Gateway

plus

3

Teacher's Book

Anna Cole

macmillan
education

1 Identity match

▸ 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
thin	*short*	*short*	*handsome*

Build: overweight, well-built
Height: of medium height, tall
Hair: bald, blonde, curly, dark, fair, long, straight
General: good-looking, plain, pretty, ugly

2 🎧 **1.01** Listen, check and repeat.

3a `PRONUNCIATION` 🎧 **1.02** Listen to these words. Do we pronounce *gh* in these words? *No, we don't.*

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

gh is pronounced as f *at the end of* enough
gh is pronounced as g *at the beginning of* ghost

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

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

arrogant	bossy	clever	nice
reliable	selfish	shy	

1 When you think you are better or more important than other people. *arrogant*

2 When you only think about yourself and you don't care about other people. *selfish*

3 Good, friendly, kind. *nice*

4 Good at learning and understanding things. *clever*

5 When you are not very confident or comfortable with other people. *shy*

6 When people can depend on you or count on you to do something. *reliable*

7 When you always tell other people what to do. *bossy*

7 `LISTENING` 🎧 **1.03** Listen to four people talking about themselves. What adjective of personality best describes each person? Write the answers in your notebook.

1 Rose ....*lazy*............
2 William ....*arrogant*.........
3 Jessica ....*tidy*............
4 Brandon ....*impatient*.........

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.**

1 What is an avatar? *An avatar is a visual representation of a person on the Internet.*
2 Do you or your partner have an avatar? If you do, describe its appearance. *Students' own answers*
3 Why do you think avatars are popular? *Example answer: Because people can play their own character within a fantasy game, or they can play the sort of character they would like to be.*

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

	Real life	Online
Jason Rowe	(**1**) *ill, needs a machine to live*	(**5**) *tall, strong, well-built soldier*
Kim Nyvang	(**2**) *medium-height, thin, short fair hair*	(**6**) *strong, well-built, long black hair*
Elizabeth Brown	(**3**) *long brown hair, young*	(**7**) *older, grey hair, fatter face*
April Hatch	(**4**) *very shy*	(**8**) *different (we don't know how)*

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
5 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
10 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
15 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
20 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
25 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,
30 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.
35 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.
40 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
45 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.**

1 Robbie Cooper wrote his book because he is interested in online computer games. T/**F** *7–8*
2 Not everybody creates avatars in the same way. **T**/F *10*
3 Jason Rowe's avatar finds it difficult to make friends. T/**F** *19–20*
4 Kim Nyvang would like to have a different appearance. T/**F** *25–26*
5 Kim's real wife knows that Kim has a virtual wife too. **T**/F *28–29*
6 Elizabeth Brown wants to copy her avatar's appearance and personality one day. **T**/F *31–32*
7 April Hatch's avatar now shows April as she would like to be, but isn't. T/**F** *37–39*
8 April's avatar has made a positive change to her life. **T**/F *38–39*

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

1 Robbie Cooper wrote the book because he was interested in the connection between avatars and real people.

3 Jason Rowe finds it easy to make friends with his avatar because people treat him normally.

4 Kim Nyvang is happy with his appearance but thought it was fun to create an avatar that didn't look like him.

7 April Hatch's avatar shows April as she really is because she makes more friends when she is more like her real self.

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

1 connected to the Internet (paragraph 1) *online*
2 communicating with and reacting to somebody or something (paragraph 1) *chatting and interacting*
3 from time to time (paragraph 2) *occasionally*
4 things that stop people from communicating or working with others (paragraph 3) *barriers*
5 the right to be able to do something (paragraph 4) *permission*
6 has a similar appearance to (paragraph 5) *looks like*
7 be similar to (paragraph 5) *be like*
8 believing in your abilities (paragraph 6) *feeling more confident*

6 **SPEAKING** **What about *you*?**

1 Do you like playing online games? Why?/Why not?
2 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. *2*
b things that are always or generally true. *5*
c scientific facts. *7*

We use the present continuous for:

d actions that are happening now or near the moment of speaking. *4*
e actions that are temporary or not a normal routine. *6*
f actions that happen very often and annoy the speaker. *3*
g changing situations. *1*

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

1 Avatars aren't becoming more and more popular.
Are avatars becoming more and more popular?
2 Jason doesn't play online 80 hours a week.
*Does Jason play online 80 hours a week?*

