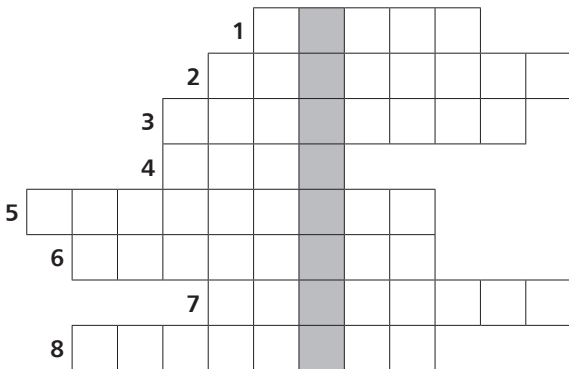


# 1

## The image makers

### VOCABULARY appearance

1) Do the crossword puzzle. What is the hidden word?



2) Choose the correct answers.

- 1 A **bald** person
  - a wears his/her hair in bunches.
  - b doesn't need a comb.
  - c has got very short hair.
- 2 You get **tanned** if you
  - a go to the gym a lot.
  - b have a pale complexion.
  - c stay in the sun for some time.
- 3 You wear **braces**
  - a on your nose.    b on your teeth.    c in your hair.
- 4 A **tubby** child is
  - a plump.    b youngish.    c short-haired.
- 5 **Muscular** people are often
  - a tallish and skinny.
  - b overweight.
  - c broad-shouldered and slim.

3) Complete the sentences with the missing words.

- 1 This cream is not suitable for your   m  l  i  n   – your skin is quite dry.
- 2 As a child, Lisa used to have her hair in   n  h  s  , tied with pink ribbons – she was so cute!
- 3 You look so   l  , Margaret. It's time to get a suntan.
- 4 He's the most   n  s  m   boy in our school. He could be a model, you know!
- 5 Many people nowadays want to be   l  -  u  t   and admired for their strength and beauty.
- 6 I don't understand why Mark finds Rita so special; she seems quite   a  n   to me.
- 7 Since Tom grew a   b  r  , he's managed to save time in the morning, as he no longer needs to shave.

4) Choose the correct words to complete the text.



This one here is of my younger sister. She looks quite <sup>1</sup>*youngish* / *tallish* for her age – she's already 16, but people often think she's still at primary school. She used to have a <sup>2</sup>*spotty* / *scarred* face, but her skin problems are over now and she looks a lot better, even though she has to wear <sup>3</sup>*braces* / *glasses*. She also isn't as <sup>4</sup>*plump* / *plain* as she used to be; in fact, she's lost a lot of weight and is quite <sup>5</sup>*tubby* / *skinny* now. She has beautiful <sup>6</sup>*wavy* / *straight* <sup>7</sup>*short-haired* / *shoulder-length* hair. I think she looks cute with these <sup>8</sup>*wrinkles* / *freckles* on her nose and cheeks.

### Vocabulary challenge!

5) Find and correct five mistakes in the text.



At the age of 17, Nina began experimenting with her appearance. First, she dyed her hair in red and started putting make-up to school. Then she had her nose pierce and started colouring her nails black. Her parents were horrified!

It soon turned out that it was because of her boyfriend, who had become a punk. He shaved his head and carried a long beard. Luckily, they broke up after a few weeks and Nina's looks got back to normal.



6) Write three things you like about your appearance and three you would like to change.

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1) **MP3 01 Listen to the radio programme and answer the questions.**

Which of the callers (Anna, Robby, Izzy or Grant)

- probably spends the most on clothes? \_\_\_\_\_
- is least concerned about what he/she looks like? \_\_\_\_\_

2) **MP3 01 Listen again. Tick the sentence which is true for each speaker.**

- Anna**
  - She writes a fashion blog.
  - She is a fashion freak.
- Robby**
  - His family member tells him what to wear.
  - He has to look smart all the time.
- Izzy**
  - She follows the trends set by famous people.
  - She is addicted to buying expensive clothes.
- Grant**
  - He doesn't pay any attention to the clothes he wears.
  - He never looks bad, even in winter.

3) **Put the words in italics in the correct place in each sentence. Use a dictionary to check the meaning of any words you do not know.**

- Celebrities and fashion bloggers my choice of clothes. *influence*
- All my friends out for new trends online. *look*
- Lucy seems to be too about her appearance. *concerned*
- You only ever see him in casual – never anything other than T-shirts and jeans. *gear*
- I'd like to look different from my – we all wear similar clothes. *mates*
- Lisa is fashion – she reads all the magazines and follows all the latest trends. *into*

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4) **In each group of words, choose the word which cannot be used to describe the article of clothing in capitals.**

- striped / open-toed / tightly knotted **TIE**
- high-heeled / striped / designer **JACKET**
- skinny / cotton / V-neck **DRESS**
- high-heeled / slim / designer **SHOES**
- cotton / knee-length / striped **TIGHTS**

5) **Complete the sentences with the words below.**

**trendy smart scruffy casual elegant**

- I always wear \_\_\_\_\_ clothes to school – a T-shirt, jeans and trainers.
- In his grey suit, shirt and tie, Tomas looked very \_\_\_\_\_ at the party.
- When my mum goes to the opera, she always puts on a/an \_\_\_\_\_ long black dress and diamonds.
- Can you imagine how \_\_\_\_\_ he looked in that dirty top and sweatpants with a hole in the knee?
- Marla always knows what's \_\_\_\_\_. She reads *Vogue* and *Elle*.

