

1 Identity match

Człowiek › wygląd zewnętrzny, cechy charakteru, osobowość

Vocabulary

Appearance

- 1 Work with a partner. Put these words in the correct column. Write the answers in your notebook.

bald blonde curly dark fair good-looking
handsome long of medium height overweight plain
pretty short straight tall thin ugly well-built

Build	Height	Hair	General
<i>thin</i>	<i>short</i>	<i>short</i>	<i>handsome</i>

- 2 Listen, check and repeat.

- 3a **PRONUNCIATION** Listen to these words. Do we pronounce *gh* in these words?

height straight weight

- 3b We only pronounce *gh* in two of these words. Which ones? How do we pronounce *gh* in each of these two words?

although bought caught daughter enough ghost through

- 4 **SPEAKING** Work with a partner. Take it in turns to describe the people in the photos.



He's short and a little overweight. He's got dark hair.

Personality

- 5 In your notebook, match the personality adjectives with their opposites.

- | | |
|------------|-------------------|
| 1 serious | a untidy |
| 2 lazy | b unfriendly |
| 3 tidy | c talkative |
| 4 quiet | d cheerful, funny |
| 5 patient | e hard-working |
| 6 friendly | f impatient |

- 6 In your notebook, match these personality adjectives with their definitions.

arrogant	bossy	clever	nice
reliable	selfish	shy	

- When you think you are better or more important than other people.
- When you only think about yourself and you don't care about other people.
- Good, friendly, kind.
- Good at learning and understanding things.
- When you are not very confident or comfortable with other people.
- When people can depend on you or count on you to do something.
- When you always tell other people what to do.

- 7 Listen to four people talking about themselves. What adjective of personality best describes each person? Write the answers in your notebook.

- | | |
|-----------|----------------------|
| 1 Rose | <input type="text"/> |
| 2 William | <input type="text"/> |
| 3 Jessica | <input type="text"/> |
| 4 Brandon | <input type="text"/> |

- 8a **SPEAKING** Choose five adjectives from 5 and 6 which describe you. Tell your partner your adjectives and say why you chose them.

I'm quite shy because I feel a bit nervous when I meet new people.

- 8b **SPEAKING** Now tell the class about your partner.

Maria chose the adjective 'shy' because she feels a bit nervous when she meets new people.

1 SPEAKING Work with a partner. Discuss these questions.

- What is an avatar?
- Do you or your partner have an avatar? If you do, describe its appearance.
- Why do you think avatars are popular?

2 Read the text. In your notebook, complete the table with information about the people and their avatars.

	Real life	Online
Jason Rowe	(1)	(5)
Kim Nyvang	(2)	(6)
Elizabeth Brown	(3)	(7)
April Hatch	(4)	(8)



Avatars and Their Creators

1 In Hindu mythology the word 'avatar' described the descent of a god into a physical form on Earth. Nowadays, an avatar is a visual representation of a person on the Internet. At this very moment, millions of people around the world are chatting and interacting in online games and most of them use avatars to do this.

2 So, how do people create their avatars? A photographer and journalist called Robbie Cooper is very interested in the connection between avatars and the real people behind them. His book *Alter Ego: Avatars and Their Creators* looks at particular examples in the world of online computer games. Generally, people do things in different ways. For example, some people make their avatars very similar to their real identity, either in appearance or personality. Other people use their avatars to express a different side of their personality. And occasionally people decide to make an avatar that is almost completely opposite to their real identity, showing them not as they are, but as they would like to be.

3 Take the example of Jason Rowe. He has severe muscular dystrophy in real life. He needs a special machine to live and breathe. But when he plays online, he is a tall, strong, well-built, futuristic soldier. Jason plays online 80 hours a week and he enjoys it because other people treat him totally normally. When people meet him in real life, he finds that they are uncomfortable because of his appearance. They forget that, apart from his appearance, he is completely normal. In his case, his avatar helps to break down barriers.

4 Kim Nyvang from Denmark is of medium height, thin with short fair hair. He's happy the way he is, but he thinks it's funny to be a strong, well-built barbarian with long black hair in the online game he plays. He plays 27 hours a week. He's married in real life but has a different wife in his online game. He asked his real wife for permission before he got married in the virtual world!

5 Another player is Elizabeth Brown. Her avatar looks like her, but the way she wants to look when she's older. So, instead of having long brown hair, her avatar is grey-haired and her face is just a little fatter. Elizabeth likes older people who are nice and friendly and she wants to be like that in the future.

6 Then there is April Hatch, who says that she is a very shy person. At first, her avatar was very different from her real self, but she discovered that her avatar made more friends when she was natural, more like the real April Hatch. Now April feels more confident and as a result, she doesn't spend so many hours playing online.

7 It seems that avatars are becoming more and more popular. They're reading out the news, selling products and they're even teaching languages, for example at www.speak2me.cn, where a beautiful avatar called Lucy helps Chinese-speaking people to practise their English. Avatars are everywhere. But don't forget the real people behind them.

3 Read the text again and decide if the statements are true (T) or false (F). Write the answers in your notebook, adding the number(s) of the line(s) where you found the answer.

- Robbie Cooper wrote his book because he is interested in online computer games. T/F
- Not everybody creates avatars in the same way. T/F
- Jason Rowe's avatar finds it difficult to make friends. T/F
- Kim Nyvang would like to have a different appearance. T/F
- Kim's real wife knows that Kim has a virtual wife too. T/F
- Elizabeth Brown wants to copy her avatar's appearance and personality one day. T/F
- April Hatch's avatar now shows April as she would like to be, but isn't. T/F
- April's avatar has made a positive change to her life. T/F

4 Correct the false sentences in 3. Write the correct sentences in your notebook.

5 Find words in the text with similar meanings to these definitions.

- connected to the Internet (paragraph 1)
- communicating with and reacting to somebody or something (paragraph 1)
- from time to time (paragraph 2)
- things that stop people from communicating or working with others (paragraph 3)
- the right to be able to do something (paragraph 4)
- has a similar appearance to (paragraph 5)
- be similar to (paragraph 5)
- believing in your abilities (paragraph 6)

6 SPEAKING What about you?

- Do you like playing online games? Why?/Why not?
- If you have an avatar, is it similar to you or different?

GRAMMAR GUIDE

Present simple and present continuous

1a Read sentences 1–7 and match them to rules a–g.

Write the answers in your notebook.