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**) ....*am*............ (be) really angry with my brother at the moment because he's (**b**) ...*always using*... (always use) the computer when I want to use it. He (**c**) *doesn't usually play* (not usually play) computer games but he (**d**) ....*'s becoming*.... (become) more and more interested in online games at the moment. Right now he (**e**) ....*'s making*....... (make) a new avatar for his favourite game. It's funny because my brother (**f**) *doesn't usually wear* (not usually wear) anything apart from jeans, T-shirts and trainers, but his avatar (**g**) ....*has got*....... (have got) really spectacular clothes. People (**h**) ....*usually say*.... (usually say) that boys (**i**) ....*play*......... (play) more computer games than girls but I think that it (**j**) ....*is changing*.... (change). The only reason that I (**k**) ....*don't often play*.... (not often play) is because when it's my turn to use the computer, I (**l**) ......*always do*...... (always do) my homework on it first. Oh, good! My brother (**m**) ....*is finishing*.... (finish) now. It's 7pm and he (**n**) ....*usually goes*.... (usually go) to see his friend at 7pm. My turn to use the computer at last!
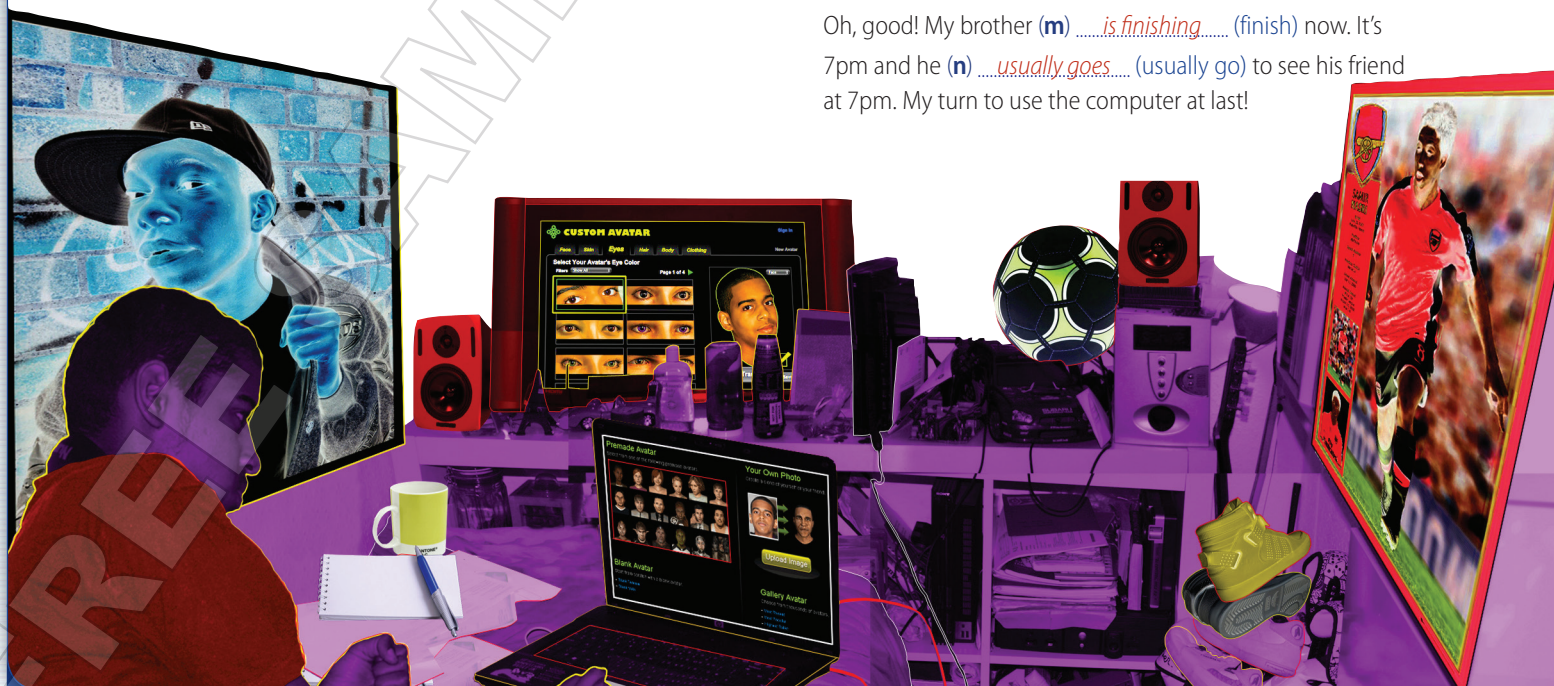
4 In your notebook, write two true sentences about yourself or other people with these expressions. Write one in present simple and one in present continuous. You can write negative sentences if necessary.

