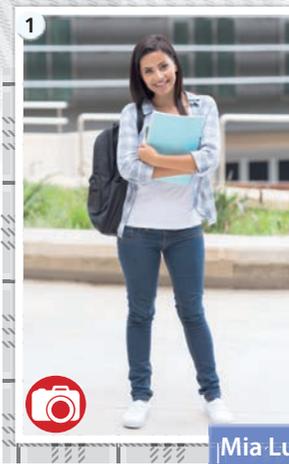


It may sound strange, but we form opinions about other people based on their hairstyle. Our hair allows us ¹ more than just how neat we are; it says a lot about our personality too. So, long ² hair is associated with people who care about their appearance and are fun, but may be money-oriented. Medium-length 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 |



Mia Lu



Tom VIP

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

- 1 I (*wear / a skirt*) today because I need to look elegant, but I (*usually / wear / trousers*).
- 2 Olivia (*not / fancy / go*) shopping today. She's too tired.
- 3 Kate loves her pet cat so much that she (*let / he / sleep*) on her bed.
- 4 The government (*take action*) unethical clothing companies at the moment.
- 5 George (*offer / lend / I*) his rucksack when I go on my school trip.
- 6 I (*not / interested / talk*) about fashion. I really don't care about what is trendy and what isn't.
- 7 I think that television (*have / bad / influence / children*). They shouldn't watch it too much.
- 8 (*she / think / change*) her hairstyle? I think she looks good now.

Challenge!

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

- 1 Why (*wąchasz*) her clothes? Do you think she smokes?
- 2 (*Nie rozróżniam*) between the twins. They both look the same to me.
- 3 I can't meet you today because (*widzę się z moim chłopakiem*) at 6.
- 4 I don't recognise the man. I don't remember (*abyśmy kiedykolwiek się spotkali*).
- 5 You (*wyglądasz absolutnie przepięknie*) in that purple outfit.
- 6 (*Zapomniałem spakować*) my warm jumper, so I borrowed one from my friend.
- 7 A lot of men (*zapuszcza brodę*). It seems to be fashionable at the moment.
- 8 My friend (*poradził mi, aby ufarbować*) my hair pink, but I thought it was a ridiculous idea.

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

- 1 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 ...
- 2 What type of women / men do you find the prettiest / most handsome?



Tip

W zadaniu typu: dobieranie usłyszysz cztery osoby, które wypowiadają się w różnych sytuacjach, miejscach i w różnym celu. Wszystkie wypowiedzi dotyczą jednego przewodniego tematu. To zadanie wymaga zrozumienia głównej myśli wypowiedzi, a nie szczegółowych informacji. W trakcie słuchania musisz ustalić, o czym jest tekst lub jaka jest intencja mówiącego – np. czy chce on coś zarekomendować, zaproponować, złożyć reklamację czy też zachęcić kogoś do zrobienia czegoś. Upewnij się, że w tekście znajdują się zwroty lub wyrażenia, które wskazują na cel wypowiedzi, np. reklamę, propozycję, skargę itp.

1) Read the transcript of a listening task and choose the correct answer.

I'm sure everyone has heard about the new book by Tracy Harmer, the incredible fashion designer who was very influential in the 1990s. It's had some fantastic reviews and we are very lucky to welcome Tracy to Vines Book Shop on 15 April, where she will be signing copies of her book. We hope that later in the year she will return to give a talk about fashion design. Watch out for dates! Thanks for inviting me on the programme, Mark. I hope you'll be coming too.

- 1 The speaker
 - a reviews a new book about a fashion designer.
 - b reports on a talk about fashion.
 - c advertises a bookstore event.
 - d explains why a fashion designer was popular.

2) Read the text in exercise 1 again. Explain why the other answers are wrong. Find phrases in the text which the wrong answers refer to.

3) Read the parts of two transcripts and choose the correct answers. Then find words or phrases which refer to the false answers.

- 1 *Following Katy*, featuring Naomi Spears, looks at the problems teenagers face every day regarding their body image. Slow at times, but overall very informative and moving.
 - a The speaker gives an opinion about a common teenage problem.
 - b The speaker reviews a film about a teenager.
- 2 We know the clothes you want and there are lots to buy in next Saturday's sale here at Clothesforall. We don't want you to miss out on it so we're giving away a free T-shirt with every purchase.
 - a The speaker offers expert advice on clothes.
 - b The speaker advertises a store's special offer.