- 1 Avatars are becoming more and more popular.
- 2 Jason plays online 80 hours a week.
- 3 You're always playing on the computer. Stop it!
- 4 At this very moment, millions of people are using avatars.
- 5 People do things in different ways.
- 6 This journalist is studying the connection between avatars and their creators.
- 7 Computers use electricity.

We use the present simple for:

- a routines and habits.
- b things that are always or generally true.
- c scientific facts.

We use the present continuous for:

- d actions that are happening now or near the moment of speaking.
- e actions that are temporary or not a normal routine.
- f actions that happen very often and annoy the speaker.
- g changing situations.

1b In your notebook, rewrite sentences 1 and 2 in the negative and then in the question form.

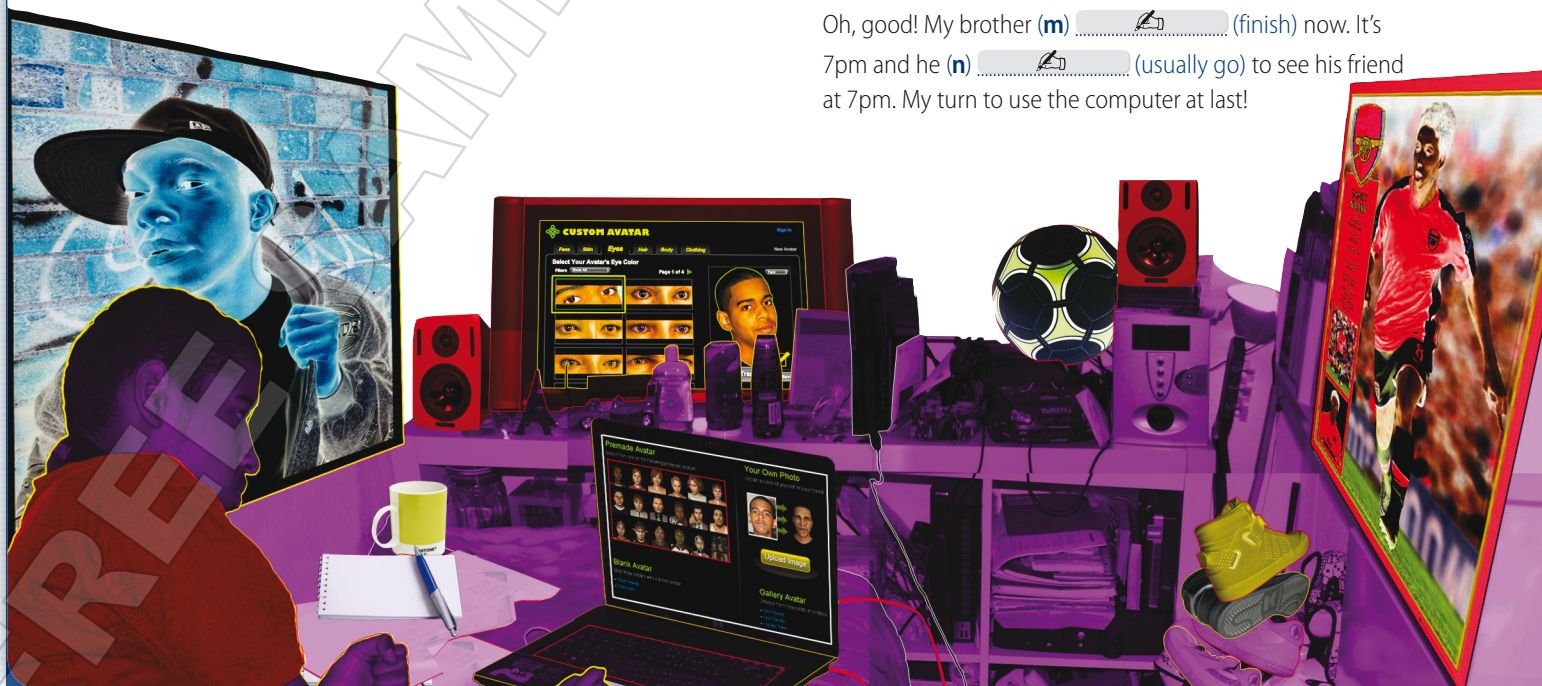
GRAMMAR REFERENCE ▶ str. 14

2 Read these sentences. The words in **bold** are all adverbs of frequency. Choose the correct alternative in rules a–d. Write the answers in your notebook.

- 1 I'm **never** late for school.
 - 2 We don't **usually** eat much.
 - 3 She **sometimes** comes at the weekend.
 - 4 We **occasionally** go out during the week.
 - 5 She's **always** the last person to arrive.
 - 6 They're **always** telling me what to do!
 - 7 I **rarely** travel by plane.
 - 8 They **often** play this song in concert.
- a Adverbs of frequency usually go after/before the verb to be.
 - b Adverbs of frequency usually go just after/before main verbs.
 - c Adverbs of frequency usually go with the present continuous/present simple.
 - d The adverb of frequency always/sometimes goes with the present continuous/present simple to talk about frequent actions that annoy the person who is speaking.

3 In your notebook, complete the text with the present simple or present continuous form of the verbs and the adverbs given.

I (a) (be) really angry with my brother at the moment because he's (b) (always use) the computer when I want to use it. He (c) (not usually play) computer games but he (d) (become) more and more interested in online games at the moment. Right now he (e) (make) a new avatar for his favourite game. It's funny because my brother (f) (not usually wear) anything apart from jeans, T-shirts and trainers, but his avatar (g) (have got) really spectacular clothes. People (h) (usually say) that boys (i) (play) more computer games than girls but I think that it (j) (change). The only reason that I (k) (not often play) is because when it's my turn to use the computer, I (l) (always do) my homework on it first. Oh, good! My brother (m) (finish) now. It's 7pm and he (n) (usually go) to see his friend at 7pm. My turn to use the computer at last!



- 4 In your notebook, write two true sentences about yourself or other people with these expressions. Write one in present simple and one in present continuous. You can write negative sentences if necessary.

do homework eat fast food go to school
play computer games read study English
watch TV wear jeans

My mum never wears jeans. I'm not wearing jeans at the moment because we can't wear them at our school.

- 5 Read your sentences to your partner. How many of your sentences are the same?

- 6 **SPEAKING** Interview your partner using these questions.

- What are the first two things you do each morning?
- What are the last two things you do each night?
- What are the people in your class doing right now?
- In what ways are you, or the people in your family, changing?
- What do you usually do at the weekend?
- What are the members of your family doing now?
- How do you usually spend your summer holidays?
- Is anybody always doing things that annoy you? Who and what?