> 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.
1. What are the first two things you do each morning?
2. What are the last two things you do each night?
3. What are the people in your class doing right now?
4. In what ways are you, or the people in your family, changing?
5. What do you usually do at the weekend?
6. What are the members of your family doing now?
7. How do you usually spend your summer holidays?
8. 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?*

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

All these words are ways of saying 'beautiful':
attractive – *used for describing men and women who are pleasant to look at*
beautiful – *extremely attractive (usually used of women)*
good-looking – *used for describing adults and older children who are nice to look at*
handsome – *used of a man or boy (= good-looking)*
pretty – *used for young women and girls who have nice faces*

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

fat – overweight 　　　　 *difficult – hard*
cheerful – happy – glad 　 *slim – thin – skinny*
friendly – sociable – outgoing 　 *elderly – old*

3 Choose the best alternative in each sentence. If there is no difference, choose both. Write the answers in your notebook.
1. Don't call your grandmother *old/elderly*! Call her *old/elderly*.
2. Why are you angry, Dad? I didn't say you're *fat/overweight*. I just said you're a little *fat/overweight*.
3. That actor is really *attractive/good-looking*.
4. My cousin always smiles. She's a really *glad/cheerful* person.
5. You need to eat more. You don't look well. You look a bit *skinny/slim*.
6. 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.*
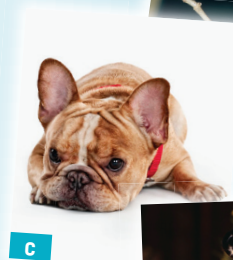
> *Is it Angelina Jolie?*

> *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 **LISTENING** 🎧 **1.04** 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 .... *a* ....   4 .... *c* ....
2 .... *d* ....   5 .... *b* ....
3 .... *e* ....

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

a	sounds like their pet.	*4*
b	believes they understand what their pet is saying.	*1*
c	doesn't own their ideal pet.	*5*
d	isn't very active.	*2, 4*
e	owns a pet which tries to make them happy.	*1*
f	enjoys physical activity.	*3*
g	doesn't seem to enjoy doing housework.	*5*
h	hasn't got a very healthy lifestyle.	*4*

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?

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

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

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

1 verbs of feeling:
.... *love* ...., ... *like* ....,
hate, want, prefer, need

2 verbs of thinking:
.... *know* ...., ... *understand* ....,
believe, remember, mean

3 verbs of the senses:
.... *sounds* ...., ... *looks* ....,
hear, see, taste, smell, feel, seem

4 verbs of possession:
.... *have (got)* ...., ... *own* ....,
belong

GRAMMAR REFERENCE ▶ str. 14

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

1 I *look*/*am looking* for my pet snake. *Do you know*/*Are you knowing* where it is?
2 Isn't he attractive? He *looks*/*is looking* like a film star.
3 My sister *has got*/*is having* a new pet.
4 Jack can't speak to you at the moment. He *has*/*is having* a shower.
5 *Do you know*/*Are you knowing* the answer now?
6 I *don't understand*/*am not understanding* a word you're saying.
7 OK, OK, don't get angry. I *believe*/*am believing* you.
8 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