CZŁOWIEK, ZAKUPY I USŁUGI Rozumienie ze słuchu Dobieranie



Tip

Niektóre pytania wymagają określenia autora wypowiedzi, kontekstu sytuacyjnego oraz wskazania adresata. Podczas słuchania szukaj wskazówek, które podpowiadają właściwe miejsce lub osobę, np. wyrazy *seat*, *tickets*, *traffic*, *leave shortly* sugerują, że wypowiedź może mieć miejsce w autobusie.

4) Where could you hear the statements below? Match the sentences with places a–d. What helped you decide?

- 1 You can find half-price DVDs next to the books at the back of the store.
- 2 Please switch your mobile phones off now. The performance is about to begin.
- 3 You can operate the TVs on the back of the seat in front of you, using the control in your armrest.
- 4 Only today. Final reductions on all T-shirts. You won't find them cheaper anywhere. Madam, come over here and look at the quality! £10 or just for you £6.50!

- | | |
|----------------|----------------------|
| a on a plane | c in a supermarket |
| b in a theatre | d at a street market |

5) CD 1.06 Listen to two speakers talking about clothes. In your notebook, match the speakers (1–2) with the correct statements. There are two extra statements.

- 1 What is the intention of each speaker?
 - a to describe the scene before a fashion show
 - b to recommend the clothes of a fashion designer
 - c to describe an event he went to when he was younger
 - d to explain why an item of clothing is important
- 2 What is each speaker doing?
 - a phoning a friend about an event he is at
 - b reporting an event on television
 - c talking to a group of friends
 - d talking on a radio phone-in programme

6) Now read the transcript on page 155 and find the phrases in the text that helped you choose the answers.

7) TEST IT! CD 1.07 Usłyszysz dwukrotnie wypowiedzi czterech osób na temat dokonywania zmian w wyglądzie. Na podstawie usłyszanych informacji do każdej osoby (1–4) dopasuj zdanie, które jej dotyczy (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej osoby. Zapisz odpowiedzi w zeszycie.

This speaker

- | |
|--|
| A warns people about changing their appearance. |
| B recommends a TV programme about changing your image. |
| C gives some information about how some people change the way they look. |
| D advises people how different clothes can improve their appearance. |
| E advertises beauty treatments to improve people's image. |

Complete all the exercises on this page in your notebook.

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**

—/5

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

—/6

Vocabulary challenge!

3) Complete the sentences with appropriate verbs.

- 1 Would you ever your hair pink? I wouldn't.
- 2 I can't the difference between these two laptop models. They look the same to me.
- 3 Why did you decide to a beard? I think you looked better when you were clean-shaven.
- 4 Some women their nails in such bright colours that you can see their hands from a distance!
- 5 How often do you make-up?

—/5

4) Rewrite the sentences with the non-gradable equivalents of the adjectives in bold. Change the adverb where necessary.

- 1 You looked really **pretty** in that outfit.
- 2 We were a bit **hungry** after our shopping trip.
- 3 The hotel room was very **dirty**, so we complained to the manager.
- 4 I was a bit **afraid** of that man. He looked really unfriendly.
- 5 Looking for a new pair of shoes made me really **tired**.

—/5

5) 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 (*hate*) wearing them. She (*prefer*) wearing trousers.
- 2 My parents (*do*) the shopping every Saturday, but this week they (*go*) shopping on Friday.
- 3 (*you and your classmates / meet*) tomorrow to finish your fashion project?
- 4 I (*not believe*) fashion models when they (*say*) they aren't on a diet.
- 5 I can't talk at the moment because I (*get*) changed.
- 6 Our art teacher (*want*) us to design our T-shirts during the class this week.

—/6

6) 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*) with the project.
- 2 I (*nie mam ochoty na pójście*) to this party. I've got nothing to wear.
- 3 Most people (*nie mogą sobie pozwolić na kupienie*) expensive clothes.
- 4 The boy (*odmówił założenia*) his new shoes, which made his mum angry.
- 5 I (*skończyłem pracować*) on my presentation about ethical clothes production.
- 6 My mother (*zawsze doradza mi kupowanie*) clothes in second-hand shops.
- 7 My dad (*nie pozwolił mi na*) a tattoo on my arm.
- 8 I wanted to have a piercing, but my girlfriend (*sprawiała, że zmieniłem zdanie*).