6) **Complete the text with the missing words.**



When I was going for my first job interview as a babysitter, I had no idea what to wear, so I asked a friend to lend me something. She gave me a black <sup>1</sup>**V-n** \_\_\_\_\_ jumper and a pair of <sup>2</sup>**s** \_\_\_\_\_ trousers, in which I could barely sit down. I put on some <sup>3</sup>**o** \_\_\_\_\_ -**t** \_\_\_\_\_ sandals. As you can imagine, I looked anything but smart! Luckily, my mum saw me going out and told me to change. She advised me to put on a white <sup>4</sup>**c** \_\_\_\_\_ <sup>5</sup>**t** \_\_\_\_\_ -**f** \_\_\_\_\_ shirt. She helped me look for my old denim <sup>6</sup>**k** \_\_\_\_\_ -**l** \_\_\_\_\_ skirt. I didn't have any smart <sup>7</sup>**h** \_\_\_\_\_ -**h** \_\_\_\_\_ shoes at that time, so I put on some trainers. I looked a bit <sup>8</sup>**c** \_\_\_\_\_, but a lot more suitable for the job than before.

### Vocabulary challenge!

7) **Translate the Polish parts of the sentences into English.**

- Which of these events has had the biggest \_\_\_\_\_ (*wplyw na Ciebie*)?
- Can you \_\_\_\_\_ (*rozróżnić*) between a skirt and a dress?
- I think that the world of fashion \_\_\_\_\_ (*wysyła zły*) message – beauty is not only about the way you look.
- Please stop asking me about every little thing – just use your own \_\_\_\_\_ (*zdrowy rozsądek*)!

8) **Complete the sentences so that they are true for you.**

- I would never wear \_\_\_\_\_ because \_\_\_\_\_.
- I try to look smart when \_\_\_\_\_.
- Last time I went to a wedding reception, I wore \_\_\_\_\_.

## Present simple and present continuous

Czasu **present simple** używamy:

- aby opisać powtarzające się czynności i sytuacje:  
*Mark often buys fashion magazines.*
- aby opisać fakty i reguły:  
*The sun rises in the east.*
- z czasownikami statycznymi, takimi jak: *love, like, hate, know, believe, need, etc.*:  
*I hate fashion magazines.*

Czasu **present continuous** używamy, aby opisać:

- sytuacje, które trwają, kiedy o nich mówimy:  
*Laura is studying at the moment.*
- sytuacje, które trwają w bieżącym okresie, niekoniecznie w chwili, gdy o nich mówimy:  
*I am going to work by bus this week.*
- ustalenia na (niezbyt odległą) przyszłość:  
*We are writing a test next Monday.*

**Uwaga!**

Niektórych czasowników zwykle nie używamy w czasie **present continuous**, nawet jeśli mówimy o chwili obecnej. Są to tzw. czasowniki statyczne (*stative verbs*), do których zaliczamy:

- czasowniki określające uczucia i emocje: *love, like, (not) mind, hate*: *I don't like the room now.*
- czasowniki opisujące doznania lub postrzeganie: *see, smell, taste*: *I don't see him now.* lub *I can't see him at the moment.*
- czasowniki określające stan umysłu: *know, understand, believe*: *OK, I believe you now.*
- czasowniki wyrażające wolę lub chęci: *want, need, mean, prefer*: *I don't need it now.*

**Grammar challenge!**

Zwróć uwagę na to, że niektóre czasowniki mogą opisywać zarówno stany, jak i czynności. Porównaj poniższe przykłady:

- I think it's a good idea.* / *I'm thinking about my holiday.*  
(sądzę, myślę) (myślę, rozmyślam)
- I see what she means.* / *I'm seeing Ben tonight.*  
(rozumiem) (spotykam się)
- Pete has a lot of friends.* / *Now, he's having a break.*  
(ma, posiada) (ma, robi sobie przerwę)
- The soup tastes really good.* / *I'm tasting the soup.*  
(smakuje) (kosztuję, próbuję)

## 1) Divide the verbs into stative and dynamic.

need sleep understand want play agree try  
dislike have read

stative verbs: \_\_\_\_\_

dynamic verbs: \_\_\_\_\_

## 2) Change the statements into affirmative (+) and negative (-) sentences or questions (?).

- She studies IT in Cambridge. (-)  
\_\_\_\_\_
- You are reading *Solaris*. (?)  
\_\_\_\_\_
- I buy fashion magazines. (?)  
\_\_\_\_\_
- Is she wearing expensive clothes? (+)  
\_\_\_\_\_
- Paul and Tina are dating each other. (-)  
\_\_\_\_\_
- Does Kevin care about his clothes? (+)  
\_\_\_\_\_
- All students at the school have to wear uniforms. (?)  
\_\_\_\_\_
- Lisa is going shopping tomorrow afternoon. (-)  
\_\_\_\_\_

## 3) Choose the correct option to complete each sentence.

- Do you use* / *Are you using* the dictionary at the moment or can I take it?
- I *don't remember* / *am not remembering* it now, but I'll look it up later.
- A *Do you enjoy* / *Are you enjoying* yourself at this party?  
B Yes, it's great!
- Look! Your dog *tries* / *is trying* to eat your new shoes!
- You can meet him at the club. He *goes* / *is going* there every afternoon.