What are the first two things you do each morning?

I get out of bed and eat my breakfast.

- 7 **SPEAKING** In your notebook, write at least three more questions like the ones in 6. Use them to continue interviewing your partner.

What subjects are you studying this year?

What is your favourite subject?

What sports are you doing this year?



▶ Developing vocabulary

Synonyms and partial synonyms

- 1 Read these words. Do they have similar meanings? If there is a difference between the words, what is the difference?

attractive beautiful good-looking
handsome pretty

- 2 Match these words to their synonyms or partial synonyms. Each word can have more than one synonym or partial synonym. Write the answers in your notebook.

bright – intelligent – clever

bright	cheerful	clever	difficult
elderly	fat	friendly	glad
happy	hard	intelligent	old
outgoing	overweight	skinny	
slim	sociable	thin	

- 3 Choose the best alternative in each sentence. If there is no difference, choose both. Write the answers in your notebook.

- Don't call your grandmother old/elderly! Call her old/elderly.
- Why are you angry, Dad? I didn't say you're fat/overweight. I just said you're a little fat/overweight.
- That actor is really attractive/good-looking.
- My cousin always smiles. She's a really glad/cheerful person.
- You need to eat more. You don't look well. You look a bit skinny/slim.
- This question is really hard/difficult. I'm not clever/bright enough to do it.

- 4 Prepare a description of a famous person. Use words from 1 and 2 and from page 6.

- 5 **SPEAKING** Work with a partner. Describe the person you chose in 4. Can your partner guess who it is?

She's a very beautiful actress. She's tall and slim. She's got long dark hair and big eyes. She isn't very old. I think she's probably quite bright. She makes a lot of action and adventure films.

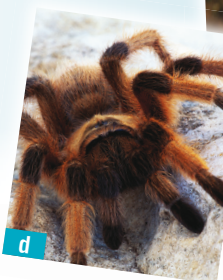
Is it Angelina Jolie?

Yes it is!

He's a politician. He's got short dark hair. He's very intelligent. He isn't very old. He's quite slim.

Is it Barack Obama?

- 1 **SPEAKING** Look at these people and pets. Work with a partner. Which pet do you think belongs to each person? Guess.



- 2 Listen to the five people talking about their pets on a TV programme. Check your predictions in 1. How many did you get right? Write the answers in your notebook.

1

2

3

4

5

- 3 Listen again. In your notebook, write the number of the speaker who ...

- a sounds like their pet.
- b believes they understand what their pet is saying.
- c doesn't own their ideal pet.
- d isn't very active.
- e owns a pet which tries to make them happy.
- f enjoys physical activity.
- g doesn't seem to enjoy doing housework.
- h hasn't got a very healthy lifestyle.

- 4 **SPEAKING** What about you?

- 1 Have you got a pet? If not, do you know anyone who has a pet?
- 2 Do you think you and your pet are similar in any way?
- 3 Do you know anyone who is similar to their pet?

GRAMMAR GUIDE

State and action verbs

- 1a Read these sentences. Do the verbs in bold describe states and situations or do they describe actions?

- We've **got** a healthy lifestyle.
- I **don't own** a pet at the moment.
- We **love** animals.
- Now she **likes** doing sport.
- He **sounds** like his pet.
- She **looks** like her pet.
- Now I **know** that pets and their owners can be similar.
- I **don't understand** why they're similar.

- 1b Read the sentences again. Are they in present simple or present continuous? Why?

- 1c Put the verbs in bold from 1a in the correct lists. Write the answers in your notebook.

- verbs of feeling:

hate, want, prefer, need
- verbs of thinking:

believe, remember, mean
- verbs of the senses:

hear, see, taste, smell, feel, seem
- verbs of possession:

belong

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- 2 Decide if each verb describes a state or an action. Then choose the correct alternative. Write the answers in your notebook.

- I look/am looking for my pet snake. Do you know/Are you knowing where it is?
- Isn't he attractive? He looks/is looking like a film star.
- My sister has got/is having a new pet.
- Jack can't speak to you at the moment. He has/is having a shower.
- Do you know/Are you knowing the answer now?
- I don't understand/am not understanding a word you're saying.
- OK, OK, don't get angry. I believe/am believing you.
- I don't like/am not liking this film. I want/am wanting to leave now.

3 Complete the sentences with the correct form of these verbs. Write the answers in your notebook.

feel hear look seem smell sound taste

- I love listening to that new Coldplay CD. It great.
- Mm. What are you cooking? It delicious. I want to try it.
- What's the matter? You don't very cheerful today.
- Emma like her sister. Their personalities are very different but their appearance is almost identical.
- There is too much sugar in this coffee. It too sweet.
- Can you the sound that the bird is making?
- Your hand is cold. It like ice!

4a In your notebook, write sentences about the things in the pictures. In each sentence use one of the verbs and at least one of the adjectives.

Verbs

feel look smell sound taste

Adjectives

cold delicious frightening great hard
horrible loud soft warm wet



4b SPEAKING Read out your sentences to your partner, but do not give the name of the things you are describing. Can they identify which things you are describing?

I think it feels cold and wet, but I'm not sure. It looks frightening!

Is it a snake?

Yes, it is!

5 In your notebook, complete the dialogue with the present simple or the present continuous form of the verbs given.

- RYAN: Hi, Molly. How are you? You (a) (sound) really happy.
- MOLLY: I am. I (b) (have) a great time.
- RYAN: Where are you?
- MOLLY: I (c) (stay) at my cousin Lily's house.
- RYAN: Lily? Ah, yes. Now I (d) (remember). She's the one who (e) (have) a house near the coast.
- MOLLY: That's right. Well, in fact, the house (f) (belong) to a good friend of my cousin. She always (g) (let) her stay whenever she (h) (want).
- RYAN: And what (i) you (do) now?
- MOLLY: I (j) (get) the table ready for dinner. Lily (k) (cook) really well. She (l) (make) something special for tonight. It (m) (smell) great.
- RYAN: Stop! You (n) (make) me hungry. Anyway, I (o) (need) to go now. Somebody (p) (call) me. I'll phone again soon.
- MOLLY: OK. Bye.

6 SPEAKING Now complete these sentences about yourself and then predict your partner's answers. Write the answers in your notebook. Compare the predictions.

YOU

- You think sounds great.
- You think looks really attractive.
- You usually feel on Monday morning.
- You always remember .
- You don't understand .
- You don't need to be happy.
- You don't believe in .
- The most important thing you own is .