—/8

Grammar challenge!

7) Choose the correct option to complete the sentences.

- 1 I can't answer the phone because I *have* / *am having* a shower.
- 2 My brother often forgets *locking* / *to lock* the front door!
- 3 I'm single, and you? *Are you seeing* / *Do you see* anybody at the moment?
- 4 I was tired, so we stopped *to have* / *having* a rest.
- 5 Why *are you smelling* / *do you smell* the meat? Has it gone off?
- 6 Did you remember *to take* / *taking* a warm jacket with you? It's going to be cold.

—/6

8) Complete the sentences with appropriate words. Do you know any people who fit the descriptions?

- 1 He/She has got fantastic taste clothes.
- 2 His/Her green eyes and ginger hair him/her look really original.
- 3 He/She comes as a trendy person.
- 4 His/Her style really appeals me.
- 5 He/She looks a top model.
- 6 He/She has a real talent finding bargains in the clothes shops.
- 7 Judging his/her clothes, he/she isn't really into fashion.

—/7

9) 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

—/5

10) Work in pairs and test each other.

Student A: go to page 142.
Student B: go to page 149.

Appearance / Wygląd

Hair /heə(r)/ włosy
bald /bɔːld/ łysy
blond/fair /blɒnd, feə(r)/ blond / jasne
in bunches /ɪn bʌntʃɪz/ kucyki
ponytail /ˈpɒni,tel/ kucyk, koński ogon
short-haired /ʃɔː(r)t 'heə(r)d/ krótkowłosy
shoulder-length /ˈʃəʊldə(r) ,lenθ/ do ramion
straight /streɪt/ proste
wavy /ˈweɪvi/ faliste
Complexion /kəmˈplekʃ(ə)n/ Cera, karnacja
dark-skinned /dɑː(r)k 'skɪnd/ ciemnoskóry
freckles /ˈfrek(ə)lz/ piegi
pale complexion /ˈpeɪl kəmˈplekʃ(ə)n/ blada cera
spots/spotty /spɒts, 'spɒti/ pryszczę/pryszczaty
tanned /tænd/ opalony
wrinkles/wrinkled /ˈrɪŋk(ə)lz, 'rɪŋk(ə)ld/ zmarszczki/pomarszczony
Build /bɪld/ Budowa ciała
broad-shouldered /ˌbrɔːd 'ʃəʊldə(r)d/ barczysty
muscular /ˈmʌskjələ(r)/ umięśniony, muskularny
overweight /ˌəʊvə(r)'weɪt/ z nadwagą
plump /plʌmp/ pulchny
skinny /ˈskɪni/ chudy
slim /slɪm/ szczupły
tubby /ˈtʌbi/ przysadzisty, grubawy
well-built /ˌwel 'bɪlt/ dobrze zbudowany
Features /ˈfi:tʃə(r)z/ Cechy szczególne
beard /bɪə(r)d/ broda (zarost)
designer glasses /ˌdɪ,zəɪnə(r) 'glɑːsɪz/ markowe okulary
dimples /ˈdɪmp(ə)lz/ dołeczki na policzkach
high forehead /ˌhaɪ 'fɔː(r)hed/ wysokie czoło
hollow-cheeked /ˈhɒləʊ ,tʃiːkt/ z zapadniętymi policzkami
moustache /mə'staːʃ/ wąsy
piercing /ˈpɪə(r)ʃɪŋ/ kolczyki w różnych częściach ciała, piercing
scar/scarred /skaː(r), skaː(r)d/ blizna/z blizną
tattoo /tæ'tuː/ tatuaż
wear braces/lipstick /ˌweə(r) 'breɪsɪz, 'lɪp,stɪk/ nosić aparat na zębach/szminkę
General /ˈdʒenə(r)əl/ Wygląd ogólny
good-looking /ˌɡʊd 'lʊkɪŋ/ atrakcyjny, przystojny
gorgeous /ˈɡɔː(r)dʒəs/ olśniewający, zachwycający
handsome /ˈhænds(ə)m/ przystojny
plain /pleɪn/ przeciętny, zwyczajny
short /ʃɔː(r)t/ niski
tallish /ˈtɔːlɪʃ/ dość wysoki
ugly /ˈʌɡli/ brzydki
youngish /ˈjʌŋɪʃ/ dość młody

Challenge!