- Jake *doesn't play* / *isn't playing* with us anymore. He's out of the team.
- Water *consists* / *is consisting* of hydrogen and oxygen.
- I *live* / *am living* in the centre, but I *stay* / *am staying* with my grandparents for a while.
- Do you understand* / *Are you understanding* the difference now?
- Ted usually *sleeps* / *is sleeping* upstairs, but this week he *sleeps* / *is sleeping* in the living room because of the renovation that's going on.

## 4) Complete the dialogues with the verb forms below. There are two extra verb phrases.

don't go does she cry keep are you going am having  
finish are you looking am visiting am keeping  
do I look am not using do you finish

- A**
- Kate** What <sup>1</sup>\_\_\_\_\_ for, Sue?
- Sue** My red sunglasses. I <sup>2</sup>\_\_\_\_\_ them in this drawer, but they aren't here.
- Kate** Don't worry about it. You can take mine. I <sup>3</sup>\_\_\_\_\_ them at the moment.
- B**
- Martha** So, how <sup>4</sup>\_\_\_\_\_ in my new dress?
- Mike** Really good! Where <sup>5</sup>\_\_\_\_\_? Anywhere interesting?
- Martha** I <sup>6</sup>\_\_\_\_\_ my grandparents this afternoon. You know I <sup>7</sup>\_\_\_\_\_ there too often, so I want to look nice.
- C**
- Patrick** What time <sup>8</sup>\_\_\_\_\_ on Friday? We could go home together.
- Fiona** Usually at 3.00, but this month I <sup>9</sup>\_\_\_\_\_ extra maths lessons on Fridays because of the contest that's coming up.
- Patrick** Great! I <sup>10</sup>\_\_\_\_\_ at 4.00, so we can meet outside school.

## Grammar challenge!

5) Complete the dialogue with the correct form of the verbs in brackets. Use the present simple or present continuous.

**Nina** Tina? Hello. What <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) here?

**Tina** Nina? What a coincidence! Nice to see you! Well, I <sup>2</sup> \_\_\_\_\_ (spend) my holidays here, just like you, I <sup>3</sup> \_\_\_\_\_ (suppose). <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) to the beach now?

**Nina** No, actually, I <sup>5</sup> \_\_\_\_\_ (need) to buy a swimming costume. What about you?

**Tina** I <sup>6</sup> \_\_\_\_\_ (not do) anything special. Look, there's a small café over there where they <sup>7</sup> \_\_\_\_\_ (serve) lovely coffee. Let's go there and have a chat.

**Nina** Sure! Is Jason here with you?

**Tina** No, he's stayed at home. He <sup>8</sup> \_\_\_\_\_ (take) care of our son, Max. Now that he's been promoted he <sup>9</sup> \_\_\_\_\_ (go) away on business so often that he really <sup>10</sup> \_\_\_\_\_ (not feel) like going on holiday. That's why I'm here on my own. Nina, <sup>11</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) anything later today? We could go to the beach together.

**Nina** I'd love to, but actually I <sup>12</sup> \_\_\_\_\_ (meet) somebody in the afternoon. Tomorrow, perhaps? Ah, here is the café. Let's sit outside, shall we?



6) Complete the sentences with the correct form of the verbs below. Use each verb twice.

see smell think have

- Why \_\_\_\_\_ you \_\_\_\_\_ the meat? Has it gone off?
- \_\_\_\_\_ you \_\_\_\_\_ Brian tonight? If so, can you give him this book, please?
- I'd like to help, but I \_\_\_\_\_ very little time at the moment. Can we talk later, please?
- Be quiet, boys. Dad \_\_\_\_\_ a nap.
- \_\_\_\_\_ you \_\_\_\_\_ it's a good idea to buy this dress?
- Now I \_\_\_\_\_ what you mean, and I agree with you.
- Look at Jason's face! I bet he \_\_\_\_\_ about something very pleasant! Chocolate, perhaps?
- Why don't you air this room?! It \_\_\_\_\_ of cigarette smoke!

7) Write sentences in the present simple or the present continuous, according to the prompts.

- Opisz ustalone plany na niedaleką przyszłość.  
*I am taking a driving course in September.*
- Opisz styl ubierania się Twojego kolegi/Twojej koleżanki.
- Napisz, gdzie Twój przyjaciel obecnie spędza wakacje.
- Opisz typową pogodę jesienną w Twoim regionie.
- Napisz, czego uczysz się w tym tygodniu.
- Napisz, czym zajmują się zawodowo Twoi rodzice.
- Opisz sytuację, która Cię zwykle złości.