YOUR PARTNER

- Your partner thinks sounds great.
- Your partner thinks looks really attractive.
- Your partner usually feels on Monday morning.
- Your partner always remembers .
- Your partner doesn't understand .
- Your partner doesn't need to be happy.
- Your partner doesn't believe in .
- The most important thing your partner owns is .

- 1** Listen to a conversation between two teenagers, Megan and Ellie, on their first day of school. What are each person's hobbies? Write the answers in your notebook.

Megan's hobbies:

Ellie's hobbies:

- 2** Complete the dialogue in your notebook. Listen again if necessary.

MEGAN: Hi. You're Lucy's cousin, aren't you?

ELLIE: Yes, that's right. My name's Ellie.

MEGAN: I'm Megan. This is your (a) year at this school, isn't it?

ELLIE: Yes, we moved house in the summer and this school is closer to where we live now.

MEGAN: Hey, Ellie, you don't play (b) do you? We need new players for the team.

ELLIE: I play a little, but I'm not very good.

MEGAN: Do you play any other sports?

ELLIE: I really enjoy (c) but I'm not in a club or team or anything.

MEGAN: So, what are your other hobbies then?

ELLIE: I'm mad about music.

MEGAN: Really? Me too. What kind of music do you like?

ELLIE: I like all sorts, but my favourite is (d)

MEGAN: Now I remember! You can play the (e) can't you? Lucy told me once.

ELLIE: Yeah, I'm in a band. We aren't (f) but I need to practise more.

MEGAN: Do you know Josh, Josh Smith? He plays the guitar too. Come on. Let me introduce you to him ...

- 3** Practise the completed dialogue in 2 with your partner.

- 4** Read the question tags in the Speaking Bank. We use question tags when we want somebody to confirm something. Choose the correct alternative and write it in your notebook.

- We use nouns/subject pronouns at the end of question tags.
- We use auxiliary verbs and 'to be'/main verbs in question tags.
- Usually the question tag in an affirmative sentence is affirmative/negative and the question tag in a negative sentence is affirmative/negative.

▶ SPEAKING BANK

Question tags

- You're Lucy's cousin, **aren't you?**
- This is your first year at this school, **isn't it?**
- You like rock music, **don't you?**
- You don't play basketball, **do you?**
- You can play an instrument, **can't you?**

- 5** In your notebook, complete the sentences with question tags.

- You've got a sister, ?
- You can't play the piano, ?
- That girl sings really well, ?
- She's your best friend, ?
- Your brother would like to be at this school, ?
- That boy isn't very tall, ?
- Her dad doesn't like listening to that music, ?
- Jamie and Becky can swim really fast, ?

- 6 SPEAKING** Test your partner. Tell your partner to close their book. Say the first part of the sentence and ask your partner to complete it with a question tag.

You've got a sister, ...

... haven't you?

Practice makes perfect

- 7a** In your notebook, write down six things you think your partner likes or doesn't like doing in their free time.

- 7b SPEAKING** Ask your partner about their hobbies. Use question tags for confirmation and to keep the conversation going.

Tell me something about your hobbies. You like playing the guitar, don't you?

Yes, I do. I play in a band.

You play in a band with Jan, don't you?

- 7c SPEAKING** When you finish, have a different conversation with a new partner.



- 1 Read Joe's e-mail to his e-pal. Name the different people in the photo he attaches. Write the answers in your notebook.

Message – Hi Keira


From: Joe <joeblk@mailnet.com> To: Keira <kjackson@realmail.com>
Subject: Hi Keira
Attached: Joe's Friends.JPG (354KB)

Hi Keira,

In your last email, you asked me to send you a photo of me and my friends. So, here it is! Can you guess who the different people are? Yes, the extremely good-looking boy on the right is me, of course!;-) The boy in the middle is my friend Connor. In this photo, his hair is really blonde! People sometimes say he looks like me, but I don't think so. He is rather shy and quiet. The girl with the long dark hair is Laila. She's nice but she looks quite bossy sometimes. She's very clever and helps us a lot at school but she's always telling us what to do. Freya, on the other hand, is really funny and always makes us laugh. She's the one with the shorter dark hair. And finally, there's my friend Lucy. She's the one with long, blonde hair. She looks like she's having a good time. She's mad, totally crazy! That's one of the reasons why we're such good friends. The photo is actually at a theme park near where Lucy lives. We sometimes go there during the holidays.

Right, I need to go and get ready for my judo lesson now. When you send your next email, don't forget to send me a picture of you and your friends.

Love,
Joe



- 2 In your notebook, write notes about each person's personality.

Connor:

Laila:

Freya:

Lucy:

Joe:

- 3 Read again Joe's email. In your notebook, complete the examples in the Writing Bank.

► Writing Bank

Descriptive language

To describe somebody's appearance we often use the verb **look**. We can use:

- 1 *look + adjective* (She looks)
- 2 *look like + noun/pronoun* (He looks like)
- 3 *look like/as if + noun/pronoun + verb* (She looks like)

We use **modifying adverbs** to make adjectives stronger or softer in order to give more accurate descriptions.

For example, we use:

- 4 *extremely* and *really* to make 'normal' adjectives (*good, bad*) stronger.
- 5 *absolutely*, *really* and *completely* to make 'extreme' adjectives (*fantastic, awful*) stronger.
- 6 and *rather* to make 'normal' adjectives a little softer.

- 4 In your notebook, complete these sentences to describe some of the people in the photo.



- 1 is really
- 2 looks
- 3 looks like a
- 4 is rather
- 5 is extremely
- 6 has got quite
- 7 looks as if

Practice makes perfect

- 5a Find a photo of you with friends or family. Write an email describing the people in the photo. Use the email in 1 as a model and include the expressions from the Writing Bank.
- 5b Show your photo and the description to a partner. Can they identify the people in your photo?

Grammar reference Unit 1

► Grammar reference

Present simple

Forma

Affirmative	I/You/We/They start . He/She/It starts .
Negative	I/You/We/They don't (do not) start . He/She/It doesn't (does not) start .
Question	Do I/you/we/they start ? Does he/she/it start ?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

Użycie

Czasu *present simple* używamy, gdy mówimy o:

- 1 zwyczajach i czynnościach wykonywanych regularnie, np.:
Our lessons start at 8 o'clock.
- 2 sytuacjach o charakterze stałym, np.: *We live in this city.*
- 3 ogólnie znanych prawdach i faktach naukowych, np.:
The earth goes round the sun.