1 I love listening to that new Coldplay CD.
It ____*sounds*____ great.
2 Mm. What are you cooking? It ____*smells*____ delicious.
I want to try it.
3 What's the matter? You don't ____*seem*____ very cheerful today.
4 Emma ____*looks*____ like her sister. Their personalities are very different but their appearance is almost identical.
5 There is too much sugar in this coffee. It ____*tastes*____ too sweet.
6 Can you ____*hear*____ the sound that the bird is making?
7 Your hand is cold. It ____*feels*____ 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*____ (sound) really happy.
MOLLY: I am. I (**b**) ____*'m having*____ (have) a great time.
RYAN: Where are you?
MOLLY: I (**c**) ____*'m staying*____ (stay) at my cousin Lily's house.
RYAN: Lily? Ah, yes. Now I (**d**) ____*remember*____ (remember). She's the one who (**e**) ____*has*____ (have) a house near the coast.
MOLLY: That's right. Well, in fact, the house (**f**) ____*belongs*____ (belong) to a good friend of my cousin. She always (**g**) ____*lets*____ (let) her stay whenever she (**h**) ____*wants*____ (want).
RYAN: And what (**i**) ____*are*____ you ____*doing*____ (do) now?
MOLLY: I (**j**) ____*'m getting*____ (get) the table ready for dinner. Lily (**k**) ____*cooks*____ (cook) really well. She (**l**) ____*'s making*____ (make) something special for tonight. It (**m**) ____*smells*____ (smell) great.
RYAN: Stop! You (**n**) ____*'re making*____ (make) me hungry. Anyway, I (**o**) ____*need*____ (need) to go now. Somebody (**p**) ____*'s calling*____ (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
1 You think _____ sounds great.
2 You think _____ looks really attractive.
3 You usually feel _____ on Monday morning.
4 You always remember _____.
5 You don't understand _____.
6 You don't need _____ to be happy.
7 You don't believe in _____.
8 The most important thing you own is _____.

YOUR PARTNER
1 Your partner thinks _____ sounds great.
2 Your partner thinks _____ looks really attractive.
3 Your partner usually feels _____ on Monday morning.
4 Your partner always remembers _____.
5 Your partner doesn't understand _____.
6 Your partner doesn't need _____ to be happy.
7 Your partner doesn't believe in _____.
8 The most important thing your partner owns is _____.

1 LISTENING 🎧 1.05 **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: __basketball__ , __music__
Ellie's hobbies: __swimming__ , __(rock) music__ , __playing the guitar__

2 **Complete the dialogue in your noteboook. 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**) __first__ 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**) __basketball__, 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**) __swimming__, 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**) __rock__

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

ELLIE: Yeah, I'm in a band. We aren't (**f**) __bad__ 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.**

1 We use *nouns*/(*subject pronouns*) at the end of question tags.

2 We use (*auxiliary verbs and 'to be'*)/*main verbs* in question tags.

3 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.**

1 You've got a sister, __haven't you__?
2 You can't play the piano, __can you__?
3 That girl sings really well, __doesn't she__?
4 She's your best friend, __isn't she__?
5 Your brother would like to be at this school, __wouldn't he__?
6 That boy isn't very tall, __is he__?
7 Her dad doesn't like listening to that music, __does he__?
8 Jamie and Becky can swim really fast, __can't they__?

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

(photo with labels: Laila, Joe, Freya, Connor, Lucy)

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

Connor: *He is very quiet.*

Laila: *She is nice but she sometimes looks bossy. She is also very clever and helpful.*

Freya: *She is really funny and always makes her friends laugh.*

Lucy: *She is mad, totally crazy.*

Joe: *He is a bit arrogant (he says he is extremely good-looking!), sociable, sporty.*

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 ___quite bossy___.*)

2 *look like + noun/pronoun* (*He looks like ___me___.*)

3 *look like/as if + noun/pronoun + verb* (*She looks like ___she's having a good time___.*)

We use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, we use:

4 ___very___, *extremely* and *really* to make 'normal' adjectives (*good*, *bad*) stronger.

5 ___totally___, *absolutely*, *really* and *completely* to make 'extreme' adjectives (*fantastic*, *awful*) stronger.

6 ___quite___ 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.

(photo with labels: Oscar, Jack, Anika, Sarah, Jess)

1 ___Jack___ is really ___good-looking.___

2 ___Jess___ looks ___happy.___

3 ___Oscar___ looks like a ___clever boy.___

4 ___Anika___ is rather ___nice.___

5 ___Sarah___ is extremely ___pretty.___

6 ___Sarah___ has got quite ___long hair.___

7 ___Jess___ looks as if ___she is taking a photograph.___

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

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)

▶ Rozumienie ze słuchu – wybór wielokrotny

1a LISTENING 🎧 1.06 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?
   At first, Dr Peterson wanted to employ the attractive young woman, because she was very pretty and experienced; she made a good first impression on him.
2. Why was the person who got the job good for it?
   The bald, overweight man was good for the job, because he was bright, friendly and reliable.