dye your hair /ˌdaɪ jə(r) 'heə(r)/ farbować włosy
grow a moustache /ˌgrəʊ ə mə'staːʃ/ zapuszczać wąsy
have your lip pierced /ˌhæv jə(r) ,lɪp 'pɪə(r)st/ przekłuć sobie wargę
paint your nails red /ˌpeɪnt jə(r) ,neɪl 'red/ malować paznokcie na czerwono
put on your make-up /ˌpʊt 'ɒn jə(r) 'meɪkʌp/ nakładać makijaż
shave off your beard /ˌʃeɪv 'ɒf jə(r) 'biə(r)d/ zgolić brodę
straighten your hair /ˈstreɪt(ə)n jə(r) 'heə(r)/ prostować włosy
wear contact lenses /ˌweə(r) 'kɒntækt ,lenzɪz/ nosić soczewki kontaktowe

Clothes and fashion / Ubrania i moda

bracelet /ˈbreɪslət/ bransoletka
casual /ˈkæʒuəl/ swobodny, nieformalny
cotton /ˈkɒt(ə)n/ bawełniany
crew neck jumper /ˌkruː nek 'dʒʌmpə(r)/ półgolf
designer dress /ˌdɪ,zəɪnə(r) 'dres/ markowa sukienka
elegant /ˈelɪɡənt/ elegancki
high-heeled shoes /ˌhaɪ hiːld 'ʃuːz/ buty na wysokim obcasie
jacket /ˈdʒækt/ marynarka, żakiet, kurtka
knee-length /ˈniː lenθ/ do kolan
open-toed sandals /ˌəʊpən təʊd 'sænd(ə)lz/ sandały z odkrytymi palcami
scruffy /ˈskrʌfi/ niechlujny
shirt /ʃɜː(r)t/ koszula
skinny jeans /ˌskɪni 'dʒiːnz/ jeansy rurki
skirt /skɜː(r)t/ spódnica
smart /smɑː(r)t/ elegancki
striped /ˈstraɪpt/ w paski
suit /suːt/ garnitur; kostium
tie /taɪ/ krawat
tight-fitting /ˌtaɪt 'fɪtɪŋ/ obcisły, dopasowany
tights /taɪts/ rajstopy
trendy /ˈtrendi/ modny

Challenge!

be down to common sense /bi 'daʊn tə ,kɒmən 'sens/ (być) kwestią zdrowego rozsądku
have an influence on sb /ˌhæv ən 'ɪnfluəns ɒn ,sʌmbədi/ mieć na kogoś wpływ
send out the wrong message /ˌsend 'aʊt ðə ,rɒŋ 'mesɪdʒ/ wysłać niewłaściwy komunikat
tell the difference /ˌtel ðə 'dɪfrəns/ rozróżniać, zauważać różnicę

Fashion industry / Branża modowa

boycott /ˈbɔɪkɒt/ bojkotować
care about the idea of sth /ˌkeə(r) ə baʊt əb 'aɪˈdɪə əv ,sʌmθɪŋ/ interesować się kwestią czegoś
chain store /ˌtʃeɪn ,stɔː(r)/ sklep sieciowy
exploit /ɪk'splɔɪt/ wykorzystywać, eksploatować
inhumane /ˌɪnhjuːˈmeɪn/ nieludzki
lead a miserable life /ˌliːd ə ,mɪz(ə)rəb(ə)l 'laɪf/ żyć w nędzy
make a profit /meɪk ə 'prɒfɪt/ osiągać zysk
pay a high price /peɪ ə ,haɪ 'praɪs/ płacić wysoką cenę
sweatshop /ˈswetʃɒp/ zakład wyzyskujący siłę roboczą
take action against sth /ˌteɪk 'ækʃ(ə)n əˌɡenst ,sʌmθɪŋ/ podejmować działania przeciwko czemuś
unethical /ʌn'eθɪk(ə)l/ nieetyczny
clothing companies /ˌkləʊðɪŋ 'kʌmp(ə)nɪz/ firmy odzieżowe

Challenge!