Adverbs and expressions of frequency

Użycie

Rozmawiając o zwyczajach i czynnościach wykonywanych regularnie i stosując czas *present simple*, często używamy przysłówków częstotliwości (*adverbs of frequency*). Zazwyczaj stawiamy je po czasowniku *to be* lub bezpośrednio przed czasownikiem głównym.

He's always angry. She rarely goes out. We don't usually drive.

Z czasem *present simple*, rozmawiając o zwyczajach i czynnościach wykonywanych regularnie, możemy też użyć określeń częstotliwości (*expressions of frequency*). Zazwyczaj stawiamy je na końcu zdania.

I play tennis once/twice/three times a day/week/month/year.

Present continuous

Forma

Affirmative	podmiot + am/are/is + czasownik z końcówką -ing <i>We're working.</i>
Negative	podmiot + am not/aren't/isn't + czasownik z końcówką -ing <i>She isn't watching.</i>
Question	Am/Are/Is + podmiot + czasownik z końcówką -ing ? <i>Are they talking?</i>
Short answers	Yes, podmiot + am/are/is . No, podmiot + am not/aren't/isn't . <i>Yes, I am. No, they aren't.</i>

Użycie

Czasu *present continuous* z określeniami czasu, takimi jak **now**, **currently** itp. używamy, gdy mówimy o:

- 1 czynnościach trwających w chwili obecnej lub niemalże w chwili obecnej, np.:
I can't come out. I'm doing my homework now.
- 2 tymczasowych działaniach i sytuacjach, np.:
I'm walking to school this week.
- 3 zmieniających się sytuacjach, np.:
He's getting good at playing the guitar.
- 4 wydarzeniach, które zdarzają się bardzo często i irytują mówiącego, np.: *My sister is always taking my clothes.*

State and action verbs

Niektórych czasowników raczej nie używamy w czasie *present continuous*, ponieważ opisują stany, a nie działania. Zazwyczaj są to:

- 1 czasowniki opisujące uczucia: *like, love, hate, want, prefer, need*
- 2 czasowniki opisujące procesy myślowe: *know, understand, believe, remember, mean, think (= have an opinion), see (= understand)*

- 3 czasowniki opisujące działania zmysłów: *look, seem, sound, hear, see, smell, feel, appear*

- 4 czasowniki opisujące stan posiadania: *have, own, belong*

Uwaga! Niektóre z czasowników mają różne znaczenia, w zależności od czasu, w jakim się ich użyje. W jednym przypadku określają one stan, a w drugim działanie.

I have two sisters. (stan) *I'm having a great time.* (działanie)
You look angry. (stan) *What are you looking at?* (działanie)

Self-check Unit 1

► Grammar revision

Present simple and present continuous

1 Are these sentences correct or not? If not, correct them in your notebook.

- I'm not usually going to school by bus.
- You're always interrupting me. I don't like it.
- My friends and I play sometimes football after school.
- Adam is living in New York but he wants to come home soon.
- Mia can't speak to you at the moment because she does her homework.
- Where are penguins living, in the Arctic or the Antarctic?

/6 points

2 Put the verbs given in present simple or present continuous. Write the answers in your notebook.

- SARAH: Hey, Sam. Why (a) are you wearing a jacket and a tie? You (b) are not usually wearing such smart clothes.
- SAM: I (c) am getting ready for a job interview. I (d) am starting to get bored this summer, sitting at home doing nothing.
- SARAH: My sister and I are bored too, but that's because we (e) are working every summer. We (f) are saving up money to buy a new computer.

/6 points

State and action verbs

3 Choose the correct alternative and write it in your notebook.

- Can we stop at the bank? I need/am needing some money.
- Can you answer my question? Do you know/Are you knowing the answer?
- How are you? Do you have/Are you having a good time?
- He didn't have any money when he was small but now he owns/is owning three mansions!
- What's the problem now? You don't seem/aren't seeming happy.
- I loved drinking milk when I was a kid but now I prefer/am preferring juice or coke.
- Why do you look/are you looking out of the window?
- I don't know who this dog belongs/is belonging to.

/8 points

► Vocabulary revision

Appearance

1 Look at the pictures. In your notebook, complete the sentences with these words.

bald curly overweight straight ugly well-built



- 1 Jane's hair is really straight isn't it? It has no waves at all.



- 4 Suzanne ate a lot over Christmas and now looks a little bit overweight.



- 2 He's not very nice to look at, to be honest. He's a little bit ugly.



- 5 Steve goes to the gym three times a week so he's very strong and well-built.



- 3 My dad went bald when he was in his twenties.



- 6 I've always wanted to have straight hair. My hair's too curly.

/6 points

Personality

2 What are the opposites of these words? Write the answers in your notebook.

- quiet noisy
- tidy untidy
- cheerful sad
- stupid smart
- friendly unfriendly
- hard-working lazy
- patient impatient

/7 points

Synonyms and partial synonyms

3 In your notebook, write a synonym for each underlined word.

- She's a very bright student.
- Do you think he's attractive?
- This question is really difficult.
- She seems a very happy person.
- Do you consider yourself to be an outgoing person?
- Can you see that old lady over there?
- Do you think that maths is hard?

/7 points

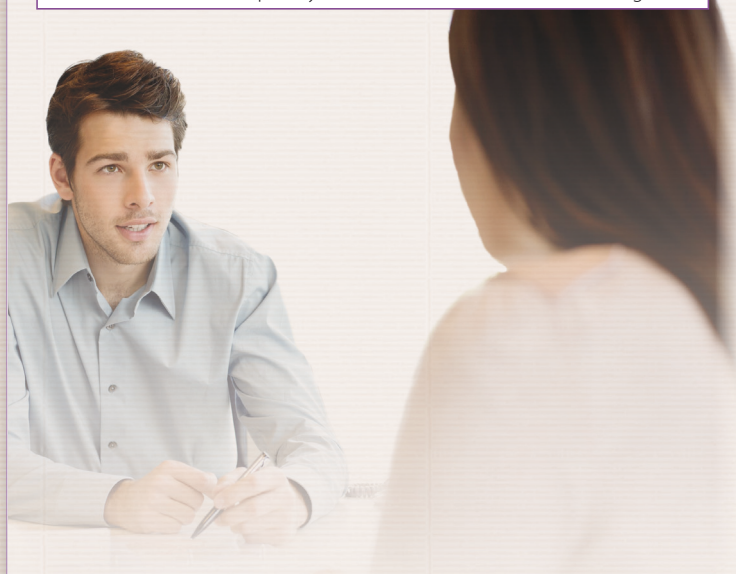
Total

/40 points

► Rozumienie ze słuchu – wybór wielokrotny

1a Listen to one part of a radio programme and choose the correct answer A, B or C. Write the answers in your notebook.