## Verb + -ing form / infinitive

**Bezokolicznika (infinitive) ze słowem to** używamy:

- po większości czasowników i zwrotów oznaczających plany, decyzje, wolę, zamiary, np. *want, would like, plan, decide, aim*:  
*I'm planning to buy some new shoes next week.*
- po takich czasownikach jak: *agree, refuse, offer, promise, hope, manage, fail*:  
*She offered to lend me a dress for the wedding.*

**Czasownika z końcówką -ing (gerund)** używamy:

- po czasownikach wyrażających uczucia, stany, np. *like, love, imagine, can (not) stand, enjoy, (not) mind, feel like, avoid*:  
*I love listening to rock music.*
- po czasownikach i wyrażeniach zawierających przyimek, np. *be interested in, get tired of*:  
*We got tired of living so far from the city centre.*

## Grammar challenge!

Po niektórych czasownikach możemy użyć zarówno bezokolicznika, jak i czasownika z końcówką -ing. W zależności od użytej formy zmienia się jego znaczenie, np.:

- I remember calling him last night.*  
(Pamiętam, jak do niego dzwoniłem/dzwoniłam.)
- I always remember to call my grandma for her birthday.*  
(Zawsze pamiętam, żeby zadzwonić do babci w dniu jej urodzin.)
- I stopped eating hamburgers.*  
(Przestałem/Przestałam jeść hamburgery.)
- I stopped to eat a hamburger.*  
(Zatrzymałem się/Zatrzymałam się, żeby zjeść hamburgera.)
- I forgot talking to her.*  
(Zapomniałem/Zapomniałam, że z nią rozmawiałem/rozmawiałam.)
- I forgot to talk to her.*  
(Zapomniałem/Zapomniałam z nią porozmawiać.)

## 1) Choose the correct option to complete each sentence.

- 1 Did you *decide* / *enjoy* staying in our hotel, sir?
- 2 I couldn't *imagine* / *agree* travelling on my own.
- 3 Gina *practised* / *offered* to write the report by Monday.
- 4 The teacher *prevented* / *warned* us not to be late again for his classes.
- 5 Sue finally admitted she *wanted* / *was tired of* living with her parents.
- 6 Sam always *refuses* / *misses* to apologise, even when it's clearly his fault.
- 7 They *advised* / *can't stand* us to arrive a few minutes before the meeting.

## 2) Complete the sentences with the correct form of the verbs below.

afford fancy finish agree promise manage  
miss persuade

- 1 I needed to go away for a couple of months, but couldn't take the dog along. Fortunately, a friend of mine \_\_\_\_\_ to look after him till I got back.
- 2 I hesitated at first, but then Tom \_\_\_\_\_ me to join the hiking club.
- 3 Do you \_\_\_\_\_ going to the restaurant tonight? We could have a pizza.
- 4 My boyfriend often \_\_\_\_\_ to take me to the opera, but he never keeps his word.
- 5 Spain was great! I \_\_\_\_\_ lying on the beach all day. I'm counting the days until my next holiday.
- 6 Steve can't \_\_\_\_\_ to buy a new computer at the moment.
- 7 How on earth did he \_\_\_\_\_ to escape from Alcatraz?!
- 8 I really can't go out tonight. I need to \_\_\_\_\_ reading this novel by tomorrow.

## 3) Choose the correct option to complete each sentence.

- 1 We invited a few celebrities *taking* / *to take* part in our project.
- 2 After what he had done, Tom avoided *to meet* / *meeting* Lena for a long time.
- 3 I'll do it when I finish *to clean* / *cleaning* my room.
- 4 At first, I didn't feel like *talking* / *to talk* to him at all, but then I changed my mind.
- 5 Are you interested in *being* / *to be* in the school baseball team?
- 6 I'd love *to come* / *coming* to the party, but I've got a previous arrangement.
- 7 What would you do if you failed *to get* / *getting* into university?
- 8 Their offer sounds great, but I'd still love *to have* / *having* a little time to think it over.

## 4) Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 1 I couldn't sleep because of the noise.  
The noise \_\_\_\_\_. **PREVENTED**
- 2 Karen invited me to her sister's wedding.  
Karen \_\_\_\_\_ to her sister's wedding. **ASKED**

- 3 What do you think about watching a horror film?  
Do \_\_\_\_\_ a horror film? **LIKE**
- 4 'Stay away from this place,' said Michael.  
Michael \_\_\_\_\_ from that place. **WARNED**
- 5 Would you like to eat out tonight?  
Do \_\_\_\_\_? **FANCY**
- 6 Lou asked me to give him my homework, but I said no.  
I \_\_\_\_\_. **REFUSED**
- 7 Passing all the exams was difficult, but I did it.  
I \_\_\_\_\_, which was difficult. **MANAGED**
- 8 Giving extra support to all our pupils is our goal.  
We \_\_\_\_\_ extra support to all our pupils. **AIM**

## Grammar challenge!

## 5) Complete the sentences with the correct form of the verbs in brackets.

- 1 Clara should stop \_\_\_\_\_ (*spend*) so much time in front of the computer screen.
- 2 I'll never forget \_\_\_\_\_ (*be*) in hospital when I was a small boy.
- 3 Remember \_\_\_\_\_ (*pick*) up the suit from the dry cleaner's, please.
- 4 She stopped \_\_\_\_\_ (*send*) a message to Mark and then went into the building.
- 5 I remember \_\_\_\_\_ (*write*) the number on a piece of paper – I just don't remember where I put it.
- 6 I'm afraid I forgot \_\_\_\_\_ (*call*) my grandma for her birthday last week.