boiling /ˈbɔɪlɪŋ/ upalny, skwarly
absolutely /ˌæbsəluːtli/ całkowicie
delicious /dɪ'lɪʃəs/ pyszny
delighted /dɪˈlaɪtɪd/ zachwycony
devastated /ˌdevəˈsteɪtɪd/ zdruzgotany, zalamany
extremely /ɪk'striːmli/ niezwykle, nadzwyczaj
fairly /ˈfeə(r)li/ dość
fascinating /ˈfæsɪneɪtɪŋ/ fascynujący
filthy /ˈfɪlθi/ bardzo brudny
huge /hjuːdʒ/ ogromny
starving /ˈstɑː(r)vɪŋ/ wygłodzony
terrified /ˈterəfaɪd/ przerażony

Other words / Pozostałe wyrażenia

airbrushing /ˈeə(r)brʌʃɪŋ/ retuszowanie zdjęć
appeal /əˈpiːl/ podobać się komuś, przemawiać do kogoś
associate with sth /əˈsəʊsiːt wɪð ,sʌmθɪŋ/ kojarzyć z czymś
avatar /ˈævə,tɑː(r)/ awatar, obrazek postaci na ekranie komputera
beauty /ˈbjuːtɪ/ piękno, uroda
beauty treatment /ˌbjuːti 'tri:tment/ zabieg kosmetyczny
beholder /bɪˈhəʊldə(r)/ patrzący, obserwator
body image /ˌbɒdi 'ɪmɪdʒ/ ciało, wygląd, wizerunek
book an appointment /ˌbʊk ən əˈpɔɪntmənt/ umówić wizytę, zarezerwować termin
clean-shaven /ˌkliːn 'ʃeɪv(ə)n/ gładko ogolony
come across as /ˌkʌm əˈkrɒs əz/ sprawiać wrażenie, wydawać się
concerned about sth /kən'sɜː(r)nd əˌbaʊt ,sʌmθɪŋ/ zaniepokojony czymś
ecstatic /ɪk'stætɪk/ zachwycony, uszczęśliwiony
escape /ɪˈskeɪp/ uciekać od czegoś, unikać czegoś
fair trade /feə(r) 'treɪd/ sprawiedliwy handel
fashionable /ˈfæʃ(ə)nəb(ə)l/ modny
front row /frʌnt 'rəʊ/ pierwszy rząd
get tired of sth /get 'taɪə(r)d əv ,sʌmθɪŋ/ znużyć się czymś, znudzić
ginger /ˈdʒɪŋdʒə(r)/ rude (włosy)
grateful /ˈɡreɪtfl(ə)l/ wdzięczny
groupies /ˈgruːpiːz/ zagorzali fani
have a fantastic taste in clothes /ˌhæv ə ˈfænˌtæstɪk 'teɪst ɪn ,kləʊðz/ bardzo gustownie się ubierać
have an unusual talent for sth /ˌhæv ən ʌnˌjuːzʊəl 'tælənt fə(r) ,sʌmθɪŋ/ mieć niezwykle talent do czegoś
image maker /ˌɪmɪdʒ 'meɪkə(r)/ specjalista od kreowania wizerunku
incredibly /ɪnˈkredəbli/ niezwykle
informative /ɪnˈfɔː(r)mətɪv/ pouczający
mood /muːd/ nastrój, humor
open-minded /ˌəʊpən 'maɪndɪd/ otwarty, pozbawiony uprzedzeń
out-of-date /ˌaʊt əv 'deɪt/ staromodny, przestarzały
outfit /ˌaʊtfit/ strój, ubiór
outgoing /ˌaʊtgəʊɪŋ/ towarzyski, łatwo nawiązujący kontakt
persuade /pə(r)'sweɪd/ namawiać, przekonywać
pop-up advert /ˌpɒpʌp 'ædvɜː(r)t/ reklama w wyskakującym okienku
recognise /ˈrekəɡnaɪz/ rozpoznawać
responsibility /rɪˌspɒnsəˈbɪləti/ odpowiedzialność
self-confident /selfˈkɒnfɪd(ə)nt/ pewny siebie
smell /smel/ wąchać, pachnieć
square /skweə(r)/ kwadratowy
stuff /stʌf/ rzeczy, ciuchy
tears /tɪə(r)z/ łzy
texture /ˈtekstʃə(r)/ faktura, struktura
the red carpet /ðə ,red 'kɑː(r)pɪt/ czerwony dywan
wardrobe /ˈwɔː(r)drəʊb/ szafa
woolly jumper /ˌwɒli 'dʒʌmpə(r)/ wełniany sweter
working conditions /ˌwɜː(r)kɪŋ kənˈdɪʃ(ə)nz/ warunki pracy