TIP Listen to all the recording before choosing the correct option. Don't choose the first option you hear because it can be misleading.



Dr Peterson offered the receptionist job to

- A. the attractive young woman.
- B. the bald overweight man.
- C. the plain middle-aged woman.

1b Answer the questions.

- 1. Who did Dr Peterson want to employ at first? Why?
- 2. Why was the person who got the job good for it?

1c Listen to the recording again. In your notebook, complete sentences 1–3.

TIP To make sure that the answer you've chosen is correct, say why the two other options are wrong, even though they are mentioned in the recording.

- 1. The attractive young woman *got/didn't get* the job because she turned out to be and .
- 2. The plain middle-aged woman *got/didn't get* the job because she was and .
- 3. The bald, overweight man *got/didn't get* the job because he was and .

2a Listen to the second part of the radio programme. In your notebook, write down the words from answers A and B that you can hear in the recording.

People are genetically programmed to

- A. make quick judgements when they face an unsafe situation.
- B. immediately run away when they come across a dangerous situation.

2b Listen to the recording from 2a again and choose the correct answer in 2a. Write the answers in your notebook.

TIP Choose the correct option in *italics*. Write the answers your notebook.
The answer which uses exactly the same words as in the recording can be *wrong/right*, whereas the answer which uses synonyms and antonyms of the words in the recording can be *wrong/right*.

3 Copy the table into your notebook. Put statements 1–9 in the correct columns.

- 1. Everybody wants to be beautiful.
- 2. We rarely change our minds.
- 3. The first clinic was opened a few years ago.
- 4. They had to decide quickly whether these new people were friends or enemies.
- 5. They are successful because it's easy to trust someone who is pleasant to look at.
- 6. What he does is really interesting.
- 7. It takes only a few seconds to decide whether we like someone or not.
- 8. He has worked in the clinic for three years.
- 9. Lots of people are obsessed with their looks nowadays.

Dr Peterson's job	First impressions	Attractive people
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4 Listen to the whole radio programme. In your notebook, write down the numbers of the statements in 3 that you hear in the recording. Which of the three topics from the table is the main theme of the radio programme?

TIP The last question is often a gist question, and tests your ability to understand the main idea and purpose of what you have heard. When answering a gist question, choose the option which refers to the most information.

► Zadanie testujące

5 Usłyszysz dwukrotnie wywiad ze znaną modelką. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz w zeszycie literę A, B, C albo D.

- 5.1. Kim became a model when she was
 - A. 16.
 - B. 17.
 - C. 18.
 - D. 19.
- 5.2. In order to win a model agency contract, you should be
 - A. 18 years old.
 - B. shy.
 - C. confident.
 - D. beautiful.
- 5.3. For an interview with a model agency, it is best not to wear
 - A. formal clothes.
 - B. any make-up.
 - C. inexpensive clothes.
 - D. expensive clothes.
- 5.4. A good portfolio should include
 - A. a lot of photographs of your face.
 - B. three professional photographs.
 - C. five photographs of the full body.
 - D. a few good photographs.
- 5.5. In the interview, Kim talks about
 - A. her life as a model.
 - B. how to start a modelling career.
 - C. the advantages of being a model.
 - D. the disadvantages of being a model.

► Mówienie – zestaw zadań

► Zadanie 1. (4 minuty)

Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Opowiedz swojemu koledze/swojej koleżance z Anglii o Waszym nowym nauczycielu języka angielskiego. Pamiętaj, że Twój gość przebywa w Polsce na wymianie językowej i mieszka u Ciebie w domu oraz uczęszcza z Tobą do Twojej szkoły. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Sposoby
dyscyplinowania
uczniów

Wygląd zewnętrzny

Sposób nauczania

Cechy charakteru

Uczeń B

Jesteś uczniem/uczennicą z Anglii, który/która przebywa w Polsce na wymianie językowej. Twój kolega/koleżanka opowiada Ci o swoim nowym nauczycielu języka angielskiego. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- dowiedz się od ucznia A, czy Jego/Jej opinia o nowym nauczycielu jest uzasadniona,
- grzecznie nie zgódź się z uczniem A, tak aby musiał/podać kolejne argumenty lub zaproponować inne rozwiązanie,
- poradź uczniowi A, by spróbował się przekonać do nowego sposobu nauczania,
- wyraż wątpliwość, czy zawsze można polegać na pierwszych wrażeniach.

► Zadanie 2. (3 minuty)

Pracujcie w parach. Opisujcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



1. Why are the people wearing formal clothes?
2. Should you be yourself or try to make a good impression in a job interview? Why?
3. Describe the last time you had or wanted to make a good impression on someone.

Uczeń B



1. Why do you think the people are wearing the same T-shirts?
2. How much can clothes people wear tell about their interests and personality?
3. Tell us about the last time you saw somebody who looked extraordinary.

► Zadanie 3. (5 minut)

Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie poniższe zadanie. Następnie odpowiedzcie na dwa pytania.

Bierzesz udział w ankiecie na temat tego, jaki sposób dbania o urodę i zdrowy wygląd będzie w przyszłości najpopularniejszy.

- Wybierz zdjęcie przedstawiające ten sposób dbania o urodę i zdrowy wygląd, który Twoim zdaniem stanie się w przyszłości najpopularniejszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. Do you think men will take more and more care of their appearance in the future? Why?/Why not?
2. In which jobs does appearance matter most? Why?

► Znajomość środków językowych

Uzupełnianie par zdań brakującym wyrazem – wybór wielokrotny

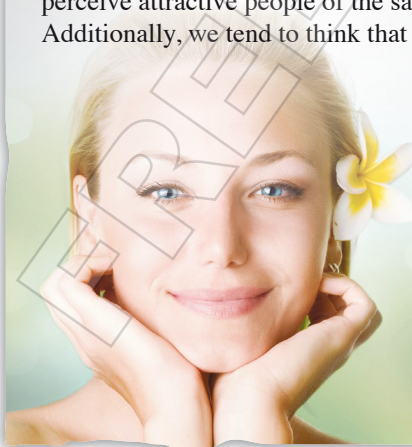
1 For each pair of sentences choose one word (A, B or C) which best completes both sentences. Write the answers in your notebook.