## 6) Complete the sentences so that they are true for you.

- 1 Tonight, I fancy \_\_\_\_\_.
- 2 I can't imagine \_\_\_\_\_.
- 3 At the moment, I'm tired of \_\_\_\_\_.
- 4 One day, I'd love \_\_\_\_\_.
- 5 Last year, I managed \_\_\_\_\_.

## Cumulative grammar

## 7) Translate the Polish parts of the sentences into English.

- 1 On Sunday, \_\_\_\_\_ (*leczę do Londynu*) for three days.
- 2 Where \_\_\_\_\_ (*kupujesz*) clothes?
- 3 I'm not sure if \_\_\_\_\_ (*stać go na podróżowanie*) first class.
- 4 So, Mike is looking at Ella, but he \_\_\_\_\_ (*nie rozpoznaje jej*) at all!
- 5 I can't stay. I \_\_\_\_\_ (*jem obiad z*) my boss in fifteen minutes.
- 6 Julia \_\_\_\_\_ (*często nosi*) black clothes, but today she \_\_\_\_\_ (*ma na sobie*) a lovely red dress.
- 7 How often \_\_\_\_\_ (*ćwiczysz czytanie*) aloud?
- 8 She \_\_\_\_\_ (*przystała jeść czekoladę*) when she started preparing for a marathon.
- 9 I \_\_\_\_\_ (*myślę o kupnie*) a new scooter, but I may have to borrow some cash.
- 10 \_\_\_\_\_ (*Nie zapomnij zamknąć na klucz*) the back door!

1) Match the words with the pictures.

double chin  mole  smooth skin  eyebrows  tousled hair



2) Complete gaps 1–4 with sentences A–E. There is one extra sentence.

## Picture Perfect

Airbrushing pictures is common practice nowadays. It **involves changing** the image in order to remove the imperfections and visibly improve the looks of a model. <sup>1</sup> \_\_\_\_\_. We're a culture obsessed with perfection. But what does it really mean to be perfectly beautiful? Three journalists **decided to find out**.

Esther Honig, Marie Ospina and Priscilla Yuki Wilson sent pictures of themselves to photo editors around the world who **promised to do** whatever was necessary to make them beautiful. The results were quite surprising. Esther and Marie are both white and, although in most pictures their skin appears smoother and Marie's mole is missing, their skin colour is basically unchanged. <sup>2</sup> \_\_\_\_\_. To Marie's surprise, her face is still plump and double-chinned, her tousled hair still messy. So, while both of them consider themselves plain, the beautiful versions of themselves aren't much different from the original.

The new photos of the third journalist, Priscilla Yuki Wilson, present a slightly different picture. Priscilla's features – eyes, nose, lips – are a mixture of African and Asian, which **seems to make** people unsure of how to judge her looks. As a result, most editors decided to 'fix' her and make her look more one than the other. <sup>3</sup> \_\_\_\_\_.

A closer analysis of all the results reveals another interesting tendency – photo editors from countries with more homogenous populations introduced more changes to the photos, especially to images showing people of mixed heritage. They clearly have very defined standards of beauty and wanted their models to resemble them. <sup>4</sup> \_\_\_\_\_. This is probably a glimpse into the world of the future – a world where more and more people are migrating and mixing, a world without a concept of what it means to look like a particular race.

- A The editors from countries with more mixed populations, on the other hand, seemed to **be happy to accept** different kinds of beauty.
- B These changes were upsetting at first, but they soon both learned to laugh about them and started looking for a deeper analysis of the results.
- C In some pictures, their eyes have become bigger, in others they have heavier make-up or thicker eyebrows, but these are minor changes.
- D New smartphones and cameras have a mode that smoothes out your face as you take a picture, and people do not **hesitate to post** selfies or create Facebook profiles with enhanced versions of themselves.
- E There are pictures where her complexion is lighter, her nose thinner, her eyes wider to the point where she **has difficulty recognising** herself at all.

- 3) Write the verbs in brackets in the correct form. Check your answers in the text on page 9.