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 ____*arrogant*____ and ____*impatient*____.
2. The plain middle-aged woman *got* / *didn't get* the job because she was ____*too bossy*____ and ____*talkative*____.
3. The bald, overweight man *got* / *didn't get* the job because he was ____*bright*____, ____*friendly*____ and ____*reliable*____.

2a LISTENING 🎧 1.07 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 LISTENING 🎧 1.07 Listen to the recording from 2a again and choose the correct answer in 2a. Write the answers in your notebook. *A*

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
3	2	1
6	4	5
8	7	9

4 LISTENING 🎧 1.08 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.

Statements in 3 that can be heard in the recording: 2, 3, 4, 5, 7. The main theme of the radio programme is: First impressions.

▶ Zadanie testujące

5 LISTENING 🎧 1.09 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

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 nuczycielu 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,
- wyraź wątpliwość, czy zawsze można polegać na pierwszych wrażeniach.

Pracujcie w parach. Opiszcie 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.

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.**

1. He _sounds_ just like his dog – they both bark in the same way.
   I couldn't live in the countryside – I just love the noise and _sounds_ of big cities.
   A. behaves   **B.** smells   **C.** sounds

2. I've always wanted to _own_ a little cottage by the sea.I never buy any dinner, I always prepare my _own_ meals at home.
   A. have   **B.** own   **C.** personal

3. You're shivering! Are you _cold_? I always thought that snakes feel _cold_ and wet, but they're actually warm and dry.
   A. freezing   **B.** cold   **C.** ill

4. We're going to _move_ house this summer so I'll have my own room at last.
   Could you _move_ this chair, please? I can't see the screen.
   A. change   **B.** move   **C.** put away

5. Sorry, I can't talk to you, I _need_ to write an essay for my English class tomorrow.
   Jack, come here to the kitchen! I _need_ your help!
   A. want   **B.** have   **C.** need

6. She asked me _if_ I knew about the maths test next Monday.
   I always look as _if_ I was going to cry in photos, just look at that!
   A. whether   **B.** if   **C.** though

Słowotwórstwo

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-looking_ (**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/better_ (**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.**) _employer/employers_ (**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.**) _talented_ (**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
beard,	bald, casual,
freckles,	dyed
moustache,	middle-aged,
ponytail,	medium-sized,
redhead,	pale,
suit, wrinkles	plump, striped
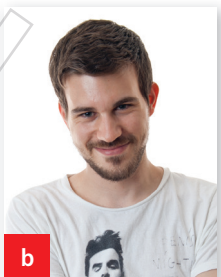
2 **For each line, find the odd adjective out. Explain why it does not belong with the other three.**

a. bright   slow-witted   intelligent   gifted
Other adjectives generally refer to someone who can learn quickly and easily and have the opposite meaning to slow-witted.

b. slim   skinny   underweight   obese
Other adjectives generally refer to someone thin and have the opposite meaning to obese.

c. gorgeous   stunning   ugly   handsome
Other adjectives generally refer to someone attractive and have the opposite meaning to ugly.

d. unsociable   outgoing   quiet   shy
Other adjectives generally refer to someone who has difficulties socialising.

e. caring   friendly   indifferent   helpful
Other adjectives generally refer to someone who is kind, sympathetic and helps others.

f. arrogant   bossy   rude   sensitive
Other adjectives generally refer to someone rude.

g. reliable   helpful   mean   caring
Other adjectives generally refer to someone who can be counted on and is willing to help others.

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) ★★★	/əˈtræktɪv/	atrakcyjny
bald (adj) ★	/bɔːld/	łysy
beautiful (adj) ★★★	/ˈbjuːtəf(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 ˈlʊkɪŋ/	atrakcyjny
handsome (adj) ★★	/ˈhæns(ə)m/	przystojny
long (adj) ★★★	/lɒŋ/	długi
of medium height (adj)	/əv miːdiəmˈhaɪt/	średniego wzrostu
overweight (adj)	/ˌəʊvəˈweɪt/	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 ˈbɪlt/	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) ★★★	/ˈfren(d)li/	przyjacielski
funny (adj) ★★★	/ˈfʌni/	zabawny
happy (adj) ★★★	/ˈhæpi/	szczęśliwy
hard-working (adj) ★	/hɑːdˈwɜːkɪŋ/	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)	/ˈsəʊʃəb(ə)l/	towarzyski
talkative (adj)	/ˈtɔːkətɪv/	rozmowny
tidy (adj) ★	/ˈtaɪdi/	schludny
unfriendly (adj) ★	/ʌnˈfren(d)li/	nieprzyjemny
untidy (adj) ★	/ʌnˈtaɪdi/	niechlujny