- He just like his dog – they both bark in the same way.
I couldn't live in the countryside – I just love the noise and of big cities.
A. behaves B. smells C. sounds
- I've always wanted to a little cottage by the sea. I never buy any dinner, I always prepare my meals at home.
A. have B. own C. personal
- You're shivering! Are you ? I always thought that snakes feel and wet, but they're actually warm and dry.
A. freezing B. cold C. ill
- We're going to house this summer so I'll have my own room at last.
Could you this chair, please? I can't see the screen.
A. change B. move C. put away
- Sorry, I can't talk to you, I to write an essay for my English class tomorrow.
Jack, come here to the kitchen! I your help!
A. want B. have C. need
- She asked me I knew about the maths test next Monday.
I always look as I was going to cry in photos, just look at that!
A. whether B. if C. though

Słownictwo

2 Read the text. In your notebook, complete each gap with the correct form of the word in brackets.

According to popular opinion and some studies, (1.) (GOOD LOOK) people earn more money, get promoted quicker and often have better jobs than people who are not that attractive. However, beauty does not always mean having a (2.) (GOOD) life. First of all, when it comes to money, in most professions, it's better to be smart than attractive. However, beauty helps a lot in contact with the opposite sex, apparently. For example, attractive people do get better jobs, but only if they are not the same sex as the potential (3.) (EMPLOY), as we may perceive attractive people of the same sex as a threat. Additionally, we tend to think that people who are attractive are more (4.) (TALENT) than less attractive people, but, again, only if they are of the opposite sex. So, beauty often does mean a better life, but there are also a lot of problems if you are beautiful.



► Vocabulary plus

1 Copy the table into your notebook. Put the words in the correct columns. Then use them to describe the people in the pictures a–c below.

bald beard casual dyed freckles middle-aged
medium-sized moustache pale plump ponytail
redhead suit striped wrinkles

Nouns	Adjectives



2 For each line, find the odd adjective out. Explain why it does not belong with the other three.

- bright slow-witted intelligent gifted
- slim skinny underweight obese
- gorgeous stunning ugly handsome
- unsociable outgoing quiet shy
- caring friendly indifferent helpful
- arrogant bossy rude sensitive
- reliable helpful mean caring

► Wordlist Unit 1

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik (np.: a, an, the, that itp.)
(n) = noun – rzeczownik

(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

*** = słowo bardzo często używane

** = często używane

* = dosyć często używane

Człowiek – wygląd zewnętrzny

attractive (adj) ***	/ə'træktɪv/	atrakcyjny
bald (adj) *	/bɔːld/	łysy
beautiful (adj) ***	/ˈbjuːtɪf(ə)l/	piękny
blonde (adj) *	/blɒnd/	blond
curly (hair) (adj) *	/ˈkɜːli/	kręcone (włosy)
dark (adj) ***	/dɑːk/	ciemny
fair (hair) (adj) ***	/feə/	jasne (włosy)
fat (adj) **	/fæt/	gruby
good-looking (adj) **	/ˌɡʊd 'lʊkɪŋ/	atrakcyjny
handsome (adj) **	/ˈhæns(ə)m/	przystojny
long (adj) ***	/lɒŋ/	długi
of medium height (adj)	/əv miːdiəm 'haɪt/	średniego wzrostu
overweight (adj)	/ˌoʊvə 'weɪt/	mający nadwagę
plain (adj) **	/pleɪn/	pospolity, nieatrakcyjny
pretty (adj) *	/ˈprɪti/	ładny
short (adj) ***	/ʃɔːt/	niski
skinny (adj)	/ˈskɪni/	chudy
slim (adj) **	/slɪm/	szczupły
straight (adj) ***	/streɪt/	prosty
tall (adj) ***	/tɔːl/	wysoki
thin (adj) ***	/θɪn/	chudy
ugly (adj) **	/ˈʌɡli/	brzydki
well-built (adj)	/ˌwel 'bɪlt/	dobrze zbudowany

Człowiek – cechy charakteru

arrogant (adj) *	/ˈærəɡənt/	arogancki
bossy (adj)	/ˈbɒsi/	apodyktyczny
bright (adj) ***	/braɪt/	bystry
cheerful (adj) *	/ˈtʃɪəf(ə)l/	radosny, pogodny
clever (adj) **	/ˈklevə/	bystry
friendly (adj) ***	/ˈfrendli/	przyjacielski
funny (adj) ***	/ˈfʌni/	zabawny
happy (adj) ***	/ˈhæpi/	szczęśliwy
hard-working (adj) *	/hɑːd 'wɜːkɪŋ/	pracowity
impatient (adj) *	/ɪmˈpeɪʃ(ə)nt/	niecierpliwy
intelligent (adj) **	/ɪnˈtelɪdʒ(ə)nt/	inteligentny
lazy (adj) **	/ˈleɪzi/	leniwy
nice (adj) ***	/naɪs/	miły
outgoing (adj)	/ˌaʊtˈɡəʊɪŋ/	towarzyski
patient (adj) ***	/ˈpeɪʃ(ə)nt/	cierpliwy
quiet (adj) ***	/ˈkwaɪət/	cichy
reliable (adj) **	/rɪˈlaɪəb(ə)l/	godny zaufania, rzetelny
selfish (adj) *	/ˈselfɪʃ/	samolubny
serious (adj) ***	/ˈsɪəriəs/	poważny
shy (adj) *	/ʃaɪ/	nieśmiały
sociable (adj)	/ˈsəʊjəb(ə)l/	towarzyski
talkative (adj)	/ˈtɔːkətɪv/	rozmowny
tidy (adj) *	/ˈtaɪdi/	schludny
unfriendly (adj) *	/ʌnˈfrendli/	nieprzyjemny
untidy (adj) *	/ʌnˈtaɪdi/	niechlujny