- 1 hesitate \_\_\_\_\_ (post)
- 2 involve \_\_\_\_\_ (change)
- 3 promise \_\_\_\_\_ (do)
- 4 seem \_\_\_\_\_ (make)
- 5 have difficulty \_\_\_\_\_ (recognise)
- 6 be happy \_\_\_\_\_ (accept)

- 4) Complete the sentences with the correct form of the verbs below.

be tell do decide take learn

- 1 Before a party, Jenny is always happy \_\_\_\_\_ my make-up for me.
- 2 My mum never hesitates \_\_\_\_\_ me when I look bad.
- 3 The course involves \_\_\_\_\_ to sing.
- 4 Dad always promises \_\_\_\_\_ us sailing, but he never does.
- 5 Monica seems \_\_\_\_\_ a very intelligent girl.
- 6 I always have difficulty \_\_\_\_\_ what I want on my pizza.

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- 5) Find eight phrases connected with sweatshops in the word snake.



miserable unethical high heeled chains stores strip剥削 companies profit tubby clothing

- 6) Complete the sentences with appropriate verbs.

- 1 These days, many countries \_\_\_\_\_ action to stop using overly thin models in advertising.
- 2 I've read the article on sweatshops, and now I \_\_\_\_\_ stores that sell clothes produced in unethical way.
- 3 There are still too few people who \_\_\_\_\_ about the idea of fair trade in clothes and food.
- 4 In poor countries, children often \_\_\_\_\_ miserable lives and are forced to work many hours a day.
- 5 The new line of shoes is a great success, and the company \_\_\_\_\_ a huge profit from it.
- 6 Her plastic surgery was a disaster, and now she \_\_\_\_\_ a high price for wanting to change her looks.

### Vocabulary challenge!

- 7) Choose the correct answers. Sometimes there is more than one correct answer.

- 1 The soup is \_\_\_\_\_ so be careful.
  - a fairly boiling
  - b very boiling
  - c extremely hot
- 2 I'm going to Professor McGabe's lecture – he always tells \_\_\_\_\_ anecdotes.
  - a a little interesting
  - b very interesting
  - c absolutely fascinating
- 3 Amy is \_\_\_\_\_ because she hasn't qualified for the beauty contest.
  - a a bit devastated
  - b absolutely devastated
  - c extremely unhappy
- 4 He's such a happy child, he always wakes up with \_\_\_\_\_ smile on his face.
  - a a really big
  - b a very huge
  - c an extremely huge
- 5 Jake is always \_\_\_\_\_ after his football practice.
  - a absolutely starving
  - b really hungry
  - c a bit hungry
- 6 My sister has arachnophobia, which means she's \_\_\_\_\_ of spiders.
  - a very terrified
  - b really scared
  - c absolutely scared

- 8) Translate the sentences into English.

- 1 Nie rozumiem, jak ludzie mogą zachowywać się w tak nieetyczny sposób.  
\_\_\_\_\_
- 2 Myślę o zorganizowaniu akcji przeciwko testowaniu kosmetyków na zwierzętach.  
\_\_\_\_\_
- 3 Nie sądzisz, że warunki pracy w azjatyckich zakładach pracy są nieludzkie?  
\_\_\_\_\_
- 4 Po przeczytaniu tego artykułu przestałam kupować już ubrania w sklepach sieciowych.  
\_\_\_\_\_
- 5 Moja babcia piecze przepyszne ciasto na deser. (absolutely)  
\_\_\_\_\_
- 6 W tej sukni ślubnej Julia wygląda naprawdę przepięknie.  
\_\_\_\_\_
- 7 Nasz pies Rex zawsze jest okropnie brudny po spacerze w lesie.  
\_\_\_\_\_

### 1) Find and correct a mistake in each sentence.

- 1 On the foreground, I can see two people smiling and holding hands. \_\_\_\_\_
- 2 All the people in the picture wear elegant clothes. \_\_\_\_\_
- 3 It is a picture that people usually make when they finish school. \_\_\_\_\_
- 4 It looks that the girl is really terrified. \_\_\_\_\_
- 5 They both look very ecstatic. \_\_\_\_\_
- 6 It appeals me because I take selfies very often too. \_\_\_\_\_

### 2) Complete the description of a photo with the correct form of the words below. There are two extra words.

background foreground casual if judge take  
look see

I believe this picture was

1 \_\_\_\_\_ at school.

In the 2 \_\_\_\_\_, I can

see a blackboard. In front of it,

there's a woman with a group of

kids. They 3 \_\_\_\_\_ like

primary school students, so it

is probably a teacher with her

class. 4 \_\_\_\_\_ from their

faces, they're having a lot of fun.

Many of them are laughing,

and some are making funny

faces. They're wearing very

5 \_\_\_\_\_ clothes, mostly

T-shirts and jeans, but it looks

as 6 \_\_\_\_\_ the teacher is

wearing something smarter.



### 3) Describe the picture and answer the three questions.

**EXAM TASK** ⌚ 3 minuty



- 1 Why are the girls dressed so formally?
- 2 Do you like wearing elegant clothes? Why?/Why not?
- 3 Describe a situation when you felt that you were dressed inappropriately.

### 1) Read the writing task and the example letter below.

**Which points from the task has the student not covered? Add extra information to cover the missing points.**

Od września chodzisz do nowej szkoły i zaprzyjaźniłeś się/zaprzyjaźniłaś się z koleżanką z klasy. Napisz list (80–130 słów) do kolegi/koleżanki z poprzedniej szkoły i:

- opisz wygląd swojej nowej przyjaciółki;
- napisz, jakie ma zainteresowania i jak spędzacie czas;
- wyjaśnij, jakie są zasady ubierania się w nowej szkole;
- poinformuj, że idziecie na koncert i poproś o pożyczanie stosownego stroju.