Inne

active (adj) ★★★	/ˈæktɪv/	aktywny
actually (adv) ★★★	/ˈæktʃuəli/	faktycznie, rzeczywiście
annoy (v) ★★	/əˈnɔɪ/	złościć
apart from (prep) ★★★	/əˈpɑːt frəm/	oprócz
appointment (n) ★★★	/əˈpɔɪntmənt/	umówione spotkanie
attach (v) ★★	/əˈtætʃ/	załączać
avatar (n)	/ˈævəˌtɑː(r)/	awatar
barbarian (n)	/bɑːˈbeəriən/	barbarzyńca
barrier (n) ★★	/ˈbæriə/	bariera
believe (v) ★★★	/bɪˈliːv/	uważać, wierzyć
belt (n) ★★	/belt/	pasek
break down (v)	/ˌbreɪk ˈdaʊn/	przełamywać
breathe (v) ★★	/briːð/	oddychać
care about (v)	/ˈkeə(r) əˌbaʊt/	troszczyć się (o)
chips (n) ★★	/tʃɪps/	frytki
clear (adj) ★★★	/klɪə/	wyraźny
clutch (v) ★★	/klʌtʃ/	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/	przerażający

glad (adj) ★★★	/ɡlæd/	zadowolony
handkerchief (n) ★	/ˈhæŋkətʃɪf/	chusteczka
hard (adj) ★★★	/hɑːd/	stanowczy, trudny
hope (v) ★★★	/həʊp/	mieć nadzieję
housework (n) ★	/ˈhaʊsˌwɜːk/	prace domowe
hungry (adj) ★★	/ˈhʌŋɡri/	głodny
interested in (adj) ★★★	/ˈɪntrəstɪd ˌɪn/	zainteresowany (czymś)
interrupt (v) ★★	/ˌɪntəˈrʌpt/	przeszkadzać, przerywać
item (n) ★★★	/ˈaɪtəm/	sztuka (odzieży)
kind (adj) ★★★	/kaɪnd/	miły
lifestyle (n) ★★	/ˈlaɪfˌstaɪl/	styl życia
look (v) ★★★	/lʊk/	wyglądać
look like (v)	/ˈlʊk ˌlaɪk/	wyglądać jak (ktoś)
loud (adj) ★★	/laʊd/	głośny
mad about (phr)	/ˈmæd ə ˌbaʊt/	szaleć (na punkcie czegoś)
married (adj) ★★★	/ˈmærid/	żonaty, zamężna
mix (n) ★★★	/mɪks/	mieszanina
move (house) (v) ★★★	/muːv/	przeprowadzać się
muscular dystrophy (n)	/ˌmʌskjələ(r) ˈdɪstrəfi/	dystrofia mięśniowa
nowadays (adv) ★★	/ˈnaʊəˌdeɪz/	obecnie
occasionally (adv) ★★★	/əˈkeɪʒ(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) ★★★	/ˈsəʊldʒə(r)/	żołnierz
sort (n) ★★★	/sɔːt/	rodzaj
sound (v) ★★★	/saʊnd/	brzmieć, rozbrzmiewać
spectacular (adj) ★★	/spekˈtækjʊlə/	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/	błyskotliwy
caring (adj)	/ˈkeərɪŋ/	troskliwy
casual (adj) ★★	/ˈkæʒuəl/	swobodny, na luzie
dyed (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) ★	/məˈstɑːʃ/	wąsy
obese (adj)	/əʊˈbiːs/	otyły
pale (adj) ★★★	/peɪl/	blady
plump (adj)	/plʌmp/	pulchny
ponytail (n)	/ˈpəʊniˌteɪl/	kucyk (fryzura)
redhead (n)	/ˈredˌhed/	rudowłosy
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)	/ʌnˈsəʊʃəb(ə)l/	nietowarzyski
wrinkle (n)	/ˈrɪŋk(ə)l/	zmarszczka