Inne

active (adj) ***	/ˈæktɪv/	aktywny
actually (adv) ***	/ˈæktʃuəli/	faktycznie, rzeczywiście
annoy (v) **	/əˈnoɪ/	złościć
apart from (prep) ***	/əˈpɑːt frəm/	oprócz
appointment (n) ***	/əˈpɔɪntmənt/	umówione spotkanie
attach (v) **	/əˈtætʃ/	załączać
avatar (n)	/ˈævəːtɑː(r)/	awatar
barbarian (n)	/ˈbɑːˈbeəriən/	barbarzyńca
barrier (n) **	/ˈbæriə/	bariera
believe (v) ***	/bɪˈliːv/	uważać, wierzyć
belt (n) **	/belt/	pasek
break down (v)	/breɪk 'daʊn/	przełamywać
breathe (v) **	/briːð/	oddychać
care about (v)	/ˈkeə(r) əˈbaʊt/	troszczyć się (o)
chips (n) **	/tʃɪps/	frytki
clear (adj) ***	/kliə/	wyraźny
clutch (v) **	/klatʃ/	ściskać
coast (n) ***	/kəʊst/	wybrzeże
confident (adj) **	/ˈkɒnfɪdənt/	pewny siebie
count on (v)	/ˈkaʊnt ɒn/	liczyć na
decade (n) ***	/ˈdekeɪd/	dekada
delicious (adj) *	/dɪˈlɪʃəs/	pyszny
deny (v) ***	/dɪˈnaɪ/	zaprzeczać
descent (n) *	/dɪˈsent/	zstąpienie, zejście
dressing gown (n)	/ˈdresɪŋ ˌɡaʊn/	szlafrok
elderly (adj) ***	/ˈeldəli/	w podeszłym wieku
feel (v) ***	/fiːl/	czuć
frightening (adj) *	/ˈfraɪt(ə)nɪŋ/	prerażający

glad (adj) ***	/glæd/	zadowolony
handkerchief (n) *	/ˈhæŋkəˌtʃɪf/	chusteczka
hard (adj) ***	/hɑːd/	stanowczy, trudny
hope (v) ***	/həʊp/	mieć nadzieję
housework (n) *	/ˈhaʊsˌwɜːk/	prace domowe
hungry (adj) **	/ˈhʌŋɡri/	głodny
interested in (adj) ***	/ˈɪntrəstɪd ɪn/	zainteresowany (czymś)
interrupt (v) **	/ˌɪntəˈrʌpt/	przeszkadzać, przerywać
item (n) ***	/ˈaɪtəm/	sztuka (odzieży)
kind (adj) ***	/kaɪnd/	miły
lifestyle (n) **	/ˈlaɪfˌstɑɪl/	styl życia
look (v) ***	/lʊk/	wyglądać
look like (v)	/ˈlʊk ˈlaɪk/	wyglądać jak (ktoś)
loud (adj) **	/laʊd/	głośny
mad about (phr)	/ˈmæd əˈbaʊt/	szaleć (na punkcie czegoś)
married (adj) ***	/ˈmæɪrɪd/	żonaty, zamężna
mix (n) ***	/mɪks/	mieszanina
move (house) (v) ***	/muːv/	przeprowadzać się
muscular dystrophy (n)	/ˈmʌskjələ(r) ˈdɪstrəfi/	dystrofia mięśniowa
nowadays (adv) **	/ˈnaʊəˌdeɪz/	obecnie
occasionally (adv) ***	/əˈkeɪz(ə)nli/	czasami
old (adj) ***	/əʊld/	stary
opposite (n) ***	/ˈɒpəzɪt/	przeciwieństwo
own (v) ***	/əʊn/	mieć, posiadać
portrait (n) **	/ˈpɔːtrɪt/	portret
product (n) ***	/ˈprɒdʌkt/	produkt
representation (n) **	/ˌreprɪzenˈteɪʃ(ə)n/	podobizna
sell (v) ***	/sel/	sprzedawać
show (v) ***	/ʃəʊ/	przedstawiać, pokazywać
side (n) ***	/saɪd/	strona
smart (adj) ***	/smɑːt/	elegancki
smell (v) **	/smel/	pachnieć, wąchać
snore (v)	/snɔː/	chrapać
soft (adj) ***	/sɒft/	łagodny, słaby
soldier (n) ***	/ˈsəʊldɪə(r)/	żołnierz
sort (n) ***	/sɔːt/	rodzaj
sound (v) ***	/saʊnd/	brzmieć, rozbrzmiewać
spectacular (adj) **	/ˈspekˈtækjələ/	efektowny, imponujący
struggle (v) **	/ˈstrʌɡ(ə)l/	walczyć, zmagać się
taste (v) ***	/teɪst/	smakować
tie (n) ***	/taɪ/	krawat
trainers (n) *	/ˈtreɪnəz/	obuwie sportowe
treat (v) ***	/triːt/	traktować
turn (n) ***	/tɜːn/	kolej (moja kolej – my turn)
vote (v) ***	/vəʊt/	głosować
warm (adj) ***	/wɔːm/	ciepły
whether (conj) ***	/ˈweðə/	czy

► Vocabulary plus

beard (n) *	/bɪə(r)d/	broda
bright (adj) ***	/braɪt/	blyszotliwy
caring (adj)	/ˈkeərɪŋ/	troskliwy
casual (adj) **	/ˈkæʒuəl/	swobodny, na luzie
died (adj)	/daɪd/	farbowany
freckle (n)	/ˈfrek(ə)l/	pieg
gifted (adj)	/ˈɡɪftɪd/	utalentowany
gorgeous (adj) *	/ˈɡɔː(r)dʒəs/	przepiękny
indifferent (adj)	/ɪnˈdɪfrənt/	obojętny
middle-aged (adj) *	/ˌmɪd(ə)l ˈeɪdʒd/	w średnim wieku
mean (adj) ***	/miːn/	złośliwy
medium-sized (adj)	/ˌmiːdiəm ˈsaɪzd/	w rozmiarze M
moustache (n) *	/məʊˈstɑːʃ/	wąsy
obese (adj)	/əʊˈbiːs/	otyły
pale (adj) ***	/peɪl/	blady
plump (adj)	/plʌmp/	pulchny
ponytail (n)	/ˈpəʊniˌteɪl/	kucyk (fryzura)
redhead (n)	/ˈredˌhed/	rudowłósy
rude (adj) **	/ruːd/	niegrzeczny
sensitive (adj) ***	/ˈsensətɪv/	wrażliwy
skinny (adj)	/ˈskɪni/	chudy
slow-witted (adj)	/ˌsləʊ ˈwɪtɪd/	nierozgarnięty
striped (adj)	/straɪpt/	w paski
stunning (adj) *	/ˈstʌnɪŋ/	oszałamiający
suit (n) ***	/suːt/	garnitur
underweight (adj)	/ˌʌndə(r)ˈweɪt/	z niedowagą
unsociable (adj)	/ʌnˈsəʊjəb(ə)l/	nietowarzyski
wrinkle (n)	/ˈrɪŋk(ə)l/	zmarszczka