Hi Stacy,

How are you? The new school is OK, and the people here are nice, especially one girl – Debbie.

You see, Debbie is into heavy metal music, and she plays in a band. Usually after school, I go to sit in on their rehearsal and I listen while they practise. They're really fantastic.

Next week, Debbie is taking me to a Metallica concert.

They're her favourite band.

Let me also tell you about the dress code at the new school: it's quite formal. Girls mustn't wear make-up or paint their nails, and boys mustn't wear shorts.

So how is your new school? Write back soon!

Hugs, M.

### 2) Put the words in the correct order to make sentences.

**Change the verb forms where necessary.**

- 1 smart / Jane / cotton / wear / blouses / white / to work / .
- 2 I / get / snake-shaped / a / fantastic / bracelet / silver / .
- 3 she / put / have / a / outfits / for / talent / together / great / .
- 4 Sam's / him / ginger / long / moustache / make / like / a Viking / look / .
- 5 gorgeous / possibly / I / your / blue / silk / dress / borrow / could / ?
- 6 always / Aunt Martha / give / for / me / polyester / these / ties / striped / horrible / Christmas / .
- 7 somebody / across / unusual / he / as / come / .

### 3) Read the instructions and do the writing task.

**EXAM TASK** Od niedawna masz nowego kłopotliwego sąsiada, Francuza. Napisz do kolegi list (80–130 słów) i:

- zrelacjonuj swoje pierwsze spotkanie z nowym sąsiadem;
- opisz jego wygląd;
- napisz, jakie ma przyzwyczajenia i jakie problemy z nich wynikają;
- poproś o pożyczanie słownika języka francuskiego i wyjaśnij, co chcesz powiedzieć sąsiadowi.



- 1) Complete the sentences with the correct form of the words below. Use each word twice. There are two extra words.

chain brand top tie

- 1 Mark is very close to his parents. Family \_\_\_\_\_ are very important for him.
- 2 Martha is wearing a beautiful gold \_\_\_\_\_.
- 3 Do you usually buy your clothes in boutiques or in \_\_\_\_\_ stores?
- 4 It's a very formal occasion, so you'll need to wear a \_\_\_\_\_.

- 2) Write English definitions of the words you have not used in exercise 1. Use a dictionary to help you if necessary.

\_\_\_\_\_

\_\_\_\_\_

- 3) Choose the correct word to complete each pair of sentences.

- 1 Ski \_\_\_\_\_ often manage to cover a distance of more than 250 metres nowadays.  
Every year, my grandma buys us the same thing for Christmas – warm woolly \_\_\_\_\_.  
a fliers    b jumpers    c runners
- 2 He turned on his \_\_\_\_\_, and left the room without a word.  
These shoes were very expensive, and yet one \_\_\_\_\_ broke off the first time I wore them!  
a tie    b heel    c foot
- 3 I don't know how you can wear these \_\_\_\_\_ jeans – you can hardly move in them. I prefer something looser.  
Jenny is too \_\_\_\_\_, she really should gain a few pounds.  
a skinny    b tight    c short
- 4 If you're so \_\_\_\_\_, why are you asking me for advice?  
Do you have any \_\_\_\_\_ clothes? This is a fancy restaurant, they won't let you in in a scruffy T-shirt.  
a intelligent    b elegant    c smart
- 5 She often comes \_\_\_\_\_ as impolite, but she's simply shy.  
Most of the things at the flea market are rubbish, but sometimes I come \_\_\_\_\_ something really valuable.  
a upon    b to    c across

- 4) Complete the second sentence so that it means the same as the first. Use no more than five words.

- 1 When I ask my sister to lend me her skirt, she always says no.  
My sister always refuses \_\_\_\_\_.
- 2 Tara's hair reaches her shoulders.  
Tara \_\_\_\_\_ hair.
- 3 I'd like to borrow your jacket.  
\_\_\_\_\_ your jacket?
- 4 I like my hair long, so don't try to talk me into cutting it.  
I like my hair long, so don't try to persuade me \_\_\_\_\_.
- 5 I think this girl might be going to a party.  
This girl looks \_\_\_\_\_ to a party.
- 6 I saw Kanye West in concert last summer. I'll never forget it!  
I'll never forget \_\_\_\_\_ in concert last summer!
- 7 The last time I wore my hair in a ponytail was when I was six.  
I stopped \_\_\_\_\_ in a ponytail when I was six.
- 8 This magazine greatly influences his taste in clothes.  
This magazine has a \_\_\_\_\_ his taste in clothes.

**Challenge!**

- 5) Find and correct nine mistakes in the text.



I'm so excited! I have a birthday party tonight! My parents didn't want to agree at first, but I managed convincing them that I'm old enough to have a party without their supervision. So they stay with grandma all weekend, and the house is mine! My mum has even baked a birthday cake for me, and it is smelling wonderful. It says 'Happy Birthday Michele' on it, and I'm sure it is very delicious. My best friends, Linda and Megan, are here all day. There's so much to do! Linda's helped me to paint my hair golden blond this morning, but the colour doesn't look any different from my original blond, so I'm a little disappointed. But maybe that's a good thing. Maybe mum won't be able to say the difference either, and she won't be angry with me (I kind of forgot to ask her if I could do it). We've already decorated the house, but we still have to prepare the food. Megan says we should simply have lots of snacks, and I'm agreeing with her. Then we're going to paint our make-up, do our hair and wait for the guests.  
This is going to be so much fun! ☺☺☺

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 1) **MP3 02 EXAM TASK** Usłyszysz dwukrotnie wypowiedzi czterech osób. Na podstawie usłyszanych informacji do każdej osoby (1–4) dopasuj zdanie (A–E), które jej dotyczy. Wpisz odpowiednią literę w każdą rubrykę tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker is

- A making an announcement in a clothes shop.  
B talking about a book on fashion.  
C telling a story of how she bought her wedding dress.  
D describing a fashion show.  
E giving advice on how to dress.

1	
2	
3	
4	

- 2) Use a dictionary or go online to check the meaning of the English idiom 'blood, sweat and tears'. Then look at the title of the text in exercise 4. What do you think the text is going to be about?

- 3) Match the words below with their Polish equivalents.

- |              |                          |                             |
|--------------|--------------------------|-----------------------------|
| 1 sewing     | <input type="checkbox"/> | a bluza dresowa             |
| 2 label      | <input type="checkbox"/> | b marka ubrań               |
| 3 fabric     | <input type="checkbox"/> | c materiał                  |
| 4 runway     | <input type="checkbox"/> | d szycie                    |
| 5 sweatshirt | <input type="checkbox"/> | e wybieg dla modeli/modelek |

- 4) **EXAM TASK** Przeczytaj poniższy tekst i określ, które zdania są zgodne z jego treścią (T), a które – nie (F). Zaznacz znakiem X właściwą rubrykę w tabeli.

## BLOOD, SWEAT AND GLITTER

Many little girls play at fashion designers with their dolls and dream of becoming real designers, yet only a handful make the dream come true. Well, in 2013, one little girl did just that when she showed her clothes alongside the biggest names in fashion design at New York Fashion Week. She was 13 at the time and says that getting there was a path of 'blood, sweat and glitter'.

Isabella Rose Taylor always liked dressing her dolls. When she was eight, Isabella went to a sewing camp, where she learned how to sew. Soon she switched from dolls to people and started to sell her clothes to friends. When she started selling them online and then in a local boutique, her parents realised she had talent and found her a mentor – somebody who would introduce her to the fashion business.

They chose Liza Deyrmenjian, who used to have her own label called Go Girl and whose pupils include a *Project Runway* winner. Liza had no doubt that Isabella was very creative, yet she also knew creativity doesn't equal success.



- 5) Which of the following things would not be tolerated in your school?

- |   |   |
|---|---|
| <input type="checkbox"/> miniskirt              | <input type="checkbox"/> strapless tops |
| <input type="checkbox"/> blue/green/purple hair | <input type="checkbox"/> torn jeans     |
| <input type="checkbox"/> face piercings         | <input type="checkbox"/> high heels     |
| <input type="checkbox"/> chunky earrings        | <input type="checkbox"/> heavy boots    |
| <input type="checkbox"/> transparent tops       | <input type="checkbox"/> shorts         |
| <input type="checkbox"/> heavy make-up          |   |

- 6) Read the instructions and do the speaking task.

**EXAM TASK** ⌚ 4 minuty

Twoja szkoła planuje wprowadzenie bardziej restrykcyjnych niż dotychczas zasad ubioru uczniów. Rozmawiasz z koleżanką ze Szkocji, która jest zadowolona z faktu, że na co dzień nosi mundurek. W rozmowie wyraż swoje niezadowolone z proponowanych zmian, poruszając następujące kwestie.

dotychczasowe zasady ubioru

proponowane zmiany

powody wprowadzenia zmian

argumenty przeciw zmianom

Rozmowę rozpoczyna zdający.

Fashion designers don't just make clothes; they have to know how to choose fabrics, find models and finally market and sell their clothes to the shops.

Isabella has a natural talent for all of these things.

After a series of boutique shows, she was invited to New York Fashion Week. This resulted in job offers, including one from a prestigious boutique asking for a line for children. She refused because she doesn't wish to be associated with children's clothes. She wants to design for her peers. She has a global fanbase now, and her sweaters, funky tees, sweatshirts and flannel jackets can be found in one of the biggest chain stores in the US.



	T	F
1 At 13, Isabella took part in an event featuring famous designers.		
2 After the sewing camp, Isabella started selling clothes for dolls.		
3 Liza is one of the winners of the <i>Project Runway</i> show.		
4 Isabella doesn't want people to think that she designs clothes for children.		
5 Isabella's designs are popular all over the world.		